

January 25, 2019

Lumina Strategy Labs  
c/o HCM Strategists.com

Dear Sir or Madam,

This letter is provided to fulfill the requirements of the LUMINA State Education Attainment Challenge Grant final report and has been prepared by James P. Wisecup, who assumed principal responsibility for this program November 27, 2017. The original grant notification was provided in a letter dated July 31, 2017 to the North Dakota University System.

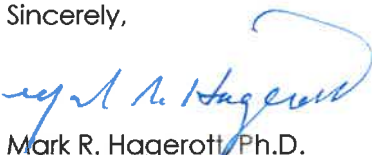
The final report is attached with this letter. There are also additional reports labelled A-P, and the financial reports which will all come via email separately. The grant was expended properly, and work was finished on time and within budget. The work has been significant, collaborative, and a good plan is in place.

I wanted to take this opportunity to thank the LUMINA Foundation and HCM strategists for making this opportunity available for the State of North Dakota. Dr. Susan Heegaard and Ms. Malia Sieve were especially helpful. The opportunity for our team to participate in a LUMINA retreat in October 2018 was well timed and helped crystallize our thinking as we all met together in November and successfully briefed the State Board of Higher Education on our final plan in December.

We knew from the beginning that this was a heavy lift, and a major effort. After much consultation with a wide variety of leaders across the state, we recognized that we did not convince political leaders to support a major state-wide effort (resources, people and political support) but we did establish a longer-term strategic working relationship with many of the major stakeholders in this effort. In the words of our 26<sup>th</sup> President of the United States Theodore Roosevelt, the University System leaders will do "what we can, where we are with what we have" in collaboration with Tribal College leaders, members of the Workforce Development Council, and others, in order to continue some movement toward our attainment goal. We think it is a worthy goal. Thank you again for making this possible.

Please don't hesitate to contact our primary point of contact Phil Wisecup, for additional details.  
[james.wisecup@ndus.edu](mailto:james.wisecup@ndus.edu).

Sincerely,



Mark R. Hagerott, Ph.D.  
Chancellor

Attachment: Final Report

# North Dakota Lumina State Education Attainment Challenge Grant Final Report

January 2019

**State:** North Dakota

**Grantee Organization:** North Dakota University System

**Project Director (or person who prepared this report):** James P. Wisecup, Vice Chancellor of Strategy and Strategic Engagement [james.wisecup@ndus.edu](mailto:james.wisecup@ndus.edu)

**Date:** January 2019

## Progress on Objectives, Strategies/Activities and Timeline

1. *For each of the strategies/activities listed in your state's approved work plan, please describe what progress has been made on each during this reporting period.*

The North Dakota University System (NDUS) is pleased to report that all ND Attainment Challenge Grant project goals specified in this Lumina Foundation-funded project have been accomplished successfully. The combined contributions of diverse statewide stakeholders, project contractors, and NDUS staff have produced (1) crucial mission-driven agreements among critical stakeholders to join in substantive multi-party collaboration and (2) operational plans that will move the state forward in achieving the state's ambitious attainment goals.

The NDUS provides a comprehensive summary report, *Lumina Foundation Attainment Challenge Grant Project: Summary Report* (Appendix A), and its supplement, *North Dakota Student Attainment and Workforce Development Plan* (Appendix B), which together provide a detailed accounting of the project's accomplishments.

As specified in its original grant submission, the NDUS has pursued the resolution of three overarching goals, each reviewed separately below.

*(a) Identify high-quality certificates and determine their alignment with the state's workforce needs and attainment aspiration.*

This first goal represents a substantive, statewide effort to build a collaborative alliance of multiple workforce stakeholders, effectively establishing a firm foundation for long-term planning and implementation. To accomplish this aim, the NDUS, following established procurement practices, contracted with The Consensus Council, Inc., Bismarck, ND, to provide

overall project facilitation and support. The focus of this goal's activities was to foster collaboration among a broad array of statewide business, industry, and government interests to develop a planning and implementation framework to support: (i) collaboration models and governance structures; (ii) attainment definitions and measurements; (iii) identification of critical high-quality certificates; (iv) strategies for returning adults across institutions; (v) interagency data management; (vi) marketing plan designs; and (vii) potential statutory and legislative appropriations recommendations. Appendix A, *Lumina Foundation Attainment Challenge Grant Project: Summary Report*, provides an accounting of this activity.

During a pivotal phase in the development of this statewide attainment framework, the Lumina Foundation sponsored a policy retreat in Minneapolis, in October 2018. This retreat afforded the ND project attendees the opportunity to meet and discuss the state's emerging attainment priorities, in the context of the retreat's input from presenters and Lumina Foundation staff. From this meeting, the ND project attendees drafted a series of policy and practices proposals to be placed before a November 2018 convening of statewide attainment stakeholders (See Appendix H, *North Dakota Attainment Position Statements*, and Appendix I, *North Dakota Attainment Initiatives by Topic*). This November 2018 convening of attainment stakeholders reviewed and amended these positions, subsequently approving a final list of state policy and practices statements to be prepared by The Consensus Council as a final report and placed before the State Board of Higher Education and the State Workforce Development Council for their respective approval and implementation (See Appendix G, *NDUS Attainment Work Group Minutes, 11/14/2018*).

It was the collective recommendation of all the statewide attainment stakeholders that the NDUS and the ND Workforce Development Council jointly enter into a collaboration agreement to formalize a long-term management structure for the purposes of advancing the state's attainment efforts. In December 2018, the NDUS reported to the State Board of Higher Education regarding (1) the progress gained in the attainment grant project, including the intention of the NDUS to enter a collaborative agreement with the Workforce Development Council (See Attachment C, *NDUS Attainment Challenge Grant SBHE Summary Presentation*), and (2) the submission of the final attainment grant project report (See Attachment A, *NDUS Lumina Grant Summary Report, Final*). During separate monthly meetings spanning October through December 2018, the NDUS and North Dakota Workforce Development Council discussed the elements of a prospective collaboration agreement, advancing a management model to support the state's longer-term attainment interests (Appendix P: *Workforce Development Council Administrative Committee Minutes, October 2018 and November 2018*). During its December 2018 meeting, the North Dakota Workforce Development Council's Administrative Committee voted unanimously to enter into a collaboration agreement with the NDUS, regarding attainment activities (See Appendix D, *NDUS – WDC Collaboration Agreement, Final*).

Central to the collaboration agreement between the NDUS and the Workforce Development Council is the acknowledgement, contained within each agency's respective strategic plan, of tangible measures that contribute to coordinated attainment initiatives (See Appendix E,

*Workforce Development Council Summary Report*, and Appendix F, *SB2003 Task Forces Final Report 2018, Markup Version*). The enactment of a collaboration agreement, predicated on the combined strategic initiatives of the NDUS and the Workforce Development Council and the approved initiatives outlined within the project's final report (See Appendix A, *NDUS Lumina Grant Summary Report, Final*), represent a significant accomplishment of the grant project, which will produce substantial planning and implementation gains well into the future.

Among the initiatives agreed to by the NDUS and the Workforce Development Council is their continued cooperation in reviewing, amending, and adopting a uniform understanding of recognized high quality certificates, as captured in several state and federal certificate inventories: (i) the NDUS non-degree credentials (See Appendix K, *NDUS TrainND Non-Degree Credential Inventory*); (ii) the state's career and technical certificates (See Appendix L, *ND Career-Technical Industry Certifications*); (iii) the U.S. Labor Department's apprenticeship programs (See Appendix M, *U.S. Labor Department Recognized Apprentice Occupations*); (iv) the recognized AFL-CIO apprenticeship supported programs (See Appendix N, *AFL-CIO Apprenticeship Programs*); and (v) the state's occupational licensure board study (See Appendix O, *ND State Occupational Licensure Board Review*). This combined study and adoption will proceed on an ongoing basis.

Appendix A presents a complete review of the various initiatives that have been accepted for continued planning and implementation, including the definitions of attainment, the adoption of attainment goals, criteria for performance reporting, the expansion of data analysis and public reporting, the implementation of a marketing plan, the initiation of statutory and appropriations proposals, among others.

Many of these initiatives find their origin in the comments and recommendations generated at the project's initial statewide attainment summit, conducted in January 2018 (See Appendix J, *NDUS Attainment Challenge Grant Summary Report, Final*). This summit's final report recorded an array of comments and recommendations, which ultimately guided the course of the NDUS attainment grant project. Throughout the project's duration, preeminent attention has been placed on fostering collaboration among a broad range of statewide stakeholders and the development of an administrative framework that will sustain long-term activities. This marks the primary aspiration of this project's first goal. This goal has met with significant success.

*(b) Attract and retain adult learners, encouraging and enabling them to reach their educational goals; and*

*(c) Through traditional communication, enhanced with social media outreach, educate the public about the value of a greater focus on attainment to the state and its citizens.*

The NDUS combined these two related goals, (b) and (c), for the purposes of seeking uniquely qualified consultants, separate from the consultants and activities contained in goal (a), to



facilitate the development of a unified statewide marketing plan, respectful of the distinct and related elements contained in each goal. Following established procurement practices, the NDUS contracted with Engage To Inspire Marketing, Bismarck, ND, to provide facilitation and support to goals (b) and (c). The focus of these two related goals coalesced in developing a framework for a marketing implementation plan that incorporates recognized, successful elements from other states' attainment marketing programs.

Central to the development of a unified marketing plan that addressed goals (b) and (c), the contractor participated extensively in goal (a) events, including meeting regularly with NDUS staff and The Consensus Council, Inc., staff, thereby ensuring continuity and consistency in messaging and respecting evolving project priorities.

Engage To Inspire Marketing prepared a final report to build upon and supplement the final report prepared by The Consensus Council, Inc., specifically focusing on a statewide marketing plan (See Appendix B, *North Dakota Student Attainment and Workforce Development Plan*). Although Appendix A positions the marketing plan within the comprehensive context of the wider state policy and practices issues, Appendix B represents the actual state marketing plan itself.

This comprehensive marketing plan represents an operational playbook to be deployed by the state, as available funding and other precursor events allow. This plan provides guidance for future marketing implementation, anticipating the message and actions required to support meaningful outreach efforts to the state's varied populations.

The development of this operational marketing plan constitutes a significant project accomplishment.

2. *Have these strategies/activities allowed the effort to make progress toward the outcomes listed in the work plan? Please describe how this is evidenced.*

The NDUS stipulates that the activities supported by the Lumina Foundation grant have produced the final deliverables specified within the original grant submission. The NDUS submits the complete list of deliverables as evidence of the successful completion of the grant project's activities:

Appendix A:	<i>NDUS Lumina Grant Summary Report, Final</i>
Appendix B:	<i>North Dakota Student Attainment and Workforce Development Plan</i>
Appendix C:	<i>NDUS Attainment Challenge Grant SBHE Summary Presentation</i>
Appendix D:	<i>NDUS – WDC Collaboration Agreement, Final</i>
Appendix E:	<i>Workforce Development Council Summary Report, Markup Version</i>
Appendix F:	<i>SB2003 Task Forces Final Report 2018, Markup Version</i>
Appendix G:	<i>NDUS Attainment Work Group Minutes, November 14, 2018</i>
Appendix H:	<i>North Dakota Attainment Position Statements</i>

Appendix I:	<i>North Dakota Attainment Initiatives by Topic</i>
Appendix J:	<i>NDUS Attainment Challenge Grant Summary Report, Final</i>
Appendix K:	<i>NDUS TrainND Non-Degree Credential Inventory</i>
Appendix L:	<i>North Dakota Career-Technical Industry Certifications</i>
Appendix M:	<i>U.S. Labor Department Recognized Apprenticeship Occupations</i>
Appendix N:	<i>AFL-CIO Apprenticeship Programs</i>
Appendix O:	<i>North Dakota State Occupational Licensure Board Review</i>
Appendix P:	<i>Workforce Development Council Administrative Committee Minutes, October 2018 and November 2018</i>

3. *Note and explain where activities and/or outcomes have differed from the initial plan.*

The NDUS asserts that this final report and its appended deliverables evidence adherence to the integrity of the original grant submission. Each deliverable addresses and supports the aspirational objectives outlined in the original submission. The NDUS is especially heartened by project's primary achievements: (i) the structural agreements and operational framework set forth within goal (a), and (ii) the marketing plan set forth within goals (b) and (c).

This grant has assisted the state financially and provided sound technical assistance. This grant has facilitated the state's stakeholders in producing a meaningful framework that will further support the state moving forward. This grant has helped to produce a unique North Dakota attainment strategy.

## **Major Changes**

1. *Describe any major changes or experiences that have had, or will have, an effect on the work supported by the grant.*

During the span of the administration of this Lumina Attainment Challenge Grant, the NDUS experienced certain events and process-driven accommodations that influenced the course and intensity of the grant's activities. These events and accommodations did not significantly alter the original direction or design of the grant activities, yet, these events did impact the flow of certain project timelines which compressed and intensified certain collaboration efforts among stakeholders. These changes served to engage stakeholders more directly in a shortened time period, effectively deepening the levels of trust among partners, accommodating and restructuring the insights generated by deeper discussions with partners, and investing more effort in seeking consensus among partners. In retrospect, these events and accommodations positively impacted project flow and strengthened the working relationship among the project's partners, creating a deeper level of commitment in the shared goals of all stakeholders.

(a) *Change in project staff.* As reported in the six-month interim progress report, submitted March 1, 2018, the NDUS reported a significant change in the makeup of the NDUS Attainment Challenge Grant team. This change in team assignments resulted in the delay of

certain project activity startups, specifically delaying the procurement process leading to the contracting of the project's various consultants. When the consultant contracts were eventually finalized, project activities proceeded accordingly, albeit on a more compressed timeline. These changes in staff and the resulting compression of activity timelines did place stressors on contractor work schedules; however, these changes did not alter the project's core goals for project success.

*(b) Accommodating stakeholder engagement.* The NDUS Attainment Challenge Grant application stated three ambitious goals, each predicated on accessing a network of committed statewide stakeholders. To engage these stakeholders, the NDUS pursued a consensus-driven process model that encouraged all partners to own the course and results of this effort. Consensus-building carries the heightened prospects of securing deeper commitments to project results, since all members voluntarily agree to invest the time and effort into building a common outcome. Consensus-building encourages creative problem-solving that addresses all parties' concerns, without succumbing to tempting instincts to revert to expedient majority-based rules, which effectively results in a winners-losers dynamic. Consensus building requires a commitment to a shared goal, to respect the contributions and motivations of all partners, and to malleably adjust and balance proposals to meet the needs of all partners. Consensus building is both ambitious and risky: any pre-programmed agenda or schedule can be affected by the engagement of partners. Consensus building requires flexibility.

Stakeholder partners worked to restructure governance rules by not initially designating any single lead agency, since attainment is interdisciplinary in nature. Reaching a final management plan would require time and deeper political support. Partners encouraged the NDUS and the North Dakota Workforce Development Council to join efforts to structurally guide future project activities. This request from project partners ultimately led to several months of discussions between the two parties, resulting in the development of a collaboration agreement in December 2018, representing a significant project accomplishment. This discussion and resolution took the full amount of time required to ensure a mutually desirable outcome. Honest discussions on governance options required thoughtful considerations of potential future consequences. This extended process did impact the scheduling of certain project events, although these impacts were relatively minor and ultimately resolved. What mattered most was ultimately achieved by a process that was mutually honored.

2. *Describe how you have responded or plan to respond to these changes.*

Many factors can and do influence project plans. Within the NDUS Attainment Challenge Grant project, the reassignment of NDUS staff and the discussions between the NDUS and the North Dakota Workforce Development Council constituted the most significant impacts on the overall flow of the project. By the close of the project, these impacts were mitigated and resolved.

When encountered with the management relationship between the NDUS and the North Dakota Workforce Development Council, mindful of its project scheduling and deliverable obligations, the NDUS elected, under the advice and with the assistance of project contractors, to stay the course and fully engage in the consensus-building process to seek its ultimate resolution. This proved successful and has established a firm foundation for the longer-term work that lies ahead.

When the NDUS submitted its grant application, it sought the resolution of two overarching aims: (1) producing crucial mission-driven agreements among critical stakeholders to join in substantive multi-party collaboration and (2) to draft operational plans that will move the state forward in achieving the state's ambitious attainment goals, including implementation and marketing plans. The NDUS proposed three goals to achieve these aims.

The NDUS asserts with both confidence and satisfaction that these aims have been achieved.

## Products

*If applicable, provide copies of or links to any evaluation reports and/or products (i.e., communications materials, plans, reports, etc.) completed during this reporting period.*

To support its claims that the requirements of the Lumina Foundation Attainment Challenge Grant have been fulfilled, the NDUS has appended to this report a set of deliverables that provide an accounting of the project and evidence of these achievements. These deliverables constitute essential, recognized products and assets to be used by the state's network of attainment stakeholders as they collectively structure and perfect the state's attainment program.

The NDUS submits the following complete list of deliverables as evidence of the successful completion of the grant project's activities:

Appendix A:	<i>NDUS Lumina Grant Summary Report, Final</i>
Appendix B:	<i>North Dakota Student Attainment and Workforce Development Plan</i>
Appendix C:	<i>NDUS Attainment Challenge Grant SBHE Summary Presentation</i>
Appendix D:	<i>NDUS – WDC Collaboration Agreement, Final</i>
Appendix E:	<i>Workforce Development Council Summary Report, Markup Version</i>
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Appendix O:	<i>North Dakota State Occupational Licensure Board Review</i>
Appendix P:	<i>Workforce Development Council Administrative Committee Minutes, October 2018 and November 2018</i>

## **Financial Report**

Filed separately. The North Dakota Attainment Challenge Grant was completed on time and within budget.

On behalf of the North Dakota University System, I'd like to take this opportunity to thank everyone who helped us move toward our state attainment goal. This includes the State Board of Higher Education, University System leadership and Presidents, Tribal College Presidents, leaders of state government agencies, the Work Force Development Council leadership and members, the WDC Administrative Committee, the North Dakota Consensus Council, and Engage to Inspire Marketing. For HCM Strategists, a special thanks to Dr. Susan Heegaard and Ms. Malia Sieve for all their help and support in the undertaking of the important and significant work toward the North Dakota Attainment goal of 65% by 2025. We will do our best to continue to pursue this goal. Finally, to the LUMINA foundation, without whose financial assistance none of this work would be possible.

# **LUMINA FOUNDATION ATTAINMENT CHALLENGE GRANT PROJECT: SUMMARY REPORT**

**North Dakota University System**

**December 2018**

**Prepared By**

**The Consensus Council, Inc., Bismarck, ND**



## **Summary Report**

### **Lumina Foundation Attainment Challenge Grant State Board of Higher Education**

**Submitted on Behalf of the North Dakota University System  
by The Consensus Council, Inc.  
December 2018**

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## **Summary Report**

### **Lumina Foundation Attainment Challenge Grant State Board of Higher Education**

**Submitted on Behalf of the North Dakota University System  
by The Consensus Council, Inc.  
December 2018**

#### **Summary Finding**

This summary report, prepared by The Consensus Council, Inc., on behalf of the North Dakota University System (NDUS), provides an overview of the general activities and final findings of the Lumina Foundation Attainment Challenge Grant, awarded to the NDUS for the purpose of advancing statewide attainment policies and practices that

- (i) support every citizen's opportunity to achieve that level of education and training required to attain their unique aspirational career goals, and
- (ii) provide business and industry ready access to a well-trained and highly qualified workforce.

The focus of this grant's activities has centered on establishing a common framework to facilitate interagency enhancements to the state's education and workforce systems. These activities have generated substantive agreements among statewide education, business, and community leaders, producing a collaborative attainment governance model and coordinated strategies for program improvements.

The NDUS stipulates that all Attainment Challenge Grant project goals have been met, within budget.

#### **Attainment Challenge Grant Purpose**

Our nation's promise advances when each citizen contributes to the economic well-being of their local community, and in so doing, receives the full benefit of financial security and personal fulfillment. Our collective challenge lies in providing for those measures by which each citizen, regardless of standing or means, can acquire their desired level of education and technical skills. To this aim, the Lumina Foundation has committed its efforts and financial resources to create an equitable, universal postsecondary learning system to meet the nation's need for talent and to offer all Americans the chance for a better life through increased attainment. In 2017, the Lumina Foundation issued its *Lumina Foundation Strategic Plan for 2017 To 2020*, providing an analysis of the nation's workforce development needs and an action plan to move this national agenda forward.

In April 2017, in partial response to the NDUS's *ENVISION 2030* program initiatives regarding attainment (Reference: <http://envision2030.ndus.edu>) and Governor Burgum's *Main Street Initiative* advocating for a skilled 21<sup>st</sup> Century workforce (Reference: <https://www.mainstreetnd.com>), the NDUS submitted a competitive application for a Lumina Foundation Attainment Challenge Grant, subsequently receiving a

grant award in September 2017. The principal purpose of this grant was to support those activities designed to develop, with key statewide stakeholders, a framework and strategy to enable the state to reach its higher education attainment goal of 65 percent by 2025, as enacted by resolution of the State Board of Higher Education in September 2016. (Reference: <http://blog.ndus.edu/2862/state-board-of-higher-education-sets-ambitious-attainment-goal/#sthash.4x2mcWer.dpbs>.) This Lumina Foundation grant provided the financial support for the NDUS to convene a network of collaborators to accomplish three aims:

- (1) Identify high-quality certificates and determine their alignment with the state's workforce needs and attainment aspirations;
- (2) Attract and retain adult learners, encouraging and enabling them to reach their educational goals; and
- (3) Educate the public about the value and importance of attainment to the state and its citizens, through traditional communication and social media outreach.

### **North Dakota Attainment Challenge Grant Summit**

In January 2018, the NDUS sponsored a statewide summit to begin planning activities related to the Attainment Challenge Grant. The Summit convened approximately 45 education, government, business, and community leaders to address three core elements of a possible state attainment initiative: (i) marketing and communications, (ii) returning adults, and (iii) expanding credentials. Participants, informed by expert-led presentations and guided by a consensus-driven group process, generated guiding comments and recommendations, later compiled into a final Summary Report. Four over-arching themes emerged from the Summit's compiled

recommendations:

- (1) *Outreach and marketing to target audiences.* The state must identify and address barriers to adults succeeding in post-secondary education, the unique needs of non-traditional learners and subgroup populations, including economically disadvantaged individuals, and improving prior learning assessments. The state must increase the connections among K-12 and higher education to provide for complementary efforts to enhance attainment successes.
- (2) *Legislative assembly champion-building and funding.* The state legislature must become a primary champion of any state attainment initiative, articulate appropriate policies, and secure sufficient funding, including accessing the state's Legacy Fund, to ensure systemic success.
- (3) *Employer engagement.* The state must coordinate workforce planning and implementation efforts among state higher education institutions, businesses, and financial institutions, providing technical supports and financial incentives to small and large businesses and expanding workforce educational opportunities for all workers.
- (4) *Recognizing valued, high-quality certifications.* The state should identify valued, high-quality credentials and certificates, along with traditional credit-bearing college degrees, for inclusion within a comprehensive workforce readiness initiative, including clearly defined performance indicators of success and carefully managing public accountability reporting.

## **Establishing a Working Framework to Advance State Attainment Policies and Practices**

From the Summit's findings, the NDUS issued a Request for Proposals (RFP) to solicit contract support to develop (i) a framework to facilitate the coordination of interdisciplinary attainment policies and best practices, across agencies, and (ii) a marketing plan to broaden public and business awareness of the benefits of attainment and access to program options. From this RFP, the NDUS entered into contracts with The Consensus Council, Inc., to facilitate the coordination of interagency attainment policies and practices, and Engage To Inspire Marketing, to develop a marketing plan outline for future deployment.

Spanning several months of background program research, exploratory discussions with individual stakeholders, and joint collaboration meetings among state agency representatives, project contractors engaged the cooperation of core leaders, including, among others, the NDUS, including central office and university/college representatives; Workforce Development Council (WDC), representing numerous industry, labor, and government interests; U.S. Department of Labor, Office of Apprenticeships; ND Department of Career and Technical Education; ND Department of Public Instruction; ND Department of Human Services, Division of Vocational Rehabilitation; ND Department of Commerce; ND Indian Affairs Commission; Job Service ND; Bank of North Dakota; and ND Information Technology Department.

From this research and these discussions, the following topical priorities emerged requiring resolution by statewide stakeholders:

- (i) collaboration models and governance structures;
- (ii) attainment definitions and measurements;
- (iii) identification of critical high-quality certificates;
- (iv) strategies for returning adults across institutions;
- (v) interagency data management;
- (vi) marketing plan designs; and
- (vii) potential statutory and legislative appropriations recommendations.

In October 2018, representatives from the NDUS, tribal colleges, the WDC, and the project consultants, attended the Lumina Foundation State Attainment Policy Retreat in Minneapolis, MN, joined by 23 other state teams, to participate in broad policy discussions and to receive technical assistance on best practices regarding the development of coherent statewide attainment plans of action. During this policy retreat, North Dakota representatives agreed upon 16 broad position statements to place before a November 14, 2018, state collaborative policy meeting, in Bismarck, ND, for the purpose of finalizing an operational framework to design and implement the state's attainment objectives.

## **Agreements on a Statewide Attainment Course of Action**

On November 14, 2018, the NDUS convened leaders from various education, workforce and finance agencies at the *Attainment Collaboration Strategy Work Group* to (i) reaffirm the collaborative relationships that exist among the state's attainment stakeholders, including industry, labor, and government, and (ii) review and validate proposals drafted by the state's representative attainment team, during the October 2018 Lumina Foundation Policy Retreat. The participants of the November 14, 2018, *Attainment Collaboration Strategy Work Group* engaged in a consensus-building process that generated agreements on a core organizational framework and program strategies to lead the state forward into the next phase of activity. What follows is a summary of these principal agreements and the state's future course of action.

## 1.0 Interagency Collaboration

**1.1 Adopt a State-Level Collaborative Model.** The *Attainment Collaboration Work Group* members (hereafter, members) uniformly endorsed a proposal that the state maintain its current attainment collaboration model, convening interdisciplinary/interagency leaders to manage the state's future attainment programming.

**1.2 North Dakota University System as Principal Convener.** Members agreed that the NDUS should maintain its current role as principal administrator and convener of the state's attainment activities, until such time that an alternative management model is adopted by mutual consent of all participating member agencies.

**1.3 North Dakota Workforce Development Council as Workforce Technical Advisory Lead.** Members agreed that the North Dakota Workforce Development Council, through its Administrative Committee (consisting of representatives from the North Dakota Department of Public Instruction; the North Dakota Department of Career and Technical Education; the North Dakota Department of Human Services, Vocational Rehabilitation; the North Dakota Department of Commerce; and a Workforce Council business representative), act as principal workforce technical assistance provider and program planning partner with the NDUS in developing the state's longer-term attainment program elements. This structure provides for deep interagency collaboration.

**1.4 Exchange of Letters of Cooperation.** Members agreed that the NDUS and the WDC would exchange letters of cooperation as an overt expression of commitment to the cooperative effort and good will for a longer-term partnership.

**1.5 Expand Relationship of the Joint State Boards with the Workforce Development Council.** Members endorsed a proposal to seek a collaborative relationship regarding common attainment efforts between the WDC and the Joint State Boards, comprised of the State Board of Higher Education, State Board for Career and Technical Education, State Board of Public Education, and the Education Standards and Practices Board, as governed by N.D. C. C. 15.1-01-02. Members expressed support for including the WDC as a partnering agency with the Joint State Boards, improving communications and common planning on workforce development issues that increasingly cross over agency lines.

**1.6 Establish a Two-to-Five Year, Quarterly Meeting Schedule.** Members identified the need for principal partners to commit to conducting quarterly meetings, at a minimum, spanning a two-to-five-year development and implementation schedule. Such a schedule will allow for the timely engagement of all parties in developing interconnected program elements, such as (i) designing and reporting reliable attainment metrics, (ii) compiling high-quality credentials, (iii) creating simplified pathways for returning adults, (iv) deploying targeted marketing strategies, and (v) seeking potential statutory and appropriations proposals for future legislative sessions. The NDUS and the WDC's Administrative Committee will constitute the *principal planning partners* (hereafter, principal partners).

**1.7 Collaborate in Interagency Strategic Planning Efforts.** Members endorsed the current work of the principal partners to advance the state's attainment gains through coordinated efforts, consistent with each respective institution's strategic initiatives, including the NDUS's *SB 2003 Task Forces Final Report, June 2018*, and the WDC's *ND Workforce Development Council Summary Report, October 24, 2018* (Reference:

<https://www.governor.nd.gov/sites/governor/files/documents/%23WDC%20Report%20FINAL%2010->

[25-18.pdf](#)) . Members supported the principal partner’s commitment to coordinate, wherever appropriate, the activities of their respective strategic plans to further the aims of a comprehensive attainment solution.

**1.8 Solicit the Engagement of a Program Champion.** Members recommended that the principal planning partners identify and readily engage a program champion, perhaps the Governor or the Legislative Assembly, to assume a longer-term governing and leadership role in the visioning and management of attainment initiatives for the future.

## **2.0 Attainment Definition, Policy Statement, Aspirational Goal, and Criteria for Performance Reporting**

**2.1 Adopt a Uniform Definition of Attainment.** Members uniformly endorsed the definition of *attainment*, as set forth by the Lumina Foundation, as the interim, operational definition to be referenced:

*The documented awarding of college degrees and other high-quality credentials beyond high school that reflect real and relevant learning among a state’s population.*

Members agreed to adopt this definition until such time that the principal partners, or some other authorized entity, reviews, amends, and validates another definition that better suits the state’s interests.

**2.2 Adopt a Uniform Attainment Policy Statement.** Members uniformly endorsed, as a state interim and operational expression, the policy statement on attainment that has been adopted by the Lumina Foundation:

*To create an equitable, universal postsecondary learning system to meet the nation’s need for talent and offer all Americans the chance for a better life through increased attainment. The learner-centered, outcomes-focused system will expand postsecondary opportunity by recognizing learning wherever and however it is obtained, offering a wider range of transparent, high-quality credentials at different levels, and connecting all forms of postsecondary learning through clear, learning-based pathways.*

Members agreed to adopt this broad policy statement until such time that the principal partners, or some other authorized entity, reviews, amends, and validates another policy statement that better suits the state’s interests. Members understood this broad policy statement as compatible with other previously referenced state attainment policy statements, such as those presented within the definition of state attainment goals, set by the State Board of Higher Education.

**2.3 Endorsing the State’s Rigorous Aspirational Attainment Goal.** Members uniformly endorsed the state’s current attainment goal, set by the State Board of Higher Education, in September 2016:

*To meet North Dakota’s workforce needs through recruitment of students from traditional and non-traditional audiences, both in and out of state. Increasing attainment to 65 percent of North Dakota’s workforce having education or training beyond high school by 2025, including postsecondary degrees, certificates and other high-quality credentials. Further, possibly raising it to 70 percent by 2030.*

Members recognized that as future discussions and events unfold with the principal partners or other authorized entities, including any requests from other statewide interests seeking to influence the rigor



of any state attainment goal, it may be necessary for the principal partners to petition the State Board of Higher Education and request further consideration of the established attainment goal.

Members uniformly expressed the belief that any state-defined attainment goal be understood as *aspirational*, setting a rigorous yet realistic marker of success, as measured by clearly defined indicators and metrics. To this aim, members acknowledged the need to open the determination process for any future attainment goal to engage wider discussions among the state's various stakeholders. Members respectfully recognized the role of the State Board of Higher Education in providing leadership in an area that previously lacked established guidance.

**2.4 Adopt Criteria for Setting Future Attainment Goal and Performance Reporting.** Members agreed that any future amendment of the state's attainment goal should include consideration of certain core criteria, including the following:

- **2.4.1 Definition.** Declare the purpose and scope of attainment in terms of the definitions currently established by the Lumina Foundation and the State Board of Higher Education.
- **2.4.2 Authority.** Establish which institutional body should hold authority to set and administer the state's attainment goal and how this authority would be reconciled with the current authorship maintained by the State Board of Higher Education.
- **2.4.3 Rigor.** Establish what percentage, or other metric(s), will be adopted to measure the state's attainment performance goal. Define which data sources will be referenced and what specific data elements will be reported in the numerator and denominator, if a percentage is referenced.
- **2.4.4 Equity.** Establish how the state will report attainment achievement gaps for different under-represented subgroup populations, e.g., ethnicity, and if the state will monitor subgroup performance.
- **2.4.5 Target.** Adopt an operational target date, or incremental target dates, by which the state's aspirational attainment goal might be met. If different subgroup population rates are reported, determine whether both the operational target date and incremental target dates for different subgroup populations should be adopted.
- **2.4.6 Scope.** Determine how any amended wording of the state's attainment goal may influence or affect each agency's attainment policies and practices.
- **2.4.7 Process.** Ensure that the state's attainment goal-setting process allows for broad statewide stakeholder support, including state minority interests, such as New Americans.

Members advocated placing primary attention on instituting clear definitions and meaningful goals, respecting subgroup equity concerns, and moving the state forward with defensible data analysis, without falling prey to chasing achievement numbers. The state's focus should rest on advancing the quality of people's lives and providing for a highly-trained, well-qualified workforce.

### 3.0 Inventory of High-Quality Credentials

Members uniformly endorsed the proposal that the principal partners compile a comprehensive inventory of recognized high-quality attainment certifications that emerge from the following primary degree and credential sources:

- North Dakota University System non-degree credentials;
- North Dakota Career and Technical Education Industry Certifications;
- U.S. Department of Labor, Office of Apprenticeship, Officially Recognized Apprenticeable Occupations;
- AFL-CIO Careers and Apprenticeships; and
- North Dakota Licensure Boards.

This list constitutes the principal sources of those attainment degrees and high-quality certificates to be evaluated and recognized for appropriate rigor. The resulting inventory of recognized degrees and credentials, effectively capturing the degrees and certificates relevant to the state's many career opportunities, will form the basis for attainment reporting. As other new certificates become available, they will be evaluated for rigor and appropriate inclusion. It is generally recognized that the North Dakota University System non-degree credentials, the Department of Career and Technical Education industry certifications, and the AFL-CIO careers and apprenticeships currently meet the rigorous criteria for attainment. Given the perceived variance in expected rigor among some national apprenticeship programs or state licenses, members identified a need to conduct selective program reviews regarding some of these programs' attainment rigor. Efforts are currently ongoing among the NDUS, the WDC, and the Department of Career and Technical Education to update these registries of degrees and certificates. The attainment of any of these recognized degrees and certificates by individual adults (i.e., numerator) against all eligible adults in the statewide workforce (i.e., denominator) will form the basis (i.e., quotient) for the calculation of the state's attainment rates.

Members supported a state effort to ensure that degrees and high-quality certification standards are upheld and transparently reported, offering the public sufficient assurance that participation in career education and training programs will reflect best practices and result in meaningful and recognized certification.

### 4.0 Data Analysis

Compiling and analyzing reliable data across multiple collection points marks a critical challenge in monitoring attainment performance indicators. Researchers must link individual data records across K – 12, higher education, unemployment insurance, and other workforce files to determine the level of attainment statewide. Members assessed the various methodologies used to compile data and generate attainment rates, and acknowledged the current difficulty in certifying reliable data sources to calculate attainment rates and other related metrics. Traditional attainment reports often employ estimation techniques using aggregated data sources, resulting in rough estimations. Members specifically analyzed the methods applied by national studies to estimate North Dakota attainment rates (Reference: <http://strongernation.luminafoundation.org/report/2018/#state/ND>) and raised questions regarding these studies' accuracy in reporting certain categories, specifically the state's high-quality certification rates.

**4.1 Maintain Collaborative Relationships.** Members agreed that the joint collaborative work of the state's agencies over recent years, specifically surrounding the management of the state's established State Longitudinal Data System, have produced effective sharing of interagency expertise and the development of protocols useful in analyzing attainment data. Members identified the state's high-quality repository of higher education and K-12 data files as core assets that provide a basis upon which to join unemployment insurance and other data sources to produce more accurate attainment metrics.

**4.2 Develop Common Attainment Repository and Metrics.** Members agreed to contribute the combined data resources of the various state agencies, as appropriate within data sharing protocol, under the direction of the NDUS and the North Dakota Information Technology Department,

- to explore a statistical presentation of predictive indicators that illustrate the current standing of the state's adult population against current attainment certification categories, using graphics designed to enhance user understanding, and
- to compile a repository of key datasets to develop a central attainment accountability database, accessing diverse sources, including vertical and reverse transfer records, possible Department of Transportation drivers' license records, among other sources, to further extend the quality of available data.

Members expressed strong support to continue current interagency collaboration in designing and maintaining an integrated attainment reporting system that produces reliable and meaningful attainment metrics. Reliable data and clearly designed reports enhance the prospects of stakeholders reaching valid conclusions about past and current performance that can guide future policy and program improvements. Reliable data and high-quality attainment reports constitute a tangible asset to the state.

## **5.0 Returning Adults, Pathways to Success, and Statewide Marketing**

Members uniformly endorsed the collective proposals set forth within two agencies' strategic plans: the NDUS's *SB 2003 Task Forces Final Report, June 2018*, and the WDC's *ND Workforce Development Council Summary Report, October 24, 2018*. These plans specify the structural reforms required to increase the relevance of educational offerings for adult learners. Together, these two independent yet complementary studies of the state's future education and workforce challenges propose a series of initiatives to guide learners of all ages to their most beneficial, individualized pathways to success.

**5.1 Remove Barriers to Access.** Members endorsed the strategies these two reports offer to remove barriers that keep returning adults from achieving their desired attainment goal, including helping ex-offenders or "returning citizens," users of the state's WDC system, and citizens without a high school diploma. The WDC and NDUS strategic plans identify strategies to expand career exploration and optional educational pathways among all students, including students with different economic or educational challenges. Members recognize the importance of the Bank of North Dakota, among other financial institutions, to assist in providing financing options that will assist adults who face clear financing concerns. Members supported specific proposals that guide adult learners to better align their career aspirational goals to current career training and job opening opportunities.

**5.2 Support Quarterly Program Meetings.** Members uniformly supported using quarterly meetings between the NDUS and the WDC to coordinate education and training programming and gain efficiencies in achieving mutually supportive objectives.

**5.3 Support Coordinated Marketing Plan.** Members uniformly supported adopting a unified statewide marketing plan (i) to educate the general public about the value of seeking continuing education to advance their own career aspirations and (ii) to guide each individual in accessing that level of education and training that will help them attain their degree and/or high-quality certification. Members expressed support for the marketing plan framework proposed by Engage To Inspire Marketing, which is appended to this final report, under separate cover. This marketing plan provides the state a means to operationalize future marketing campaigns, pending the receipt of future operational appropriations.

## **6.0 Statutory and Appropriations Proposals**

Members uniformly agreed that the joint quarterly meetings of the NDUS and the WDC's Administrative Committee proceed steadily to address the proposals presented within this report. Members expressed confidence that this joint effort will generate significant results, positively impacting the lives of adult learners statewide. Members anticipated the likelihood that certain initiatives may require amendments to Century Code or dedicated funding appropriations to optimize the state's programming and marketing efforts.

Members, mindful of the preparatory work required to generate program offerings, anticipated that most legislative initiatives would most likely occur in the 2021 legislative session, or later. Members, nevertheless, encouraged agency leaders to assume an opportunistic perspective, engaging in any legislative gains possible during the 2019 legislative session.

Members stated that any legislative proposals that might need to be enacted should be carried forward by individual legislators instead of state agencies. Members expressed a willingness to consider the use of interagency agreements as a means of advancing attainment issues rather than first seeking changes in state statute.

## **Summary**

The Lumina Foundation Attainment Challenge Grant has provided a means for the state, through the collaboration of committed stakeholders, to develop a meaningful, coordinated strategy that advances the state's attainment efforts. A combination of statewide convenings, targeted consultations, and consensus-driven group deliberations have generated substantive agreement, among statewide education, business, and community leaders, to facilitate enhancements to the state's educational and workforce systems.

All Attainment Challenge Grant project goals have been met.

The NDUS and the WDC's Administrative Committee, through joint agreement, will lead a unified state attainment plan. This plan is guided by clearly defined, mutually agreed upon priorities, quarterly meetings, and an agenda that will result in uniform policies, practices, and a marketing framework. The state is poised well to move on multiple fronts with a coordinated mission.

Our state's promise advances when each citizen contributes to the economic well-being of their local community, and in so doing, receives the full benefit of financial security and personal fulfillment. Our collective challenge lies in providing for those measures by which each citizen, regardless of standing or means, can acquire their desired level of education and technical skills. The work of the many statewide stakeholders who contributed to this Attainment Challenge Grant has moved North Dakota ever forward in achieving this aim.



# North Dakota Student Attainment and Workforce Development Plan

PREPARED FOR





# A Stronger State: Learning Beyond High School Builds North Dakota Talent

## Introduction

North Dakota's economic future depends on the quality of its workforce, and that depends on education and training. In the past, "good jobs" that pay an average of \$55,000 a year were based in the energy, manufacturing, construction and transportation industries. Today the demand for educated workers is growing in other sectors, including healthcare, finance, and information technology. In North Dakota, "middle skill" jobs requiring education beyond high school, but not a four-year degree, make up 60 percent of the labor market. Currently, employers in the state can't find enough skilled workers to fill these positions.

North Dakota is facing a technical skills gap, and this issue must be addressed to move our economy forward. While the technical skills gap is a challenge nationwide, North Dakota lags behind other states in developing and implementing programs to increase levels of educational attainment. North Dakota currently has a secondary educational attainment level of 49.5 percent. While that represents an increase of 4.4 percent since 2008, it falls far short of our goal of reaching 65 percent attainment by 2025.

*"Building workforce is the key pillar of the Main Street Initiative. Workforce shortages are the number one gating factor to economic growth in North Dakota."* – Governor Burgum  
Governor Burgum's 2019-2021 executive budget recommendations included \$3 million in marketing to address the talent attraction and retention challenges throughout the state.

In addition to the support of the governor and other stakeholders in the public and private sectors, the Lumina Foundation is a key resource in helping North Dakota to achieve its attainment goal. The Lumina Foundation is an independent, private foundation with a mission of increasing the attainment of college degrees and other high-quality credentials all across the country. In service of that mission, the foundation awarded North Dakota a grant of \$100,000 to support the state's attainment efforts.



## Approach and Philosophy

After working at traditional advertising agencies as a marketing consultant for over 24 years, Margie Zalk Enerson knew there had to be a better way of collaborating and delivering smarter thinking to her clients. That's why she founded Engage To Inspire Marketing in 2017. She is the sole employee of Engage To Inspire Marketing, allowing her to keep operating expenses at minimum and creative developed at a maximum.

Engage To Inspire is founded on the belief that you deserve a more personalized level of marketing. Margie's unique vision is making the best use of the vast resources of marketing professionals she has had the privilege of working with in over 30 years, along with new talent that can make significant contributions. She chooses those who meet her high standards and have proven to deliver outstanding work, time after time, on project after project. The team of experts that Margie assembles is based on your unique needs. Margie's approach to marketing is based on developing a strategy through engagement and inspiration, and then finding the very best people to make it happen.

## Marketing Team Experience and Qualifications



Margie's marketing career spans over three decades and several roles in helping her clients reach their marketing goals. From TV, radio and commercial printing sales, public TV producer and almost a quarter of a century as a marketing consultant, she is a solution-based strategist. She has assisted clients with developing and implementing all aspects of an effective marketing strategy, including research, media, creative, messaging, branding, corporate identity and public relations. Her integrated approach to marketing creates strong, consistent brand messages and makes the most of every dollar. Annual budgets that she has managed have ranged from \$10,000 per year to \$2,000,000 a year.

She works with clients in a variety of industries, with special emphasis on higher education, healthcare and energy. Margie earned her bachelor's degree in Organizational Communications and Business Administration from Concordia College, Moorhead, MN.

### Higher Education Experience

Margie was the lead consultant on North Dakota's Community College Awareness Initiative from its inception. She wrote the first strategic plan which was presented to

the state legislature to secure the initiative's original funding. The goal of the plan was to build brand awareness of North Dakota's five community college to help educate and train the future workforce with degrees in two years or less. She has consulted on strategic planning and marketing for the North Dakota University System office since 2008. For over 19 years, Margie coordinated the entire Bismarck State College (BSC) account as a marketing consultant: brand development, strategic planning, creative messaging, media placement and campaign tracking. The purpose of the brand development was to create a consistent and accurate means of presenting BSC to all constituencies. By creating the brand, BSC benefited by having a well-developed message that better influenced the student/consumer preferences and better represented the distinct point of differentiation that BSC and only BSC can offer.

In keeping with the approach and philosophy of Engage to Inspire Marketing, Margie has selected partners for this project with proven expertise and success in developing attainment programs that reach the right audience with the right message to motivate reenrollments and guide the reenrolled students through to completion of credentials.

The chosen partners for the North Dakota Student Attainment and Workforce Development Plan are Stamatas and LK Marketing. Stamats is a leader in the field of higher education integrated marketing, with over sixty years of experience in the field. They serve over a hundred colleges and universities every year, and many of their clients have been with them for a decade or more. LK Marketing has a proven track record of planning and implementing successful attainment programs in Indiana and Mississippi, and they understand how to use research to develop a program that will be specific to the needs of North Dakota's population.



Chuck Reed  
Senior Vice President,  
Client Services

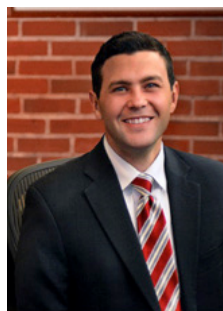
Chuck has worked in higher education for more than 30 years in a broad range of roles—from his early days as a student admissions ambassador and positions in media relations for public and private universities to his current position as one of Stamats' most senior consultants. He has been part of the Stamats for 29 years.

He earned his bachelor's degree in journalism from the University of Nebraska–Kearney, where he worked as an admission ambassador during his undergraduate years.

Chuck frequently presents at CASE conferences and other professional workshops, and his projects have won several CASE Gold awards and other honors.

Chuck has worked with the University of North Dakota on a wide range of research projects. His knowledge of the state's higher education landscape is significant having also worked with two other types of institutions in North Dakota, Bismarck State College and Jamestown University. His other clients with Stamats include several systems and consortiums, as well as

extensive work with community colleges and technical colleges.



Grant DeRoo  
Research Consultant

Grant has a distinct understanding of how to address institutional needs and enrollment issues through applied research.

He has done similar research as this North Dakota ask in North Carolina, where he conducted a comprehensive look at the marketplace regarding college degrees and incentive to pursue education of any level.

Grant's experience in applied higher education research, data analytics, predictive enrollment modeling, and leading expansion strategies in new recruitment markets is ideal for this work in North Dakota. His other clients include colleges and audiences of all types, all of which fit the North Dakota plan.

Grant earned a BA from Elon University and an MBA from Elon's Love School of Business.



José León - President/  
Founder - LK  
Marketing Services

As founder of LK Marketing and León Consulting LLC, José brings over 30 years of leadership in sales, systems and integrated marketing with recognized success in educational and workforce development initiatives.

In 2015, LK Marketing was commissioned by the state of Indiana to develop and support the communications, marketing and systems infrastructure supporting Indiana's degree attainment program, **You Can. Go Back.** The program contributed to the re-enrollment of over 16,000 students who had been out of college for two years or more. In 2017, the firm launched the state's **Next Level**

**Jobs** workforce development Initiative enrolling 11,000+ adults in just over a year. That same year LK Marketing was selected by the state of Mississippi to help launch **Complete 2 Compete (C2C)**, the state's adult degree attainment program. The program supports each of the 23 state community colleges and universities. Within its first eighteen months the initiative enrolled over 1,900 returning students and degreed over 500.

These programs have had a measurable impact on degree and certification attainment while also produced powerful learnings and insights as well as a turn-key state-of-the-art database marketing, tracking and reporting system featured in this report.

### Research Project Plan

Garnering qualitative insights and statistically valid quantitative research regarding North Dakota's potential marketplace is essential to achieving the state's goal to recruit, retain, and graduate students who are in need of degree completion. Our research partner, Stamats, has worked in North Dakota previously and has performed similar research for other entities in the past. The following recommendations for research are based on extensive experience as well as the requested scope to address North Dakota workforce and student attainment needs.

This all-encompassing qualitative and quantitative research effort represents a

thoughtfully crafted initiative designed to gather, synthesize, and analyze up-to-date research about North Dakota residents who possess some college experience but no degree. The primary focus of this work will be to reach and understand the population who has already started college at some point but stopped short of completing a credential. This is a "low-hanging fruit" opportunity for the state because this population has demonstrated that they see the value of education, they're willing to commit the time and resources to pursuing it, and they have a shorter road ahead to completing a degree if they so choose.

This multi-methodology engagement seeks to understand everything possible about who, where, how many, why—and how to engage and convince—North Dakota residents to return to (and remain in) college to complete a credential. The data tell us that demand for educated and trained workers is high and expected to continue to grow in the future<sup>1</sup>. This work will be instrumental in the broader initiative to engage North Dakota residents and encourage them to seek postsecondary education and workforce training.

The project elements are described in detail below.

### Timeline

The following timeline should be considered preliminary. Though all times are estimated; the schedule represents an aggressive but realistic sequence of activities and events. Upon receiving approval to proceed, we will create more detailed schedules for this project.

Activity	Months					
	One	Two	Three	Four	Five	Six
Discovery						
Qualitative Research						
Quantitative Research						
Planning						

<sup>1</sup>According to the Georgetown Center for Education and the Workforce, nearly two-thirds of today's jobs require some postsecondary education, and possession of a college degree is essential to move up the employment ladder.



## Discovery

Before launching the research activities, we will meet with our research team for a one-day session to strategize with the individuals assigned to coordinate the project. During these meetings, we will discuss the project details and target audiences. Conversations with the project team will involve agreement of stated objectives, overarching expectations, the roles of each individual, and how we will together measure the success and satisfaction of each project phase.

In addition, we will work collaboratively with you to understand what data is collectively (North Dakota University System vs. individual institutions) and individually available about stopped-out students at every level—potential returners, current returners, and alumni returners. This information will help us develop a profile of the individuals to be contacted during the qualitative and quantitative research activities. This will also help us understand what potential contact records are readily identifiable and available, which are available with some appending by the institutions, and which will need to be procured from other sources. We will work together to identify all potential respondents and determine an appropriate sampling methodology based on available records. The research data collection can also be applied to the North Dakota Association of Tribal Colleges.

Note that prior to the Discovery Session, a thorough review of available information and data will be conducted to understand the market of stopped-out students in North Dakota. Utilizing a variety of national, state, and regional sources, our research team will delve into the statistics and characteristics of the population—both for North Dakota specifically and within context compared to the country. While in-depth research may uncover additional data points, we expect to explore:

- The purpose, mission, and genesis of the initiative
- Strategic marketing and recruitment plans for these audiences
- Results of any prior research

- Each institution's website for programs oriented toward stopped-out students (as well as best-practice examples compiled in our previous experience in related projects)
- Profile of college attendance by adult/nontraditional students in North Dakota
- Number attending, by geography, by degree level
- Highlights of jobs projections/employment data to identify most sizable opportunities (particularly those jobs that require a degree/credentials at each level [Associate's, Bachelors]).
- Specific dimensions or issues that appear to be correlated with success among institutions with the most sizable enrollment (and/or growth in enrollment) of adult/nontraditional students

In addition to setting the context for this study and providing a thorough understanding of the dynamics of the adult student market in North Dakota, this secondary research will inform/enhance the qualitative and quantitative steps to follow. Stamats conducted a similar study for the University of North Carolina General Administration in 2017 that included qualitative and quantitative research to better understand Part-Way Home (PWH) students and ways to improve retention and reenrollment for this audience.

We will also tap into resources available from our partner, including the Stamats 2017 Adult StudentsTALK™ research, which explored the preferences and priorities for adult students today. We will also use any applicable information gathered from the Stamats 2018-2019 Higher Ed TALK™ study, which will include a survey of marketers and recruiters for adult students. Results will show which tactics have been successful in appealing to adult students, tools used (e.g., CRM applications), and marketing messages that resonate with adults.

## Qualitative Research: Focus Groups

The decision by college students to interrupt or discontinue their pursuit of postsecondary education frequently involves multiple challenges and is rarely easily addressed. While a structured quantitative survey will help identify the primary challenges at the broadest level, it is important to first provide sufficient clarity and depth on these matters for North Dakota to take confident action. Developing a truly accurate understanding of the situation and, as importantly, what solutions or management options are necessary to overcome key challenges requires in-depth qualitative discussion.

We will recruit and conduct several focus groups with stopped-out student audiences to profile the reasons for discontinuing their education, their motivations for returning, and their educational preferences if/when they re-enroll.

We recommend conducting one online focus group with each of the following audiences:

- Prospective students
- Current (those who have returned) students
- Alumni

By conducting focus groups online, we'll address two important objectives: first, we'll be better able to gather qualitative feedback from a wider geographic area; second, we'll encourage honest, unvarnished, and direct responses about the needs and expectations of the stopped-out student.

Online focus groups have proven to be effective with adult audiences. This format provides an efficient approach for gathering qualitative insights from populations that may be geographically dispersed and/or do not have the time to travel to a facility. Additionally, research has shown that distance-enabled methodologies actually have some benefits over in-person studies, such as the idea that participants are less willing to "go with the crowd" and are more likely to put forward opinions that diverge from other

members of the group. This enhances the breadth of qualitative findings and ensures that insights gleaned from these focus groups comprehensively encompass the attitudes and feelings of stopped-out students.

Results from the qualitative research will identify and refine areas that need further exploration, assessment, and confirmation through quantitative research (surveys). These areas may include:

- For All:
  - Factors/characteristics contributing to students' decisions to discontinue their education
  - Factors prohibiting (or that previously prohibited) reenrollment
  - Perceptions of the value, applicability, and need of a degree
  - Actions or behaviors leading students to consider reenrollment
  - Strategies and mediums to effectively communicate with stopped-out students
- Specific to students who re-enrolled:
  - Situational or behavioral changes that led to reenrollment
  - Messaging from institutions or other entities that contributed to reenrollment
  - Aspects of the student experience for a reenrolled student (what's working, what isn't)
  - (For alumni) Role/Value of a degree in achieving personal and professional goals
- Specific to students who are current stopped-out:
  - Degree of interest in reenrollment
  - Extent to which stopped-out students have taken steps to reenrolling
  - Relevance of potential messages to motivate and engage these people

Execution of fieldwork and collection of data will proceed as follows:

- The discussion guide for each of the three focus group audiences will reflect some topic overlap, but these areas will be customized for each segment. Our guides



are developed with significant input from the broader project team, which will have full-approval authority before focus groups begin.

- Focus groups will be led and moderated by an experienced analyst using online focus group software that we have good experience with and is widely used by qualitative researchers. Online focus groups are conducted over a three-day period. At the beginning of each day the moderator poses a set of questions and participants respond in short answer format throughout the day. The moderator may probe certain respondents with additional questions based on their answers. Additionally, this format also allows the moderator to hold individual conversations in a private chat with a participant. This is particularly beneficial if the conversation leads into a personal topic that the participant may not be eager to share with all others participating in the focus group. Since many students' decisions to withdraw from college are due to financial or family circumstances, this feature will be useful for collecting these qualitative insights in a way that makes the participant feel comfortable sharing personal details.
- Focus group participants will be recruited from the target segments listed above and, to the extent possible, represent the various areas of the state. We will recruit 50 participants for each group with the goal of having at least 35 individuals complete the three-day group (recognizing that some recruited participants will not even begin, and some will withdraw before the group is complete). Based on our experience and best practices, we will use incentives to ensure healthy participation and follow-through rates.

Our research team will handle all focus group logistics after lists of eligible participants have been provided by the state university system (i.e. lists of records with contact information for all audiences). We will recruit participants, write the moderation guide, facilitate the sessions, and analyze the discussions for final reporting. A transcript of each focus group will be available at the conclusion of the research for further analysis and verbatim quotations.

The final report will be consistent with industry standards for qualitative research and will be presented to the project team either in person or by phone. The report will include detailed summaries of the findings from each section of the guide and verbatim comments from respondents. These findings can provide crucial insight and meaningful context for interpreting results of the survey data. To that end, we will use the focus group results in the design of the survey instruments used in the next phase of the research.

## Quantitative Research: Web Survey

This targeted study will focus on gathering primary data from North Dakota residents with some college experience but no degree. The research findings and implications will focus on giving you actionable data—not just the numbers, but what they mean and what should be done next.

For instance, in identifying the addressable market in North Dakota, it is important to consider the opportunity within a market in terms of both population and incidence. The former addresses the sheer number of people within an area who have attained some college but no degree whereas the latter addresses the proportion of people within a given area that matches the criteria.

The maps on the following page illustrate the differences between these two approaches as the first shows the number (i.e., population) of people with some college but no degree within each county and the second shows the proportion of residents within each county with some college but no degree.

As expected, the counties with the highest numbers of people with some college but no degree are also the counties with the largest total populations (Cass, Burleigh, Grand Forks, and Ward). The second map shows the percentage of residents within each county with some college but no degree. The distinction is important because this second map shows where the greatest incidence of stop-out has occurred and the areas that might have the greatest need for degree completion options.

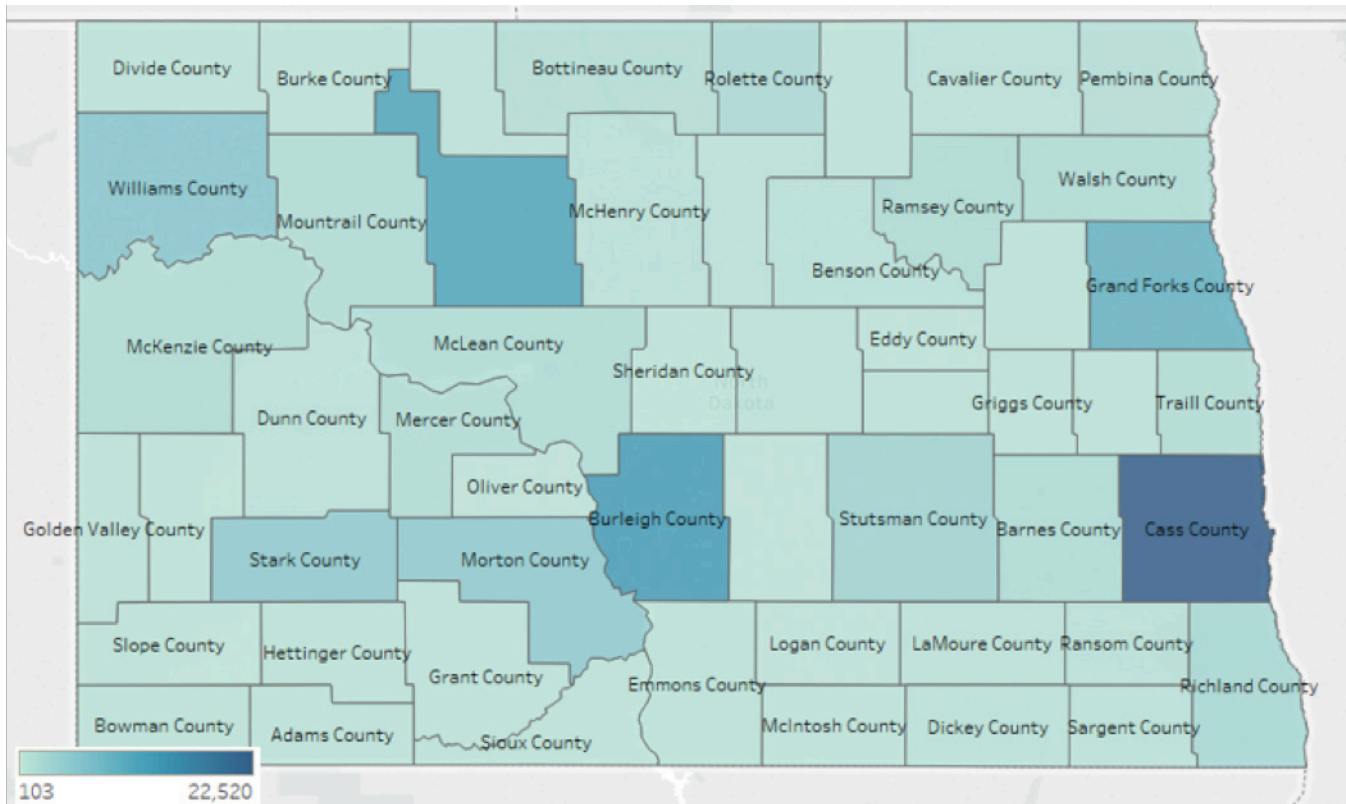


Figure 1: Population of ND residents with some college but no degree by county

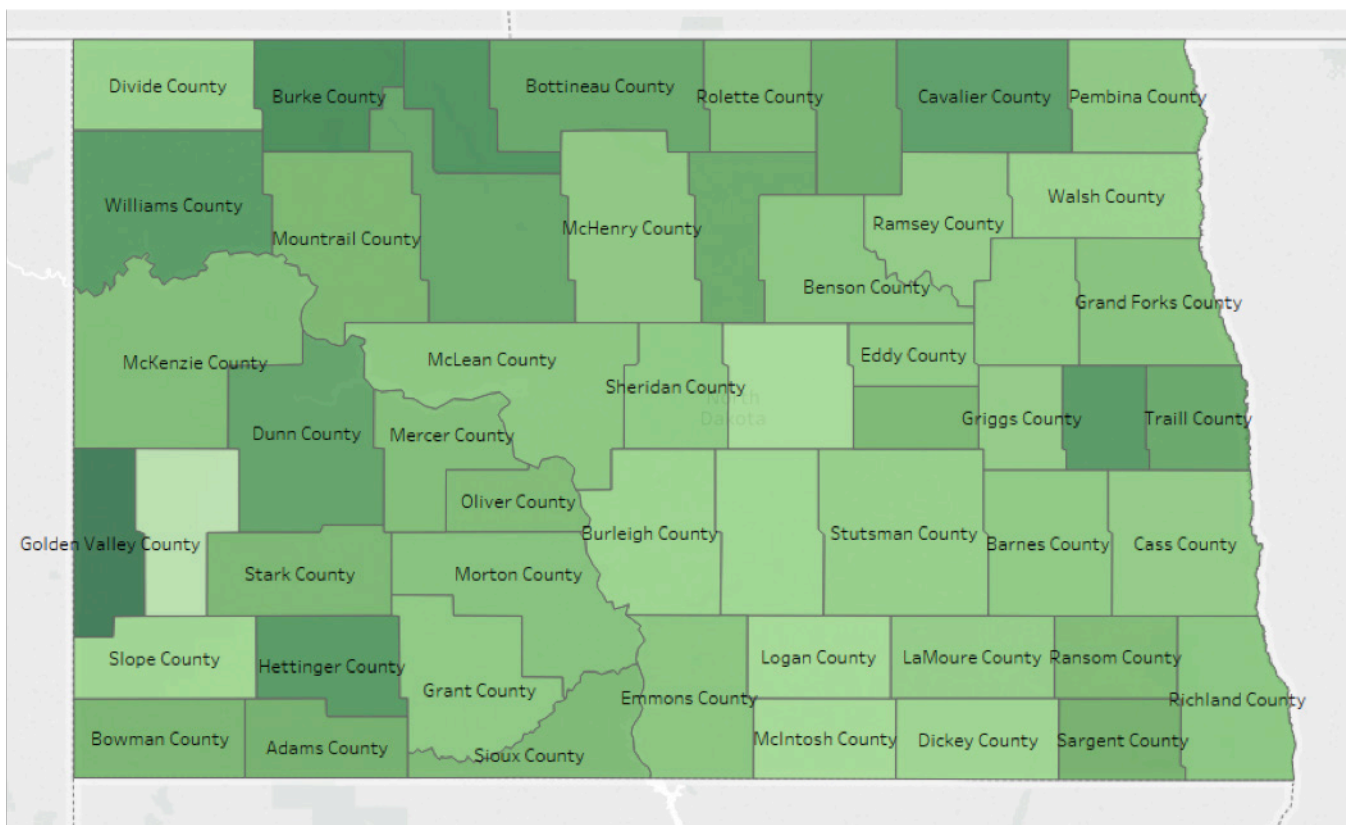


Figure 2: Incidence (i.e., percent of population) of ND residents with some college but no degree by county

Each perspective is important as they both address the impact and opportunity associated with targeting and marketing to residents of a certain region. Targeting regions with large populations of people with some college but no degree will result in reenrollment from having cast a wide net while targeting regions with high incidence will result in reenrollment from strategically addressing the needs of the residents of that area. Both approaches are necessary for generating reenrollment among this segment of the population.

For this study we recommend two surveys to reach two related – but distinct – audiences.

**1. Former Students at North Dakota Public Colleges and Universities – Email Invitation, Web Survey:**

We will administer a web survey via email invitation to people who formerly attended a public college or university in North Dakota. We have been informed that these institutions will provide names and contact information for former students who withdrew prior to earning a degree. We recognize, however, that maintaining valid contact information and up-to-date records for withdrawn students is challenging. As such, if we need to append contact information, we can discuss our options with the project team<sup>2</sup>. We will offer a monetary incentive to a specified number of survey respondents to encourage participation.

Based on the quantity and quality of list records, additional means of surveying former students at public institutions in the state may be pursued. Our “Plan A” approach is to secure a consequential number of responses via web survey such that responses will be great in number and also representative of the broader population. If it is determined that additional responses are required, we could use a panel survey (methodology described below) as a supplement.

**2. Former Students of the North Dakota Association of Tribal Colleges:** Recognizing that former students of tribal colleges are a critical population for this initiative, we will also include this population in the web

survey of former students who attended in-state institutions. We will work with the Association and individual members schools as necessary to acquire lists of former students who left prior to completing a degree. This audience will be included in the email invitation web survey. Their responses will be segmented to the extent possible so that we further understand the barriers and priorities of former students at these institutions.

**3. Former Students of Colleges and Universities in Other States – Panel Survey:**

We will utilize panel respondents to specifically target those who have completed some college but have not attained a degree and did not attend a public college or university in North Dakota. Panels offer access to segments of the population for which lists may not be readily available. A panel is essentially a repository of people willing to take surveys in exchange for monetary compensation. Panels also use distribution channels such as industry newsletters and publication subscriber lists to reach survey participants. We will screen panel participants based on educational attainment and the institution(s) they previously attended so that we effectively reach people who may have stopped-out of a school in another state and have since relocated to North Dakota.

We will develop the survey instrument in partnership with the project team. The survey will be based on the findings of our discovery exploration and qualitative research as well as our experience in conducting similar studies in the past. A study of this nature will focus on the overarching goal of better understanding the stopped-out student audience and identifying ways to compel them to reenroll to finish their degree. Through the survey, we will determine:

- The prevalence and composition of this population in various regions throughout the state
- Demographic characteristics of the population
- Factors that led these students to discontinue their education

<sup>2</sup>In the past, we have used a third-party vendor to append contact information. A service such as AlumniFinder is helpful in appending mailing address, telephone numbers, and email addresses for a portion of the records provided.



- Likelihood of pursuing reenrollment (at a North Dakota institution or otherwise)
- Factors preventing students from returning
- Perceptions of the value of degree attainment and relevance/applicability for their goals
- Which delivery formats (i.e., class times, locations, modalities, etc.) are in demand and which are likely candidates for consideration by future students
- What institutions might students consider and why are those schools actively pursued (and which are dismissed and why)
- What offerings, services, programs, and communications could be enhanced, improved, or offered to spur their interest
- Media consumption habits and the primary mediums through which this audience may be reached
- Fields/occupations in North Dakota requiring a bachelor's degree that are (or will be) experiencing low, average, or high levels of employment (i.e., seeking out underserved or saturated occupations) in order to inform message triggers regarding outcomes

The survey research will include the following steps:

## I. Development of the Research Tools

During this step, we will develop the research agenda, survey instrument, and research sample in collaboration with the project team.

### Develop the Research Agenda

Research agendas define the scope of the study, including details on the audience to be surveyed, desired pieces of information, and intended use of the information. Agendas ensure that complete agreement is achieved between the university system administration and the research team regarding the intent of the research activities and expectations.

### Develop the Survey Instrument

The next step is to design the customized survey instrument.

Our research experts develop instruments with the end analysis in mind. The survey will include open-ended and close-ended questions and is designed to collect accurate data that is statistically valid. In addition, the format we use allows us to segment the data in analysis, providing opportunities for cross-tabulation to better understand important differences between segments of the audience. For instance, we may find meaningful differences within the population based on geography, urbanization (urban vs. rural), age, profession, institution(s) attended, etc.

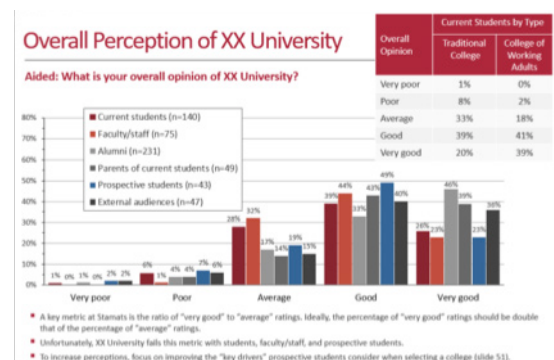
### Identify and Select the Research Sample

Based on available records assembled and provided by the participating institutions, we will also address panel parameters to round out the respondent pool. We will develop a sampling plan based on the composition of the pools, the available lists, statistical validity and projectability, and the project budget.

## II. Execution of the Fieldwork and Analysis

Next, we will conduct the survey. Our researchers are sensitive to length; the survey will not engage respondents for more than 15 minutes. Once the fieldwork is complete, we will use the most sophisticated and appropriate techniques available to analyze and present the data.

## III. Reporting and Presentation of the Findings—Deliverables



The research study concludes with audience-specific reporting that addresses findings and recommendations, particularly as they guide subsequent marketing communications, recruitment, and enrollment-management strategy and tactics for North Dakota institutions.

A preliminary comprehensive report will be sent to the project team. This early sharing of findings allows review of the recommendations and implications. It also enables you to request additional cross-tabs as necessary to make the findings as applicable/useful as possible.

A comprehensive PowerPoint presentation that includes graphs, charts, and tables will be prepared to illustrate the information in a straightforward and engaging manner. All data will be sortable and prepared for cross-tabulations. We will then discuss implications, recommendations, and action steps on how to use the findings for marketing and recruiting endeavors—ideally as discussed and determined at the outset of the project.

Note that at project conclusion we will provide you with a copy of all presentations, associated reports, the survey instruments, collected data, and data tabs for future use and reference. All project assets belong to you. We will also maintain Family Educational Rights and Privacy Act (FERPA) standards of records provided for research purposes.

## Marketing Plan and Implementation

### Institutional Organization and Support

#### OVERVIEW

Achieving North Dakota's ambitious attainment goals is a challenge that can best be met with experience and organization. The proposed plan incorporates winning methods and best practices from other state attainment programs and adapts them to North Dakota's unique population and demographics.

#### ALIGNING ON A MISSION

At the outset, it's vital to establish a mission statement with a clearly defined purpose, which all stakeholders can agree upon and adopt.

#### ROLES AND RESPONSIBILITIES

Next, it's important to understand the unique roles and responsibilities of the key players in the organization. A structure that has worked well in attainment initiatives consists of these roles:

**Champion** – To attract publicity and ensure buy-in, there needs to be a champion: a prominent advocate who will be the public face of the program. This leader will ideally represent a cross-functional influence base with access to ongoing funding.

**Stakeholders** – All entities who have an investment or interest in—and will be held accountable for—the success of the initiative. Stakeholders should include leaders from each of these areas: higher education, tribal colleges, workforce, Department of Public Instruction, Department of Career and Technical Education (CTE) and any other relevant agencies. These foundational leaders will evangelize the program for years to come.

The board of stakeholders serves in an advisory capacity with regularly scheduled meetings. The champion should be updated on program progress, including all noteworthy milestone completion. Optimally, those updates can occur in-person, but emails are also acceptable. Regardless of method, these meetings should occur at regularly scheduled intervals, at least quarterly.

**Sponsor** – The agency that will subsidize the program, providing office space, support, and oversight.

**Program Manager** – A dedicated resource responsible for program administration, communication and coordination of all activities.

**Institution** – Universities, community colleges, tribal colleges, or private organizations approved by the state to deliver education or training that leads to a degree or certification or a GED.

**Mentor** – A liaison or guide serving within each institution who is responsible for:

- Initial outreach to program participants and serving as their central point of contact
- Maximizing application of earned credits toward a credential
- Helping participants determine the best pathway to a credential
- Supporting the participant through credential completion

## GETTING OUTSIDE SUPPORT

It will also be necessary to contract groups of service providers to support program development and execution. Some examples are:

**Marketing and Systems Resource** – A team of professionals responsible for creating the marketing strategy and developing the appropriate mix of tactics, methods, channels, media, and activities to promote the program.

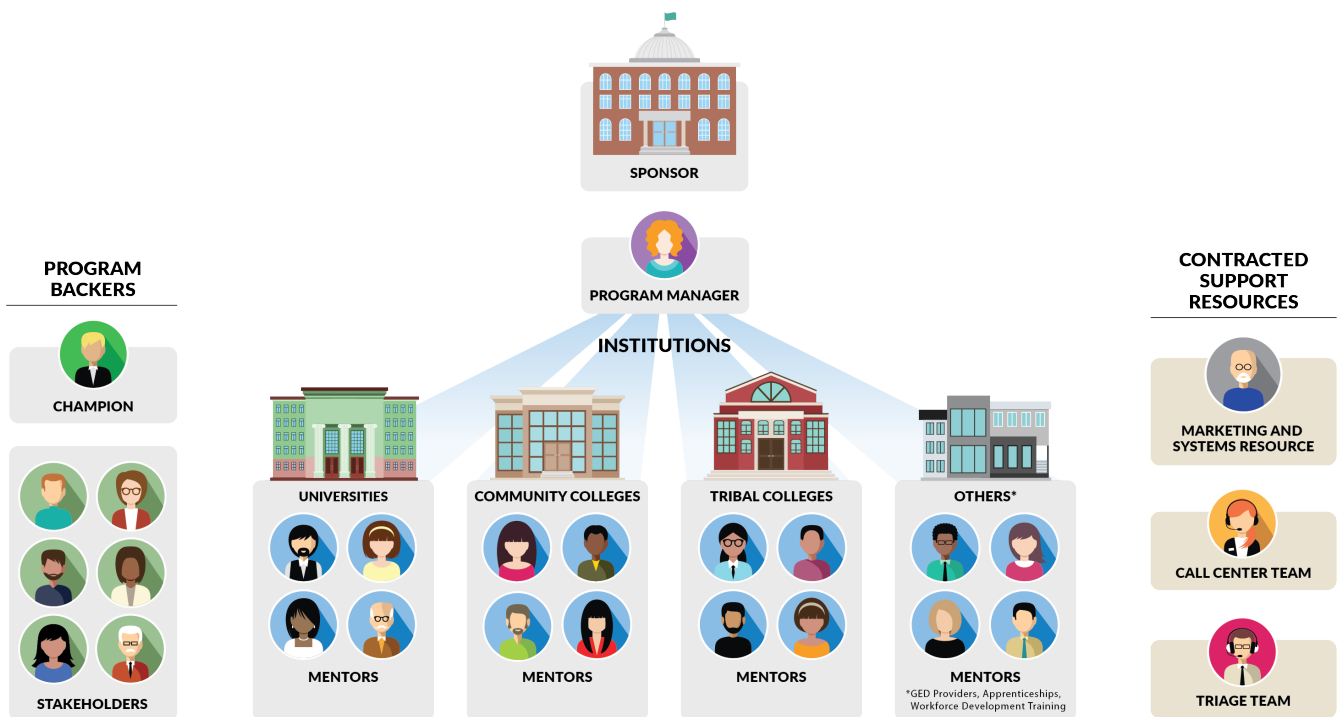
A systems team should also provide results of the strategy and tactics in a client dashboard.

**Call Center Team** – A staff of trained telemarketers equipped to provide a large volume of inbound and outbound telephone support for the program.

**Triage Team** – A staff of trained telemarketers who are available to assist Mentors by making initial outreach to program participants, helping them with prequalification, answering FAQs, and preparing them to meet with their Mentor.

Figure 1

## ND ATTAINMENT IMPROVEMENT PROGRAM FRAMEWORK



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## DETERMINING NEEDS AND OFFERINGS

Essential to the success of attainment programs is aligning program participants with the institution that best matches their interest, addresses their needs and presents them with the shortest path to a high value degree or credential.

Identifying key job sectors that will impact economic growth and the resources that can provide participants with the training, and credentials (certification or degree) is necessary to qualify for jobs within these sectors. Additionally, the option to pursue a degree in an alternate sector or educational pathway is

provided. This first step was the basis of Indiana's **Next Level Jobs** workforce development initiative. With this initiative Indiana combined the best of the **You Can. Go Back.** college degree attainment program with an economic growth-focused workforce development initiative. A combined option of degree attainment and workforce development training may serve best for North Dakota given the size of the population and overall objectives of the state.

Once the participating institutions have been selected, their program offerings, accommodations, and services need to be compiled and made easily accessible

to participants. Understanding what each institution has to offer will help tailor personalized outreach and ultimately create a better user experience and match for the program participant.

The Marketing and Systems Resource team should survey state and tribal institutions to compile a listing of degree programs, credentials and accommodations that are currently available at North Dakota institutions. Mississippi and Indiana collected the following information *from each institution*:

### Offerings

- Available Programs
- Credentials
- Method of delivery
- (online, traditional classroom, remote, etc.)
- Location

### Accommodations and Services (Examples)

- Financial aid (i.e. grants, scholarships, etc.)
- Military credit
- Prior learning assessment
- Reverse transfer
- Transportation
- Internet access

### Following the collection of the offerings, the Marketing and Systems Resource Team will:

- Compile information in a relational database
- Organize those offerings in order to be presented to program applicants and matched with their needs

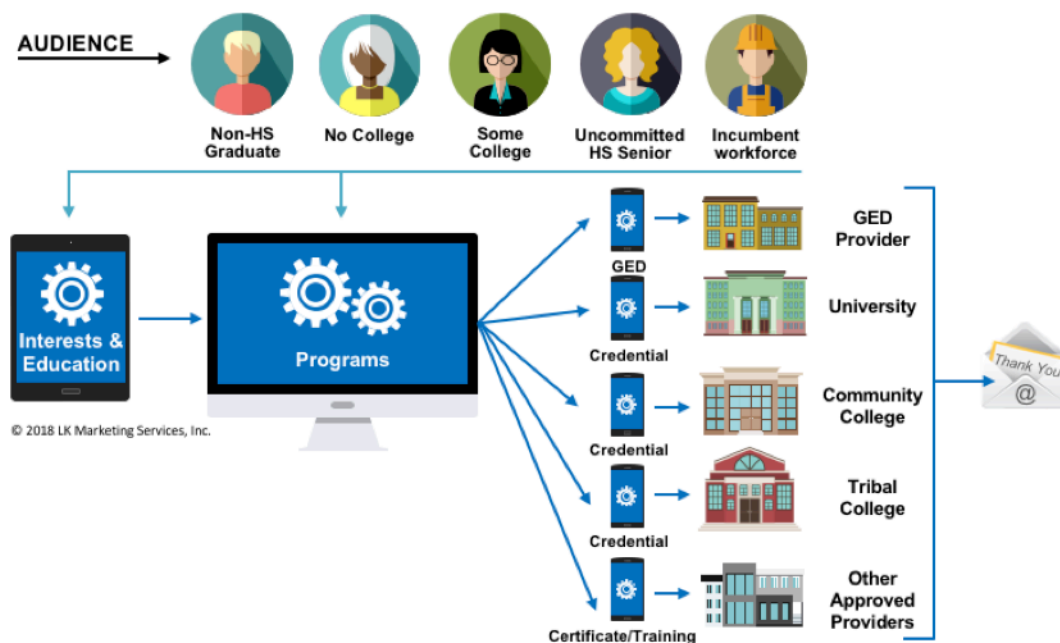
## Appreciating the Role of the Database

A relational, dynamic database will empower an interactive web application (Figure 2) to provide North Dakotans with access to state educational programs and workforce development resources.

Figure 2

### INTERACTIVE WEB APPLICATION USER EXPERIENCE

Support all state program options aligning user interests to the right program, referring to the right institution





The application will consist of three sections, *Welcome / Landing*, *Response / Survey*, and *Thank you*. Each section will have default content for all prospects visiting the site, but also will have the capacity to be personalized and speak directly to the intended target audience. Those visiting the site as a result of direct marketing activities (direct mail or email), for instance, will experience an enhanced, more streamlined, user-friendly experience by having demographic content/contact information prepopulated on entry forms and being routed directly to relevant programs.

1. The survey starts with the collection of general demographic information facilitating the ability for the system to determine if and where the prospect fits into the pre-determined categories. In the initial phase, the categories may include: Non-HS graduate, Adults with No College, Adults with Some College, High School Seniors, and Adults from Incumbent Workforce. Once the prospect's category is determined, the process continues with questions pertaining to their interest and skills.
2. The *Response / Survey* section of the experience will collect the prospect's educational attainment history, skills, interests, learning preferences, and availability for classes or training. Based on that information, the solution will align the prospect with an appropriate institution(s) capable of furthering their education, training, or apprenticeship goals and leading to potential employment in the State of North Dakota. In relationship to each program, there is a path of study: GED, Credential, Certificate, and Job Training that will align directly with an appropriate institution category: University, Community College, Tribal College, and Other Approved Providers.
3. Once the prospect selects their desired institution(s) of interest, they are presented with the *Thank You* section confirming their submission was received. Each respondent will also receive a confirmation email verifying receipt, introducing their matching institution(s) and Mentor(s), and setting clear expectations for the next steps

## TRACKING RESPONSES THROUGH THE CUSTOMER RELATIONSHIP MANAGEMENT SYSTEM (CRM)

At this point in the process, an instant referral notice is sent to the Mentor at the desired institution, providing them real-time access to the prospect through the CRM. The Mentor then reaches out to the prospect and updates the status of the referral in the system from prospect to student.

The database is key to filling and maintaining the funnel of students to the institutions. Inherent system capabilities should include:

- Tracking program participant applications to completion
- Response processing: delivering leads to institutions
- Distribution of results through a dashboard
- Real-time reporting

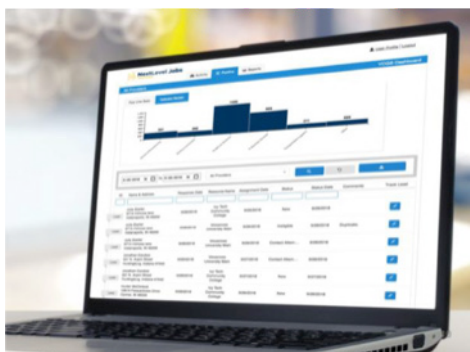
In the case of Mississippi, the state established a \$500.00 student grant for each qualifying student. The grant is renewable every consecutive semester the student is enrolled in pursuit of their degree. The Mississippi tracking system was enhanced to support program administration and tracking. This creates an indirect incentive to the student to re-enroll each semester and complete their degree.

The ease of submitting the grant application through the dashboard allows the Mentor to track student progress, while supporting them in achieving their goal. The Mentor uses the same tracking system to submit the student grant application to the Program Administrator, who determines eligibility. This process repeats every semester until the student achieves their credential, ensuring a steady flow of revenue to the institution and to the student.



## MONITORING AND REPORTING RESULTS

It's important to provide an interactive, real-time dashboard with results for all tactics in the campaign. The dashboard should provide an overview of the results and the ability to drill down to specific detail about individual program participant referral. The lead dashboard should have a pipeline management functionality that can be tailored to track program participants through the milestones leading to the desired end.



## Maximizing Audience Response

### DEFINING THE AUDIENCE

The audience pool for this program falls into two groups, the known and the unknown. The known consists of individuals who attended a North Dakota institution and left before completion of a degree, credential or high school diploma. In order to target the known audience, likely completers must be identified. Informed by qualitative research and input from institution partners, initial outreach can be directed to adults whose number of credits and amount of time spent in (and out of) college make them more likely to return to college and earn a credential. In Indiana and Mississippi, the first phases concentrated on those prospects who were closest to completing a degree. This provided early success stories, thereby gaining testimonials and referrals from successful, accomplished program participants. Those endorsements in turn generated momentum for the rest of the campaign.

The unknown audience includes individuals who attended private institutions in North Dakota and those who moved into the state after attending institutions elsewhere, as well as

North Dakotans for whom updated information cannot be obtained. The key to reaching this unknown population is to identify where they are concentrated geographically, then leveraging digital and localized media to reach them with the message.

### DEFINING THE AUDIENCE

Institutional partners will supply basic directory contact information and school information that will help to segment the known audience into groups with specific educational characteristics. The following segmentation scheme includes factors considered by both Mississippi and Indiana:

- Enough credits to get an Associate or Bachelor's degree without additional coursework
- 25% additional coursework left to complete an Associate or Bachelor's degree
- 50% additional coursework left to complete an Associate or Bachelor's degree
- 75% additional coursework left to complete an Associate or Bachelor's degree
- High school graduates with no known college credits
- High school attendees who left without a degree.

### DATA HYGIENE AND APPEND

Because time has passed, there is a need to ensure the accuracy of all contact information. Student contact information received from the institutions will need to be systematically optimized correcting input errors, checked for duplication and then enhanced. The following steps were used by Indiana and Mississippi to enhance accuracy, maximize deliverability and personalization, and to maximize reach:

- **Deliverability**  
Process all records to ensure they are up to date and they maximize the reach to the intended party.
- **CASS**  
Standardize addresses in order to meet USPS requirements while benefiting from the correction of zip codes and the addition of key address elements.

- **DF2**

Improve the deliverability of your mailings by validating individual delivery points and identifying business from residential addresses.

- **NCOA**

Ensure compliance with the Move Update standard when you receive new addresses for individuals, families, and businesses that have moved in the last 48 months.

- **Reach Enhancing Append/Reverse Append**

The systems team will coordinate appending telephone numbers and e-mail addresses to maximize student reach where the information is not available or is confirmed incorrect.

- **Data Append**

Based on the information that is available from the school, valuable information can be appended to further personalize the creative on the mail piece to the target audience; imagery, for instance, can be tailored to match the gender and lifestyle (single, married, parent etc.) of the prospective student; this goes beyond name personalization on the mail piece to better connect with the prospective student and increase readership and response.

## SEGMENTING THE AUDIENCE

Specific segments of a population often have shared characteristics, so it will be helpful to split the audience into key demographic groups. For example, North Dakota adult learners may be segmented into four groups:

- Native American
- Caucasian
- African American
- Other

## ESTABLISHING UNIQUE VALUE PROPOSITIONS

It's necessary to use research insights to connect to the motivators and barriers of an adult learner who is considering returning to school. This will facilitate developing a unique value proposition for each segment.

The research should shed light on these key points:

- Personal and professional motivators to return to school
- Drivers for choosing a school (offerings and benefits)
- Obstacles of returning to school (including geographic and socioeconomic barriers, as well as cultural beliefs)
- Financial readiness and understanding

## DEVELOPING A CAMPAIGN MESSAGING STRATEGY

### Audience Analysis

The first step in strategy development is to understand the target population. Indiana completed qualitative research that disclosed common motivators and barriers to adult learners.

#### Motivators included:

- Setting a good example for their children
- Greater earning potential
- Sense of accomplishment

#### Barriers included:

- Lack of motivation to begin/continue
- Cost of an education
- Balance between family, work and school obligations

We created a successful communication plan by leveraging the motivators and addressing the barriers.

## LEVERAGING MOTIVATORS

### Messaging and Personalization

A lot has changed since you left college.  
**LIKE YOU, FOR INSTANCE.**

A lot has changed since you left college.  
**LIKE YOUR REASONS FOR RETURNING.**

A lot has changed since you left college.  
**LIKE THE COST OF NOT RETURNING.**

A lot has changed since you left college.  
**LIKE HOW EXPERIENCE CAN COUNT.**



## ADDRESSING BARRIERS

### Incentives

**CREDIT**  
FOR WORK / MILITARY  
EXPERIENCE



**FLEXIBLE**  
ONLINE, EVENING  
& WEEKEND CLASSES



**\$1,000**  
STATE GRANTS  
*First Come, First Served*



**FORGIVENESS**  
FOR  
DEBT/GRADES





# Creative Plan and Outreach Strategy

## DEVELOPING A CREATIVE VISUAL IDENTITY

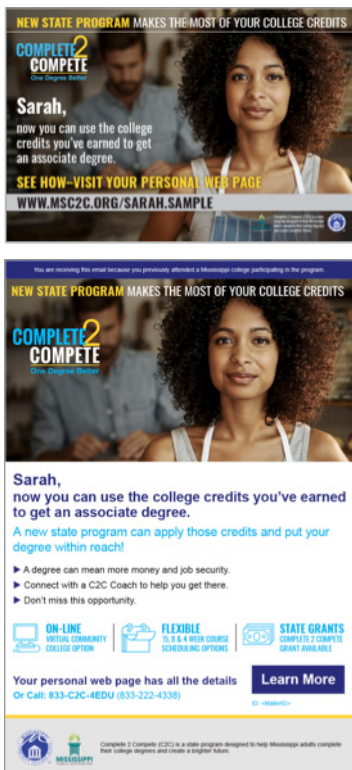
Beginning with research as the foundation, the campaign will establish a messaging strategy crafted and tailored to address regional or demographic challenges and opportunities as well as any identified biases. The process will include defining the offer(s) and unique value propositions for each segment. The creative team will design a visual identity for the program and apply it to each of the tactics chosen for the campaign.

## MAXIMIZING PERSONALIZATION

The following method of primary outreach, used for Mississippi's **Complete 2 Compete** program, has consistently proven effective in targeting hard to reach adult attainment audiences.

### • Tailored Direct Marketing Outreach

A personalized outreach via *direct mail* or *email* (or both) can be sent to the four audience segments, with unique messaging and visuals for each.



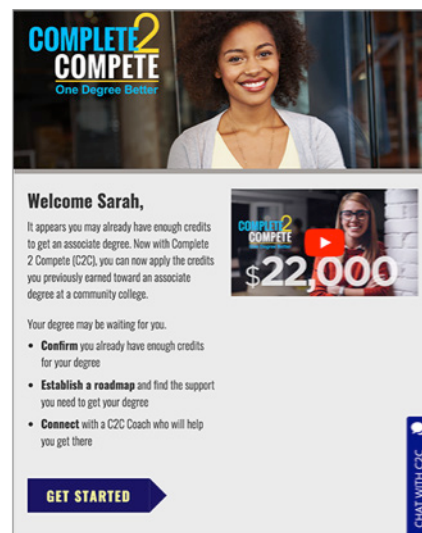
A series of three mailings can be sent per household, staggered to optimize engagement and maximize response. Based

on the data that is available from the school, valuable information can be appended to personalize the creative on the mail piece to the target audience. Imagery, for instance, can be tailored to match the gender, race, and lifestyle (single, married, parent etc.) of the program participant, going beyond simple name personalization on the mail piece to better connect with the participant and increase readership and response. The call to action contains a toll-free number and a personalized website.

To maximize ease of use, receptivity, and response rate, the direct mail and email contain:

### • A Personal URL (pURL)

Both Mississippi and Indiana provided known respondents with a distinct web address featuring their name. This pURL leveraging database information, to provide a personalized experience for every targeted program participant.



The call to action on the direct mail or email will route the program respondent to:

### • A Personalized Landing Page

Personalized URLs permit personalization of content (copy) and imagery on the landing page and can even prepopulate known information on any entry fields. This enhances the user experience with more relevant images and copy while minimizing the data needing to be entered and increasing the likelihood of completion.

From the landing page, the program participant enters:

- **An Interactive Web Application**

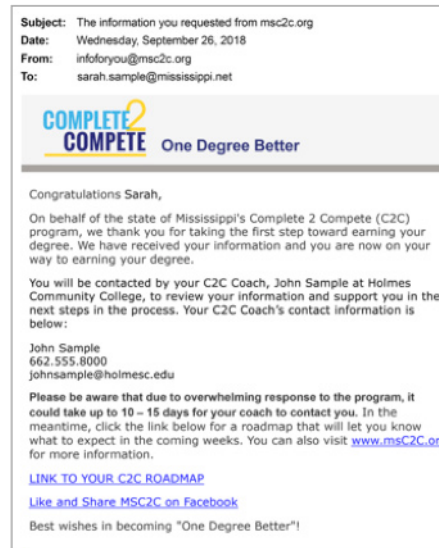
An interactive, responsive web application will maximize engagement with the target audience. The database-driven application provides the visitor with an interactive experience that is engaging and easy to use. It will capture information relevant to matching a program participant's desires and preferences (e.g., current life situation and learning desires, location, and field of study) with the appropriate institution(s) that best meet those preferences. That information will be matched to the appropriate school, presenting the program participant with options supporting their geographical location preference, field of study, and/or desired learning method (e.g., online learning). The program participant can then be offered one or more options to select from (*below*).



Their information is sent to their chosen school(s) and the program participant is presented with a thank you/confirmation screen, telling them to watch for:

- **A Confirmation Email (Triggered Email)**

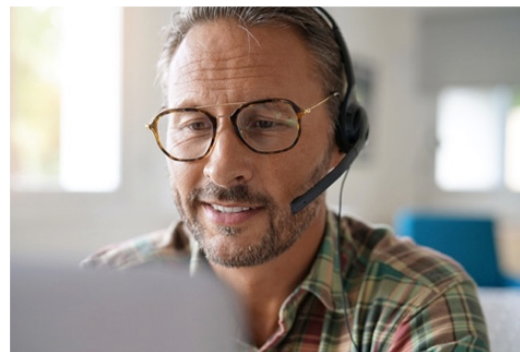
A follow-up email (*upper right*) will be triggered to all web application respondents with details supporting their selected options.



Systematically, an email and/or automated transfer can be triggered to the designated contact at the school for timely follow-up. The email will introduce their Mentor, a school representative who will be the program participant's guide through the enrollment process and beyond. The email contains the Mentor's contact information, a timeframe in which to expect to hear from them, and helpful links to check out in the meantime.

- **A Call Center**

For audience segments who may prefer more traditional modes of communication, a state-wide toll-free number and inbound call center was provided by both Indiana and Mississippi. This call center served as a centralized resource ensuring consistent, accurate, responses to anticipated questions (FAQs).



An additional advantage of the call center is the ability to provide extended hours of service for those respondents electing a personal contact to learn more about their options. The toll-free number can be promoted on the informational website and direct mail piece, increasing response rates.

The agents answer calls and guide respondents through the program participant engagement process. The call flow should mirror that of the online process. Agents will also be provided scripted responses to Frequently Asked Questions (FAQs) on the program and details necessary to support successful program participant connection with the appropriate institution(s).

## MAXIMIZING RESPONSE

To optimize response rates both state degree attainment campaigns employed personal outbound outreach after direct mail and email to non-respondents. These scripted campaigns can focus a more personal outreach to those hard-to-reach individuals, informing qualified applicants of the benefits of the program, developing participant engagement, and gathering pertinent information for follow-up.

## MAXIMIZING REACH

There are many media available to support and extend the primary messaging and strategy detailed above to a broader audience. The key element here is:

### • An Informational Website

A website should serve as the information hub for the North Dakota Attainment Program. The home page (below) should contain brief details on what the program is, who it's for, and a button leading to the landing page and interactive application.



Mississippi's Complete 2 Compete



Indiana's Next Level Jobs home pages

Program participants who enter the application from the website will not have a personalized landing page or prepopulated data, however, everything else will be identical to the pURL experience.

The website could also incorporate other sections, such as an About page, FAQs page, Financial Aid information, and Job Resource links, as examples.



- **Printed Collateral**

Posters (*below*) and flyers could be produced and displayed in common areas such as college administration buildings, tribal communities, state license branches, and government buildings.



These items could employ the same or similar imagery from the personalized outreach, to increase awareness of the program. Placing the posters and flyers in state and local government buildings could help reach influencers of the prospective participants, as well as some of the participants themselves.

- **Social Media**

A good way to support the campaign is by building a Facebook strategy to reach out to adults who previously attended college but never earned a degree. Goals would be to establish the brand, inspire credibility, and arm stakeholders and influencers with information and inspiration. A branded program business page can be created, growing audiences through both paid advertising and organic content (*below*). Another platform to consider would be Instagram Stories.

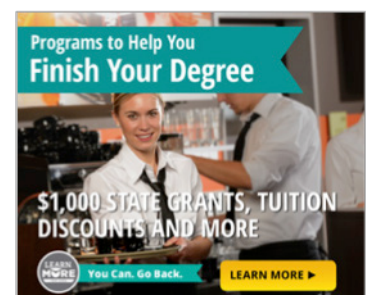


Two examples of paid ads (*top*) and two examples of organic posts (*bottom*) from the Complete 2 Compete Facebook campaign.



- **Digital Advertising (Native, Display and Search)**

Native in-feed or display ads (*below*) can target prospective program participants on the news-oriented websites they frequent most and direct them to a landing page. Digital display ads could be deployed in the same manner. Search ads on popular search engines will be seen by prospects at the very moment that they're searching for information.



## • Advertising at College Sporting Events and Performances

Outreach (ads, banners or videos) at college sporting events and musical or dramatic performances (*below*) may be a good way to attract the attention of program participants, parents and influencers.



## • Outdoor Advertising

Outdoor advertising can enable North Dakota to complement their targeted direct mail and email outreach with a consistent marketing message that will be viewed multiple times and broaden the reach and frequency.

## • Press Releases

A short, compelling news story on the initiative should be written and sent to targeted members of the media. Vital to successful coverage will be scheduling a press conference with key public officials or an event that is publicized and the press invited.

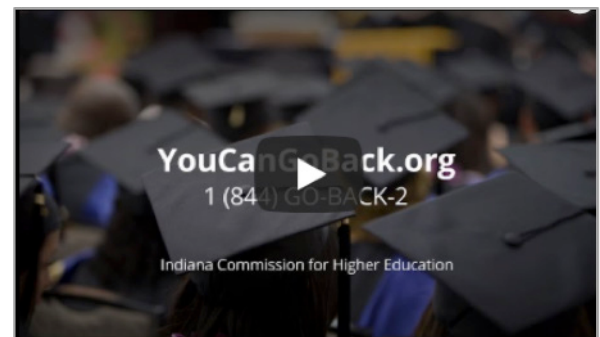
## • Presentation Decks and Training Kit for Mentors

Presentation decks and training kits (*below*) with best practices can be developed for representatives to optimize their interactions when talking to program participants.



## • Informational and Instructional Videos and PSAs

Informational and instructional videos (*below left*) can reside on the website and also on social media. Because PSAs are not guaranteed to run and there is an abundance of competition for stations to run them, it is also recommended that paid TV and radio be purchased.



## • Broadcast TV

Broadcast TV in North Dakota is still one of the most effective and economical ways to reach the key 25-64 adults with an influential message.

## • Radio Advertising

Paid radio can expand the reach and frequency and target the audience in specific markets. It is also more cost effective than other mediums.

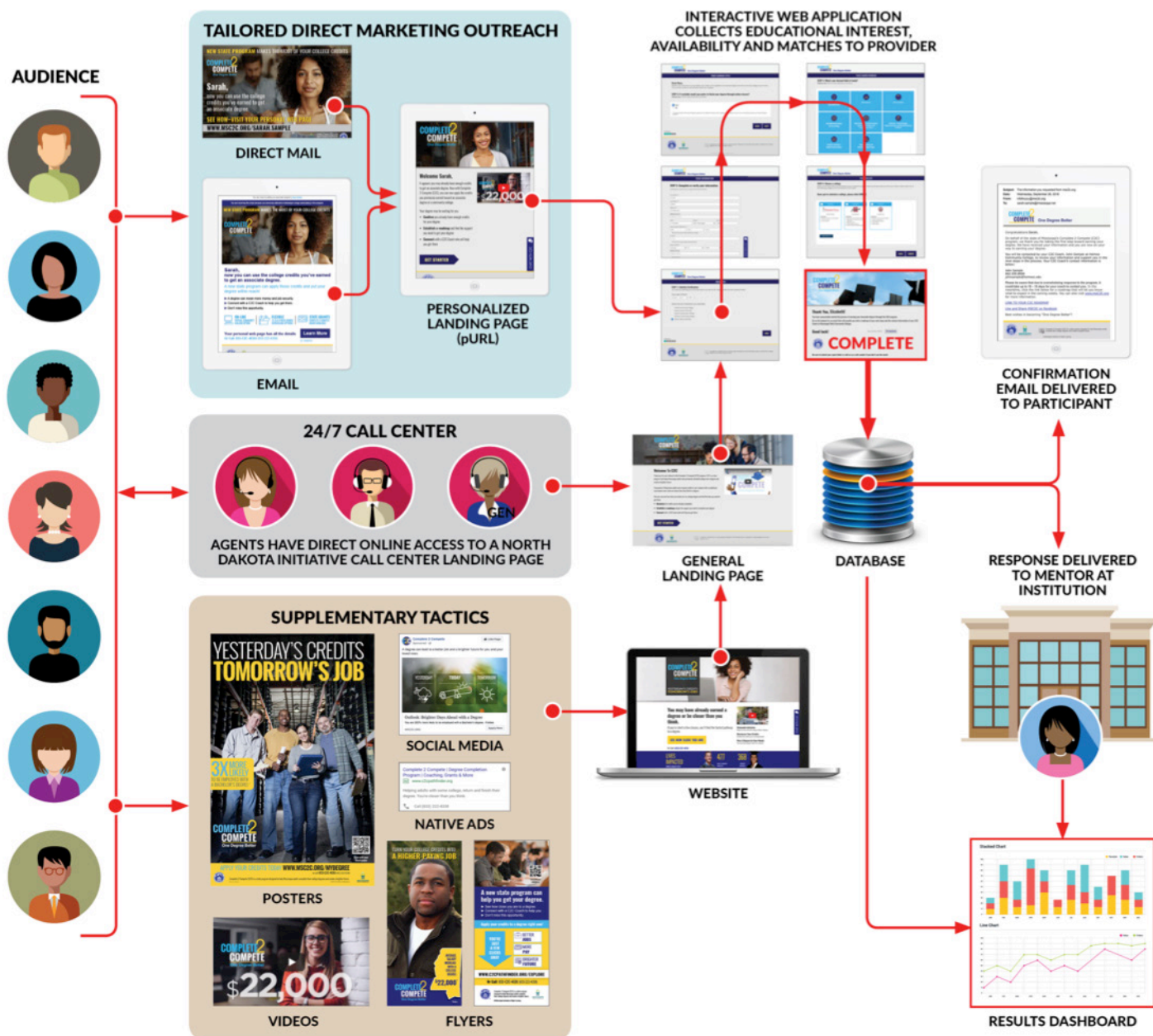


# PUTTING IT ALL TOGETHER

As shown below (Figure 3), a program participant may enter the interactive web application through either a personalized or a general landing page. All of the tailored outreach and supplementary tactics work together to deliver the right message to the right audience at the right time, through their preferred marketing channels.

Figure 3

## INTEGRATED MARKETING CAMPAIGN EXAMPLE



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# Engagement and Retention

## SETTING THE BAR FOR USER EXPERIENCE

The success of the program hinges on ensuring an outstanding experience for the program participant, from start to finish (Figure 4). If a participant becomes frustrated by not finding what they are looking for in a straightforward, expedient manner, it can reflect on the program negatively and they may abandon their search. Standards for the ideal user experience need to be clearly defined, to ensure that program participant expectations are met.

- For example, all interactions between the program and the participant should be:
  - Personal
  - Centralized
  - Simple
- Institution service level expectations need to be established for each milestone in the attainment process.
- Mentors' performance is fundamental to success
  - Mentors must be timely in responding, knowledgeable, helpful, and pleasant.
  - Mentors should advise and assist the program participant in identifying a truly valuable credential that can result in gainful employment in one of the key North Dakota job sectors.
  - Mentors should also serve as a resource, providing ongoing support to the program participant through the completion of their credential.

The following illustration provides a depiction of the adult degree attainment process employed in Mississippi.

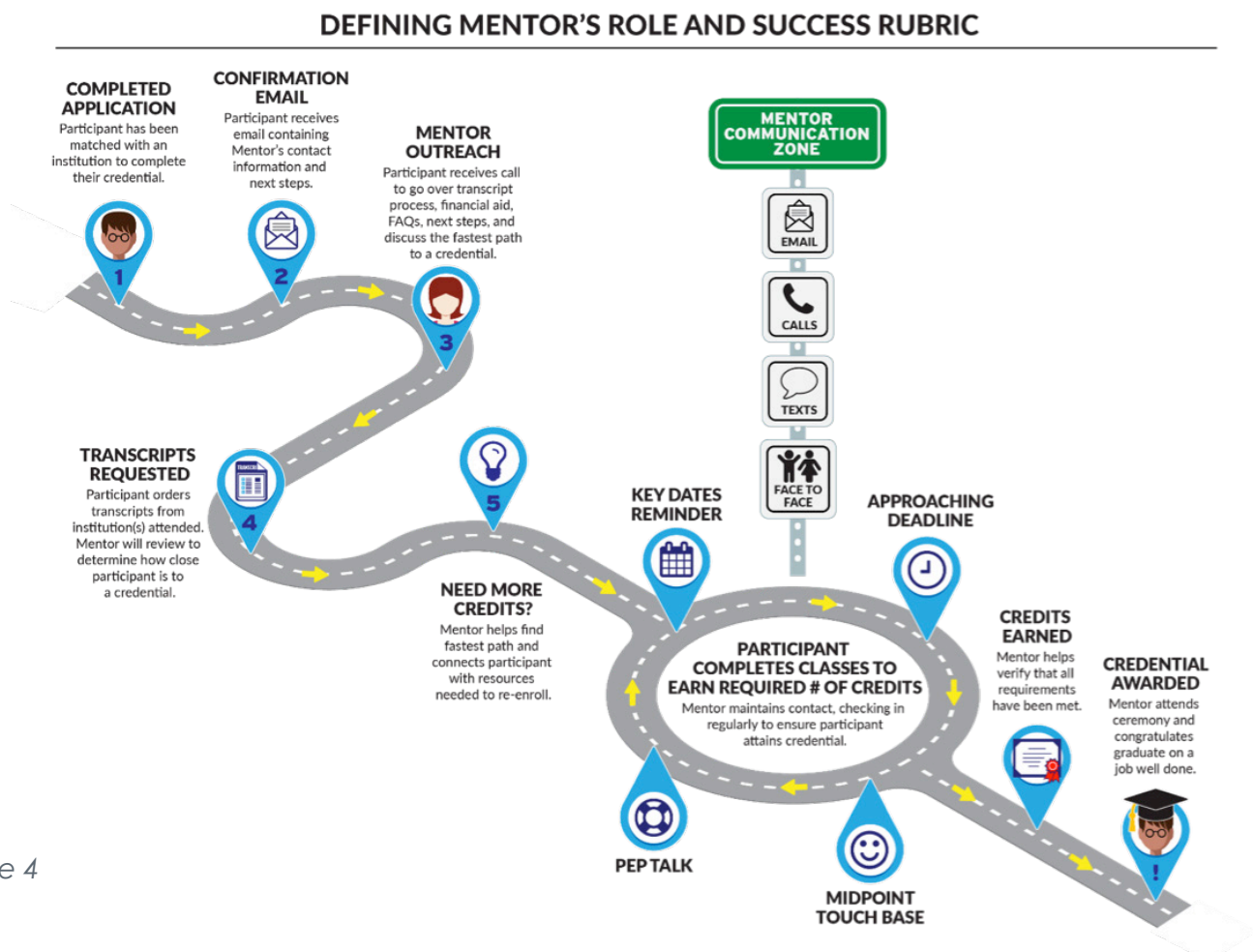


Figure 4

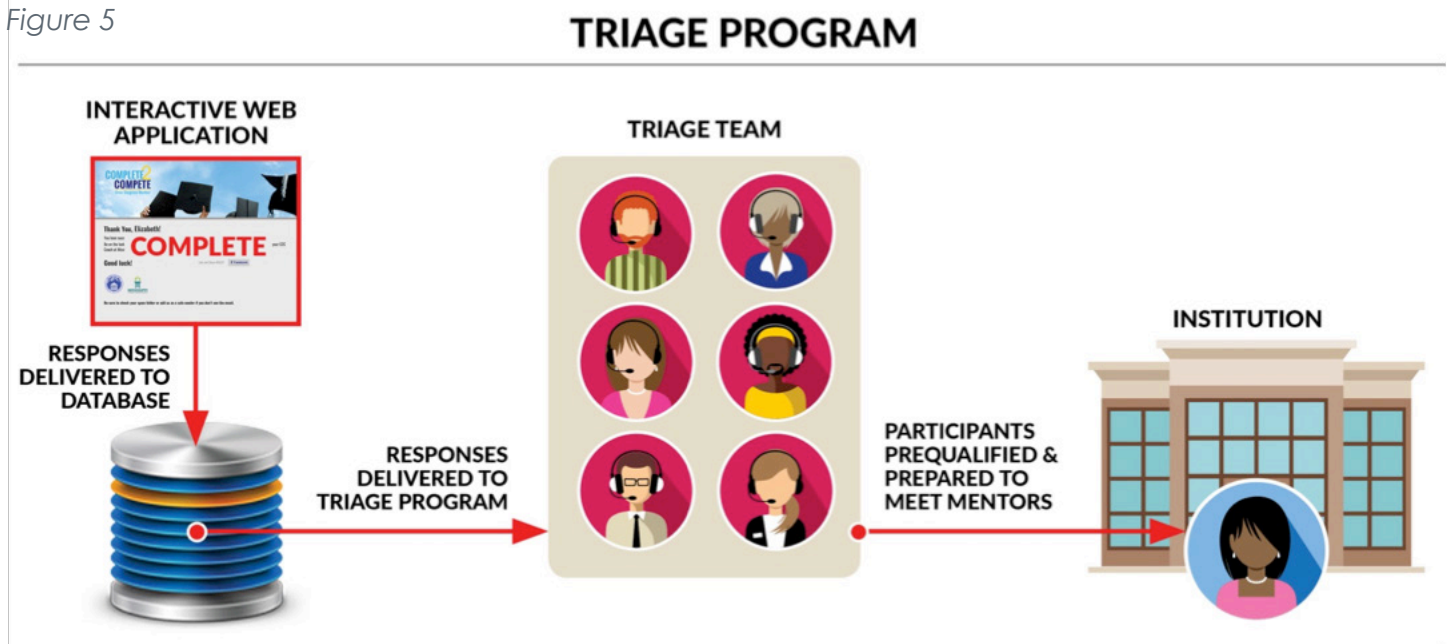
## RESPONSE PROCESSING

### Triage Program

In the event that response volume is preventing mentors from contacting program participants in a timely manner (*Figure 5*), a 'Triage' program can be put in place that utilizes a third-party call center to help make initial outreach to program participants, answer general program questions and prepare participants for the first meeting with their mentor.

This program was used in Mississippi's **Complete 2 Compete** (C2C) campaign. With the success of the program, the lead volume made it difficult for the **C2C** coaches to contact their leads within a timely manner, and when they did connect with their leads, they found that some of them weren't eligible for the **C2C** program according to the set program criteria. The Triage program was developed to help pre-qualify leads before they were sent to the coach, making the coach's process more efficient and effective.

Figure 5



A triage program can help remove bottlenecks by taking over initial outreach for mentors if the response volume becomes more than they can manage.




## MAXIMIZING DEGREE/CREDENTIAL COMPLETION

Once a student is enrolled in the program, some attention should be directed toward retainment. The content can range from helpful tips about adults returning to school, financial aid, student profiles, graduate stories and testimonials, spotlight articles on Mentors, videos from locally-known celebrity graduates, etc. The blog articles could be featured in regular social media posts to drive traffic to the website (*below*).

COMPLETE  
COMPETE  
the degree school

HOME | ABOUT | FAQs | RESOURCES | BLOG


C2C C2C BLOG



HOW TO BUY TEXTBOOKS WITHOUT BREAKING THE BANK11.1.2018

If it's been a few years since you took a college class, looking at today's textbook prices may leave you a bit sticker-shocked. Textbook prices have absolutely...


Read More



HOW WILL MY PREVIOUS CREDITS TRANSFER?11.1.2018

Transferring credits from one school to another can seem like a daunting task. Will the classes I have taken be accepted by the new school? How will it impact the cost of my classes? Will I have to take classes over?...

Read More



WHY IS THIS THE BEST TIME TO LOOK FOR A JOB?10.16.2018

You've been thinking about finding a new job for a while, but you've stopped yourself from moving forward each time. There are more jobs open in Mississippi than ever before...

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CATEGORIES

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TAGS

ONLINE CLASSES | BUSINESS DEGREE

CHOOSING A SCHOOL | FINANCIAL AID

ONLINE | WORK LIFE BALANCE

CAREERS | BETTER JOBS | C2C GRAD

ADULT STUDENT | BACHELOR DEGREE

C2C ALUMNI | JOB OPPORTUNITIES

C2C STUDENT | CAREERS IN MS

CAREER PATHS | C2C GRANT

COST EFFECTIVE | BACK TO SCHOOL

ASSOCIATE DEGREE

NON-TRADITIONAL STUDENT

CAREER OPPORTUNITIES | GRANT

DEGREE PROGRAM

FLEXIBLE SCHEDULES

RECENT POSTS

How To Buy Textbooks Without Breaking The Bank

How Will My Previous Credits Transfer?

Why Is This The Best Time To Look For A Job?

How Can I Finish My Degree With A Family And A Full-Time Job?

Lawrence Pillers Knows The Value Of A Degree

A tactic that has been effective for Mississippi and others is to create a blog as a section of the informational website (*above*).

Page 27 | Engage to Inspire Marketing

ENGAGE TO Inspire MARKETING

## Summary

Our current workforce is simply not enough to sustain the state's economy. But as successful programs in other states have shown, it's possible to develop and implement a program to raise the level of the workforce by raising the level of educational attainment.

Without action, we risk falling behind with a stagnating economy at a time when we need growth and expansion. It's time to invest in the future of North Dakota through structural alignment of existing resources, by committing additional funding, and through the support of public/private partnerships. By preparing educated workers for good jobs, we help individuals build their careers, help businesses grow, and help the economy of North Dakota to prosper.

The first step in launching the campaign would be to conduct the research so the plan implementation steps could be refined to the audiences, messages and outreach in North Dakota. Based on the approach to research, we are able to provide an estimate for the necessary qualitative and quantitative steps, but the entire plan implementation would be very preliminary at this time. If account management and plan implementation estimates are needed to seek grants or appropriations, we can provide wide-ranging figures based on several variables.

### Initial Research Investment

We are committed to helping you achieve your goals in the most efficient, cost-effective way possible.

Discovery	\$10,780 plus travel
Discovery Visit	
<b>Associated Activities</b> <ul style="list-style-type: none"><li>Thorough review of all available information and data about the PWH market using a variety of primary data (available from individual institutions), secondary data, including Stamats 2017 Adult StudentsTALK™ research findings</li><li>Stamats consultants visit campus for one day to meet and strategize with client project team members</li></ul>	<b>Deliverable</b> <ul style="list-style-type: none"><li>Consulting services on campus</li></ul>

Qualitative Research	\$39,820 plus incentives
Online Focus Groups	
<b>Associated Activities</b> <ul style="list-style-type: none"><li>Stamats will conduct three online focus groups, one with each of the following audiences:<ul style="list-style-type: none"><li>Prospective students</li><li>Reenrolled students</li><li>Alumni</li></ul></li><li>Stamats to develop the discussion guide, recruit the participants (North Dakota team will provide list of potential candidates), moderate each focus group, distribute incentives*, and analyze the discussions for final reporting</li><li>Stamats will recruit 50 participants for each group with the expectation that approximately 35 individuals will complete the three-day focus group (105 total participants between the three groups)</li></ul> <p>*Price quoted above includes estimated cost of incentive (\$75 per participant; total incentive amount of \$7,875)</p>	<b>Deliverable</b> <ul style="list-style-type: none"><li>Written report of findings that includes a detailed summary of each audience and verbatim comments from the respondents</li><li>Online or on-campus presentation of report</li></ul>

<b>Quantitative Research</b>	<b>\$47,960</b>
<b>Web Survey of North Dakota Students</b>	<b>\$20,570</b>
<b>Associated Activities</b> <ul style="list-style-type: none"> <li>Survey development, fieldwork, and analysis by Stamats <ul style="list-style-type: none"> <li>It is assumed the survey will require no more than 15 minutes to administer and complete</li> </ul> </li> <li>List provided/purchased by client</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Comprehensive report (PowerPoint) of findings</li> <li>Online or on-campus presentation of report</li> </ul>
<b>Panel Survey of North Dakota Students</b>	<b>\$27,390</b>
<b>Associated Activities</b> <ul style="list-style-type: none"> <li>Stamats will conduct a web-based survey</li> <li>Up to 100 completed surveys conducted via online panel of stopped-out students residing in North Dakota who did not attend a public institution in the state</li> <li>Survey development, fieldwork, and analysis by Stamats</li> </ul>	<b>Deliverable</b> <ul style="list-style-type: none"> <li>Comprehensive report (PowerPoint) of findings</li> <li>Online or on-campus presentation of report</li> </ul>

<b>Additional Expenses</b>	<b>TBD</b>
<b>Travel Expenses</b>	
<b>Associated Activities</b> <ul style="list-style-type: none"> <li>Stamats assumes the following visits: <ul style="list-style-type: none"> <li>Discovery: two consultants for one day</li> <li>Integrated Communication Plan: one consultant for one day (two separate trips assumed)</li> </ul> </li> <li>Travel expenses include airfare, transportation, lodging, meals, and incidentals (all within any per diem guidelines)</li> </ul>	<b>Deliverable</b> <p>Consulting services on campus</p>

*\*List exhaustion is defined as every individual: completing a survey, refusing to complete a survey, having incorrect contact information, or being contacted six or more times.*

## Terms and Conditions

This price quote includes the costs for consulting time in North Dakota, phone calls, postage, and package delivery services. Travel for staff and consultants will be billed in addition to the estimates.

**NDUS Attainment Challenge Grant  
Project Summary Report**

**State Board of Higher Education  
December 6, 2018**

**Phil Wisecup, Vice Chancellor for  
Strategy and Strategic Engagement**

The North Dakota University System (NDUS) has reached substantive agreement with key state stakeholders regarding a plan of action going forward to meet the SBHE's 65% attainment goal by 2025. A final report presenting the work of the attainment grant, including administrative and marketing plans, will be delivered to the SBHE prior to the end of December 2018. The final report on grant activities will be forwarded to the Lumina Foundation in January 2019.

In discussions spanning across months of engagement, culminating in an Attainment Collaboration meeting on November 14, 2018, key stakeholders reached consensus on a framework for a plan of action that will (1) coordinate interagency efforts to establish common policies and practices, (2) broaden public and business awareness of the benefits of attainment, (3) engage industry and labor partners, (4) remove barriers to adult learners accessing educational opportunities, and (5) secure the economic standing of the state to provide for a highly trained workforce. Principal findings of the Attainment Challenge Grant plan of action include the following:

- A. Interagency Collaboration.** The NDUS and the ND Workforce Development Council (WDC) have agreed to exchange letters of cooperation and to engage in at least quarterly meetings to develop common attainment practices and policies, consistent with recent NDUS (*SB 2003 Task Forces Final Report, June 2018*) and WDC (*ND Workforce Development Council Summary Report, October 24, 2018*) strategic plans. These steps will engage the collaborative efforts of the NDUS, WDC, ND Department of Public Instruction, ND Department of Career and Technical Education, ND Vocational Rehabilitation Office, ND Department of Commerce, and a variety of other public and private entities, including industry, labor, legislative representatives, and more. The NDUS and WDC foresee this collaborative effort extending two to five years, focusing on

  - (1) designing and reporting reliable attainment measurements,
  - (2) compiling high-quality credentials,
  - (3) creating simplified pathways for returning adults,
  - (4) deploying targeted marketing strategies, and
  - (5) seeking potential statutory and appropriations proposals for future legislative sessions.

Attainment collaboration partners have agreed to take on and achieve, cooperatively, this crucial, long-term venture.
- B. Definitions, Measures, and Data Analysis.** During the November 14, 2018, Attainment Collaboration meeting, interagency partners acknowledged the SBHE attainment definition and goal (65%) as a meaningful operative definition and measure to benchmark future attainment results. The WFD's October 2018 Summary Report specifically endorses the SBHE aspirational goal. Partners foresee an opportunity to broaden future stakeholder engagement and better define subgroup equity goals.
- C. High Quality Credentials.** Attainment collaboration partners collectively acknowledge key sources of high-quality credentials: NDUS non-degree credentials; ND Career and Technical Education industry credentials; US. Department of Labor apprenticeships; AFL-CIO apprenticeships; and ND board licenses. Partners have agreed to compile and monitor the use of these certificates to guide returning adults and business partners toward efficient and meaningful high-quality education and skills-building programs.
- D. Marketing Pathways for Returning Adults.** Attainment collaboration partners commit themselves to adopting targeted marketing campaigns designed to guide returning adults to those programs most

meaningful for their career aspirations. A marketing framework has been developed, including anticipated cost estimates, for future deployment, as timing demands and resources become available.

- E. Statutory and Appropriations Proposals.** Attainment collaboration partners anticipate possible future legislative proposals and appropriations requests to secure the viability of the state's attainment work. Partners have agreed to take a slow and steady approach to the deployment of attainment initiatives, extending into the 2021 legislative session, and beyond. A statewide attainment program requires aligning the efforts of each agency/partner to optimize current and future program elements. If legislative actions are required, partners have expressed their intentions to move forward together, based on a clear set of priorities and economic reasons to secure success.

The NDUS has transparently administered the Lumina Foundation's Attainment Challenge Grant, informing the Lumina Foundation throughout the grant period on project milestones. The Lumina Foundation, in kind, has provided sound technical assistance to the state, including extending an invitation for key state attainment leaders to attend a 23-state gathering of Lumina grantees in October 2018, to access the insights and successful provisions gathered from other states' best efforts. The NDUS will meet all grant obligations on time and on budget.

The success of the NDUS Attainment Challenge Grant is marked by its final products:

- (1) a working administrative framework to guide state attainment work into the next several years of deployment;
- (2) a marketing plan framework that will provide a means to clearly communicate the why and how of attainment to business and returning adults; and
- (3) the evidenced agreement and commitment of key interdisciplinary leaders to collaborate together to successfully achieve its aims.

The products of the NDUS Attainment Challenge Grant will guide the state's attainment efforts forward for years to come.



**An Agreement to Collaborate  
To Achieve Statewide Workforce Attainment Gains**

**North Dakota University System  
and the  
North Dakota Workforce Development Council**

The state of North Dakota, providing for the general benefit and well-being of its citizens,

- provides for a unified system of higher education, governed by the State Board of Higher Education, as secured within the state's constitution, to enhance the quality of life for all those served by the North Dakota University System (NDUS) as well as the economic and social vitality of North Dakota; and
- provides for workforce innovation and opportunities, guided by the North Dakota Workforce Development Council (NDWDC), as enacted within the Workforce Innovation and Opportunity Act, through statewide and local workforce innovation and opportunity systems, to increase the occupational skill attainment, employment retention, and earnings of participants, thereby improving the quality of the workforce, reducing welfare dependency, and enhancing the productivity and competitiveness of the nation.

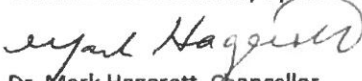
Mindful of these uniquely focused yet compatible missions, the NDUS and the NDWDC foresee the benefits in jointly collaborating to secure a coordinated and efficient means for each citizen to achieve that level of education and training required to attain their unique aspirational career goals, and in so doing, meet the economic needs of business and industry with a well-trained, highly-qualified workforce.

The NDUS and NDWDC seek to advance the state's attainment gains through coordinated efforts, consistent with each respective institution's strategic initiatives, including the NDUS *SB 2003 Task Forces Final Report, June 2018*, and the NDWDC *ND Workforce Development Council Summary Report, October 24, 2018*. The NDUS and NDWDC, via the NDWDC Administrative Committee, seek to conduct quarterly meetings, or another such mutually agreeable schedule, to (1) coordinate interagency efforts to establish common policies, practices, and appropriate measures; (2) broaden public and business awareness to the benefits of attainment; (3) engage industry and labor partners in validating the criteria for high-quality certificates; (4) create simplified pathways for returning adults and remove barriers to adults accessing educational opportunities; and (5) consider potential legislative initiatives, as necessary.

The NDUS and the NDWDC foresee this collaborative effort, conducted within current staffing levels and financial resources, may need to extend two to five years, allowing each institution to engage as constructively as emergent needs demand. The NDUS will serve as principal administrator, convener, and fiscal agent for activities associated with this venture.

To fulfill these aims, the NDUS and the NDWDC affirm this collaborative agreement.

North Dakota University System

  
Dr. Mark Hagerott, Chancellor  
North Dakota University System

North Dakota Workforce Development Council

  
David Farnsworth, Chair  
North Dakota Workforce Development Council

**NORTH DAKOTA  
WORKFORCE DEVELOPMENT  
COUNCIL SUMMARY REPORT  
OCTOBER 24, 2018**

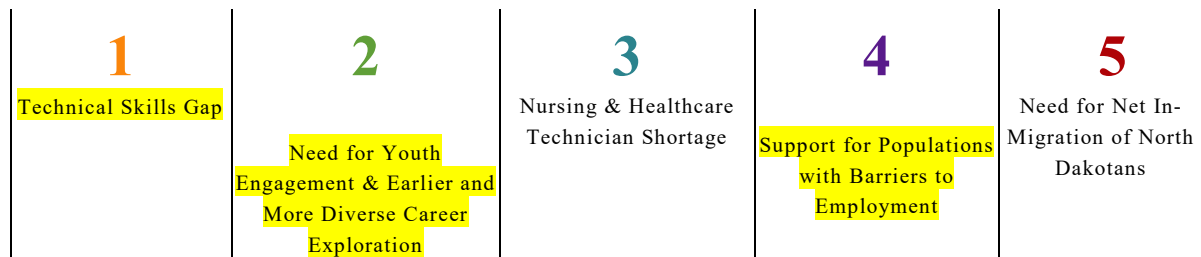
## FOREWORD

The Workforce Development Council (the Council) was first formed in North Dakota in 1995. Upon Governor Burgum taking office, the Council was recognized as a key resource to assist in addressing one of North Dakota’s most significant challenges—a workforce equipped with the skills needed to succeed today and thrive and grow in the future. The Council’s mission and membership were re-activated and assigned the responsibility to study North Dakota’s workforce opportunities and challenges, and with that understanding, propose a path forward.

The Council’s thirty-two members include leaders from the private sector, organized labor, the legislature, city government, and state agencies who share a passion for North Dakota and for our state’s vision: ***Empowering People, Improving Lives, and Inspiring Success***. Each member has committed to contributing their passion and expertise to identify a winning workforce strategy that puts North Dakota first.

Since November of 2017, the Council has worked to deeply understand North Dakota’s workforce challenges, including but not limited to, commissioning regional economic impact and labor availability studies, partnering with the Greater North Dakota Chamber of Commerce to conduct the first-ever employer survey, and interviewing dozens of stakeholders across the entire state for the purpose of proposing a workforce plan that identifies priorities based on a data-driven understanding of North Dakota’s workforce challenges, maximizes state and federal resources, and aligns the educational system with industry needs to drive and create actionable solutions.

This **summary** includes recommendations pertaining to **five themes** that emerged profoundly through the Council’s work:



On behalf of the Council, I am honored to present to the Office of the Governor, a summary of recommendations for addressing North Dakota’s most pressing workforce challenges. We believe these recommendations, operating collectively, address North Dakota’s most critical needs in a strategic, crosscutting, and innovative manner to position North Dakota to **win**.

Sincerely,

David E. Farnsworth  
Manager of ND Power Generation & Engineering Services, Great River Energy  
Chairman and Executive Committee Member, ND Workforce Development Council

*Recommendations supported by WIOA funds are identified by the symbol.*

**1. TECHNICAL SKILLS GAP** “Middle-skill” jobs requiring education beyond high school but not a four-year degree, make up the largest part of America’s labor market. There is a national shortage of workers prepared to fill these technical careers and North Dakota is no exception. In North Dakota, these careers account for 60% of the labor market,<sup>1</sup> and employers are unable to find enough sufficiently trained workers to fill these jobs. Georgetown University Center on Education and the Workforce conducted a study, “Good Jobs That Pay without a BA: A State-by- State Analysis, 2017,” which examines growth patterns of middle-skill jobs. The study indicates North Dakota has experienced impressive growth in “good jobs” that pay an average of \$55,000 annually and a minimum of \$35,000 annually.

In the past, these “good jobs” were found mainly in the energy, manufacturing, construction, and transportation industries, but today, there is demand in other industries including healthcare, finance, and information technology, particularly, cyber security positions,<sup>2</sup> which are predicted to reach a workforce gap into the millions at a global level.<sup>3</sup>

*IT jobs are growing at an exponential rate, faster than the average for all occupations. Between 2014 and 2024, it is estimated more than 2,250 new and replacement IT positions will be needed in North Dakota..<sup>4</sup>*

To complicate matters, North Dakota lags other states in identifying and addressing this challenge (the “technical skills gap”), thus time is of the essence, as is a willingness to significantly invest in the future of North Dakota, both through support of greater structural alignment of existing resources and with additional funding and support of public/private partnerships.



#### **WHY WE NEED TO CHANGE THE PERCEPTION OF TECHNICAL EDUCATION AS A CAREER PATHWAY**

*“We need to educate the people within our state on the fact that the majority of good, solid careers in this state require a two-year technical degree or less. A pathway pursuing a technical education will help ensure their future success within one of these careers.”*

**Perry Lubbers**, Vice President of Manufacturing Operations, Trail King Industries  
Executive Committee Member, ND Workforce Development Council

<sup>1</sup> <https://rn.nationalskillscoalition.org/resources/publications/2017-middle-skills-fact-sheets/file/North-Dakota-MiddleSkills.pdf>

<sup>2</sup> <https://www.cyberseek.org/index.html>

<sup>3</sup> <https://www.forbes.com/sites/jeffkaufman/2017/03/16/the-fast-growing-job-with-a-huge-skills-gap-cyber-security/#7d58eef5163a>

<sup>4</sup> ITCND (Now TechND) 2017 Guide-Economic Impact

## RECOMMENDATIONS

**ESTABLISH PARTNERSHIPS WITH EDUCATION AND INDUSTRY.** A structured connection between state workforce resources, education, and industry is crucial to ensuring crisp alignment in educational programming and industry needs.

1. *The Council recommends* Career and Technical Education (CTE) programming be expanded to align with industry needs, including information technology and cyber-skills, as well as, increasing the capacity of the online delivery system to offer CTE courses in rural areas.
2. *The Council recommends* high school graduation requirements be jointly reviewed by the NDUS and the Department of Public Instruction to allow for a technical pathway through high school, and technical career pathways be made available to all students as part of the career planning process discussed herein.
3. *The Council recommends* the current Operation Intern be remodeled to create the “Main Street Internship” by partnering education with industry through structured work-based learning opportunities to create focused internship experiences, including IT/Cyber Security, with learning parameters defined through a public/private effort. The framework, specifically designed for small business, includes: a) specified learning objectives; b) hands-on experience; c) applied learning project; d) virtual social networking; and e) a graduation event for main street interns.

**CONNECT SECONDARY AND POST-SECONDARY EDUCATION.** To ensure clear and efficient pathways to technical careers, secondary and post-secondary education must be tightly aligned and barriers to technical degree pursuit/attainment removed.

4. *The Council recommends* making competitive funding available to launch additional career academies to advance high-quality technical education, maximize resources, and incentivize collaborative partnerships between the state, the PK-12<sup>5</sup> system, community colleges and private industry.
5. *The Council recommends* continued and consistent collaboration between PK-12 and the NDUS to increase the articulation of CTE programs and to encourage technical pathways through high school with simultaneous degree attainment opportunity.
6. *The Council recommends* requiring consistency in dual credit agreements with NDUS and expanded state funding of dual credit awarded to high school students.<sup>6</sup>
7. *The Council recommends* the stronger strategic and structural alignment of community colleges, CTE, Center for Distance Education (CDE), and TrainND in order to maximize and optimize existing resources for more focused and nimble technical skill education delivery systems.

**PROMOTE EARLIER AND MORE DIVERSE CAREER EXPOSURE.** Connecting students, and their parents, to technical education and career options at an earlier age is imperative to raising awareness of, and interest in, the wide variety of technical career options available today and in the future.

8. *The Council recommends* enhancement of today’s PK-12 experience to include a framework for multiple points of infusion of age-appropriate career experience curriculum, field experience, and applied learning, along with parent engagement and a robust communication strategy.

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<sup>5</sup> The Council understands that recommendations relating to PK-12 may require collaboration with both the Department of Public Instruction and local school districts

<sup>6</sup> Currently the Bank of North Dakota funds up to 2 dual credit courses per year for students that qualify for free or reduced lunch.

9. **The Council recommends** supplemental best-in-class career exploration/exposure tools during the PK- 12 experience, including partnerships with the private sector to develop and deploy a coordinated and systemic approach, including for example, hands-on “career experience” mobile units and production of a “day in the life” video series exposing students to technical careers to be suitable for use in both educational programming and workforce recruitment efforts of the public and private sector.
10. **The Council recommends** implementation of improved talent assessment/inventory and career planning tool(s) to meaningfully assist a student in becoming familiar with personal interests, traits, passions, gifts, and aptitudes to inform and guide career planning.
11. **The Council recommends** continued prioritization of career planning through aligned funding and incentives requiring a career plan for each student prior to entering ninth grade. To ensure alignment of developing career interests with an academic plan for high school, the plan is to be referenced and updated throughout high school.

**INCENTIVIZE ENGAGEMENT AND AUTOMATION.** Many other states, including South Dakota, have implemented tuition incentives with retention requirements to encourage students to enroll in technical career paths.

12. **The Council recommends** a partnership with industry and North Dakota community colleges to offer scholarships to students entering high-demand technical degree programs (repaid if the student leaves North Dakota within three years following graduation). Additional incentives to encourage relocation and permanence in North Dakota and differentiate from other states’ competing programs should also be considered.
13. **The Council recommends** that digitization and automation of business processes be an important part of the solution to address the worker shortage by remodeling and reimplementing the “automation credit” eliminated during the 2017 legislative session. The credit should target industries with significant labor shortages and not be limited to manufacturing, should increase the tax credit, and should expand allowable investments to include, for example, consulting services to aid in automation of a manual business process.

**SHIFT A SOCIETAL PARADIGM.** In the United States today, parents and students subscribe to a paradigm that has developed over decades and still exists today. This paradigm is indicative of a student needing to attain a four-year degree to get a “good job.” This paradigm must be shifted to one which promotes and values technical careers and re-brands “middle skill jobs” to represent the reality of today’s technical jobs where significant skill is needed, with good pay, but requiring less than a four-year degree.

*EFFORTS INCORPORATED WITHIN THIS SECTION PROMOTE THIS PARADIGM SHIFT, ALONG WITH A TECHNICAL SKILLS FOCUS EMBEDDED IN AN OVERALL STATE MARKETING STRATEGY INTEGRATING RECRUITMENT FOR HIGHER EDUCATION, TOURISM, AND WORKFORCE. SEE “IN-MIGRATION OF NORTH DAKOTANS” SECTION FOR RELATED RECOMMENDATIONS.*

## ENDORSEMENTS

- **The Council endorses** funding for recommendations contained in the College Technical Education Council's plan **[CTEC Tactical Workforce Plan, Summer 2018]** relating to cyber security, artificial intelligence, expansion of RDN/ADN programs, delivery of dental assistant programming to western North Dakota, expansion of competency-based programming, expansion of certificate and apprenticeship offerings, and delivery of CDL training.
- **The Council endorses** the recently adopted recommendation by the Board of Higher Education to designate certain North Dakota colleges and universities as "polytechnic" and "dual mission" schools, supporting shifts in programming and educational delivery that align with the Council's findings.
- **The Council endorses** the efforts of the K20W Committee to promote a statewide culture of technology, integrate cyber skills into K-20 curriculum, and establish North Dakota as "the most connected state" where the population possesses significantly greater cyber sophistication than any other state.
- **The Council endorses** efforts to remove restrictions and requirements that favor the award of federal apprenticeship funding/incentives to more populous states/larger employers. **The Council further endorses** efforts to influence federal apprenticeship rule changes to streamline the registration process which is complex and time-consuming, thus discouraging and impractical, particularly to small employers.
- **The Council endorses** the PK-12 efforts to draft and implement computer science and cyber security standards.

*"There's a gap between the skills employers need from their workers, both now and in the future, and the skills Americans actually have. The equation is not pretty. Our current education system hasn't kept up with the rapidly changing skills needed as technology plays a larger role in jobs of all kinds. "*

*- Fortune Magazine, October 19, 2016*



## 2. NEED FOR YOUTH ENGAGEMENT & EARLIER AND MORE DIVERSE CAREER EXPLORATION

Today, early exposure to career options for students (and their parents) is limited, with students and parents alike generally lacking awareness of available post-secondary degree pathways beyond the four-year degree. In addition to inadequate exposure to the wide array of career options available in North Dakota and the pathways to achieve them, youth in North Dakota do not have sufficient opportunity for work-based learning, which accelerates success in any career. Finally, there is great opportunity to engage youth in the success of their own communities while amplifying efforts to expose students to the wide array of career options in North Dakota.

### RECOMMENDATIONS

**CAREER EXPOSURE/AWARENESS.** As already discussed in detail in the “Technical Skills Gap” section, North Dakota has an opportunity *and necessity* to become a leader in engaging youth earlier and creating a consistent and integrated approach to career exploration, accompanied by efficient, high-quality educational pathways to assist in educating youth in current and high demand jobs available in our state. Accomplishing this necessitates tighter alignment to North Dakota’s educational systems (PK-12, CTE, NDUS) and other delivery systems such as the Center for Distance Education (CDE), and must be supported by leadership and investment from the private sector.

The recommendations included herein supplement the recommendations included in the “Technical Skills Gap” section of this report.

1. **The Council recommends** building on the current “choice ready” model by implementing specific career exposure courses and other active experiences beginning in middle school, built in partnership with private industry.
2. **The Council recommends** developing a systemic and consistent approach to incorporating student career planning discussions in parent/teacher conferences beginning in middle school.
3. **The Council recommends** adjusting the school funding to reinforce support for, and require evidence of, these important practices.



*“By exploring all career opportunities early, our youth and their parents can make educated choices that are focused, exciting, and monetarily rewarding. It is well worth the effort!”*

**Don Shilling**, Chairman, General Equipment & Supplies, Inc.  
Executive Committee Member, ND Workforce Development Council

**WORK-BASED LEARNING.** Work-based learning experiences, such as job-shadowing, internships, co-ops, apprenticeships, and volunteer service provide mutual benefit to employers and student-employees. Student-employees gain valuable real-life exposure and experience to a career, in addition to, school credit and/or pay. Employers benefit through the contributions made by the student-employee and the opportunity to influence future career choices. Connection to real work experience as a student also addresses concerns raised by North Dakota employers in the 2018 North Dakota Workforce Survey, including employees lacking the basic workreadiness skills that could be acquired through these work-based learning programs.

4. **The Council recommends** the Workforce Development Council work collaboratively with North Dakota's major business and labor organizations (Greater North Dakota Chamber of Commerce, North Dakota Petroleum Council, General Contractors and Manufacturer's associations, local chambers of commerce, etc.), the K-12 system and NDUS to increase work-based learning opportunities, and the K-12 system and NDUS collaborate to develop consistent, corresponding structures to award credit toward graduation for these experiences. [See Washington County, Ohio's "Building Bridges to Careers" program as a model]. ®

SEE ALSO THE "TECHNICAL SKILLS GAP" SECTION IN THIS REPORT FOR A  
DESCRIPTION OF THE PROPOSED "MAIN STREET INTERNSHIP"

**YOUTH ENGAGEMENT.** It has been shown that empowering youth by creating the opportunity to participate in the community benefits development as leaders, and specifically, contributes to better problem solving and decision-making skills when compared to those youth who are not engaged. Similarly, it has been reported that youth who have been empowered by the community are likely to be future community leaders. The development of such vital skills (e.g. problem solving and decision-making) at a young age will serve the youth well in a variety of life endeavors, with an additional and important advantage—exposing youth to the many opportunities available in their own communities may well encourage youth to remain in those communities.

Encouraging youth engagement in the labor force also responds to a concern raised by North Dakota employers in the 2018 North Dakota Workforce Survey, that is, the absence of work ethic, dependability, and problem-solving skills—all of which would be enhanced through earlier work experiences. Further, employers and industry groups have consistently emphasized a need for educational programs to include work-based learning experiences at an earlier age. Though this need has been emphasized, almost one-third of hiring managers are not targeting youth at all.<sup>7</sup>

5. **The Council recommends** creating a new "Youth Innovation Micro-Grant" to encourage youth community engagement and acknowledge the creativity and potential of our younger generations. Through this grant, youth can apply for matching funding for a project to improve their local community in a manner aligned with the Main Street Initiative.

SEE ALSO THE "TECHNICAL SKILLS GAP" SECTION IN THIS REPORT

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<sup>7</sup> 2018 North Dakota Workforce Survey

## ENDORSEMENTS

- *The Council endorses* the PK-12 Education Strategic Framework “Career Exploration” theme with importance placed on partnership with private sector to create relevant, diverse, systemic, and scalable career exposure opportunities starting in elementary school and continuing through middle school. *[See specific recommendations as previously stated],*
- *The Council endorses* the NDUS Attainment Goal of 65% of adult-age workers attaining affordable college degrees, industry certificates or other credentials, *to the extent* the goal is specifically connected to credentials of value to North Dakota employers.



*“It is imperative for every industry to stay relevant in a world where the pace of change is continually increasing every year. To keep up with accelerating change and ensure our employees meet the demands of the future, education is a key for every organization’s success. Building individual and organizational capacity to compete and win in a complex and competitive business environment is critical. In North Dakota, a focus on education is instrumental in building tomorrow’s workers, today.”*

**Arnie Strebe**, President, Starion Bank Vice Chairman and Executive Committee Member,  
ND Workforce Development Council

### 3. NURSING AND HEALTHCARE TECHNICIAN SHORTAGE

A shortage of nurses compared to demand has existed to some extent for twenty-five years, and yet today's shortage is uniquely serious. The retirement of baby boomers, the aging population, and the associated increase in healthcare needs of our nation's largest generation has intensified the issue, leading to the need for more nurses and supporting healthcare workers across the state. The rural North Dakota landscape makes this shortage particularly acute due to the limited program capacity and distance. In fact, 35% of all North Dakotans live in a primary health-care professional shortage area with nineteen counties having critical numbers of RNs/APRN's in 2016.<sup>8</sup>

According to the 2015-16 Annual Report from the North Dakota Board of Nursing (NDBON), the number of registered nurses in North Dakota has increased 13% over the past five years. Despite this, there remains a significant gap between the number of nurses licensed in North Dakota and the statewide need for a highly skilled nursing workforce as nursing jobs are expected to continue to grow through 2026.<sup>9</sup>

*The unprecedented nursing shortage is a multifaceted issue having a cascading effect on North Dakota's workforce, communities, and the economy.*

In recognition of this shortage, soon after being sworn into office, Governor Doug Burgum convened a taskforce comprised of a diverse group of stakeholders to examine the issue, identify causes, possible solutions, and to make recommendations. Through research, analysis, stakeholder meetings and input, the taskforce addressed this complex, but not insurmountable, issue through identification of goals based on a deep understanding of North Dakota's nursing needs.

#### RECOMMENDATIONS

**MAXIMIZE ENTRY INTO NURSING EDUCATIONAL PROGRAMS.** Throughout our university systems, some programs receive more applications than seats available; however, those turned away due to program capacity are not redirected to another nursing program at another university. This issue is aggravated by non-standardized application deadlines resulting in missed opportunities to maximize program space at other educational facilities. Adding to the diminishment of qualified candidates for these nursing programs is the confusion surrounding pre-nursing curriculum which is not standard across all programs. This results in applicants being unprepared for the program of their choice and possible delays in acceptance to a program.

1. **The Council recommends** implementing standardized application processes and systems through the development of one shared application allowing a student to apply for multiple programs at once (like that utilized by other high-demand NDUS programs) so program capacity is maximized, processes for the university and applicant are streamlined, and there is assurance the applicant receives consideration from multiple programs.

**EXPAND PROGRAM CAPACITY.** North Dakota has an insufficient number of qualified nurses to serve as clinical instructors creating a barrier to maintaining and/or expanding program capacity. The Higher Learning Commission establishes the requirements for higher education to receive accreditation on a regional and national level. Nursing faculty positions require a Master's or doctorate-level degree. There is little incentive for nurses to serve in these positions as nurse faculty in North Dakota are not paid significantly more than

<sup>8</sup> <https://www.ndcenterfornursing.org/wp-content/uploads/2018/03/Governors-Nursing-Shortage-Task-Force-Slide-Deck-Revised-March-2018.pptx> and

<https://mralhealth.und.edu/assets/287-2817/nd-hpsa.pdf>

<sup>9</sup> <https://www.ndcenterfornursing.org/wp-content/uploads/2018/09/Final-Nurse-Supply-and-Demand-Projections-2018-Technical-Document.pdf>

entry-level RN's and according to studies, work longer hours than an RN providing patient care. This challenge is exacerbated by the student loan debt that often accompanies advancement in education.

In addition to the faculty shortage, there is also a shortage of rural program sites. Data suggests nursing students tend to work near where they attend school. Although nursing programs are located throughout the state, newer models have found that smaller rural cohorts and non-traditional delivery systems located within health care facilities are effective in recruiting students who would not otherwise enroll and have higher completion and retention rates than other programs. These successful delivery systems include on-site learning labs in almost every aspect of the curriculum and create additional benefits through dual-roles enhancing student instruction.

2. **The Council recommends** developing a Rural Nursing Program (RNP) Grant by expanding the capacity of the rural cohort model whereby the educational program and healthcare facility jointly apply with the healthcare facility contributing a matching investment of cash or in-kind contribution (staff or facilities).
3. **The Council recommends** the RNP grant fund be used to fund the development of an online Associates Degree in Nursing (ADN) program as currently there are no online ADN programs offered in the state *or nationally*. The competitive nature of the grant, managed by the North Dakota Center for Nursing, will encourage cost effective start-up to ensure sufficient subject matter expertise and objectivity.
4. **The Council recommends** developing nurse faculty tuition support programs contingent upon retention to actively motivate nurses to attain the education required to serve as faculty. The grant is designed to support an additional fulltime and part-time faculty, as well as additional preceptors. The tuition support retention agreement requires commitment for a reasonable period of time, or whole/partial repayment of tuition.



#### WHY WE MUST SOLVE THE HEALTHCARE WORKER SHORTAGE IN NORTH DAKOTA

*"We are already experiencing challenges with our workforce so solving the healthcare shortage is imperative. I believe we can find strategy in asking the right questions about what it means to be a healthy North Dakotan, what it will take for us to address our health needs now and in the future, and how health care affects the North Dakota story. "*

**Janelle Klinke**, Executive Vice President of Human Resources, Eventide Senior Living Communities Member, ND Workforce Development Council

**RETAIN NURSING GRADUATES AND PROFESSIONALS.** Recent studies indicate that by the time a nurse reaches the five-to-seven-year post-graduation mark, the average retention rate in the state is less than 50%.<sup>10</sup> Other states have addressed the nursing shortage by offering higher salaries and educational loan repayment programs, placing them in direct competition with North Dakota.

<sup>10</sup> <https://www.ndcenterfornursing.org/wp-content/uploads/2018/Q3/Governors-Nursing-Shortage-Task-Force-Slide-Deck-Revised-March-2018.pptx>



For the past five years in North Dakota, RN salaries have been below the national average while LPN salaries have been below the national average for six years.<sup>11</sup> Nationwide, North Dakota faculty salaries are 13% below the average, substantially lower than the midwestern averages for the same positions, are similar to entry-level RN salaries despite the required years of experience and additional education required, and are considerably below the average Nurse Practitioner salary, which is a more comparable position. This challenge is amplified by the student loan debt that often accompanies advancement in education.<sup>12</sup>

5. *The Council recommends*, similar to other high-demand/low-supply faculty positions, evaluating compensation to ensure market competitiveness.
6. *The Council recommends* developing a nurse loan repayment program for a specified number of APRN, RN, and LPN applicants per year with repayment eligibility available after three years of licensure, and contingent upon an employer match and service retention requirements.

## ENDORSEMENTS

- *The Council endorses* the efforts of the College and University Nursing Education Administrators (CUNEA) and the North Dakota Center for Nursing in:
  - The development and distribution of a nursing career pathway map to reach a broader audience including high school students entertaining the profession, as well as, current nursing professionals
  - Their ongoing efforts to study completion (attrition and graduation) rates for nursing programs to ensure capacity optimization
- *The Council endorses* the North Dakota Board of Nursing in:
  - Their efforts in monitoring out-of-state utilization of North Dakota clinical sites
  - The development of a comparison chart for nurse licensing requirements, along with clinical contact hours by state, to support the recruitment efforts of nursing professionals into the state
- *The Council endorses* the North Dakota Center for Nursing in:
  - Their efforts to develop a best-practices framework for organizations to assess workplace cultures to include conducting studies to determine why nurses are leaving the state and employers;
  - Their continual efforts to study and measure the impact of North Dakota high school graduate acceptance into nursing programs, as well as the impact health science classes have on potential nursing students; and
  - Their efforts in conducting studies on populations with barriers to education and employment in the nursing profession
- *The Council endorses* the current partnerships existing between healthcare facilities and education institutions deploying a “dual-role” practitioner/faculty model, as well as, CUNEA and the North Dakota Hospital Association (NDONE) efforts in the development of creating a best practices model for this purpose.

<sup>11</sup> <https://www.ndcenterfornursing.org/wp-content/uploads/2018/Q3/Governors-Nursing-Shortage-Task-Force-Slide-Deck-Revised-March-2Q18.pptx>

<sup>12</sup> <https://www.ndcenterfornursing.org/wp-content/uploads/2018/03/Governors-Nursing-Shortage-Task-Force-Slide-Deck-Revised-March-2018.pptx>

## 4. SUPPORT FOR POPULATIONS WITH BARRIERS TO EMPLOYMENT

With the highest labor market participation rate in the nation, North Dakota hiring managers participating in the 2018 North Dakota Workforce Survey indicate company growth is limited by the inability to hire and/or retain qualified staff, and yet, there are populations of North Dakotans who want and need to work, but experience barriers to entering the workforce. Specifically, the Council examined three broad groups of individuals who experience barriers to employment:

### EX-OFFENDERS OR “RETURNING CITIZENS”

Approximately 130 citizens leave incarceration every month in North Dakota.<sup>13</sup> The cost of incarceration, along with factors limiting employment, provide compelling reasons to assist this population with entering the workforce.

The results of prison-to-work programs are stunning including a study of programs in six cities in the U.S. where recidivism ranged from about 31% to 70% with the rates for those placed in jobs shortly after their release ranging from 3.3% to 8%.<sup>14</sup>

Study after study confirms employment is a key factor to reducing recidivism by stabilizing a person’s life after release from prison. Receiving a paycheck allows basic needs, such as housing, food, and other necessities to be met so they are able to engage in routine activity and meaningful work to become responsible citizens and avoid the negative behavior patterns leading to recidivism.

### USERS OF THE STATE’S COMPLEX STATE WORKFORCE SYSTEM

The “state workforce system” includes state agencies, divisions, and departments that are funded by the Workforce Innovation and Opportunity Act of 2014 (WIOA) through the U.S. Department of Labor, but federal funding levels have steadily decreased for years.

In North Dakota, WIOA programs are located disparately across three state agencies (Job Service North Dakota, Department of Public Instruction/Division of Adult Education, and Department of Human Services/Division of Vocational Rehabilitation). While these three agencies have specific missions, they are united by their goal to remove barriers to connect citizens to employment, yet have no formal mechanism for leadership or resource alignment.

### CITIZENS WITHOUT A HIGH SCHOOL DIPLOMA

According to a recent study by Georgetown University,<sup>15</sup> jobs and economic opportunities have significantly diminished for a person who lacks a high school degree, both in North Dakota and nationally. In contrast, those with a high school diploma and some additional training have access to significantly better employment opportunities.

North Dakota’s Division of Adult Education offers a path to a Graduate Equivalency Degree (GED) for youth and adults who have not successfully completed a traditional High School Diploma; However, a recent reduction in both state and federal funding in the most recent legislative session.<sup>16</sup> has resulted in program capacity to include a waiting list.

<sup>13</sup> This number does not include the hundreds of citizens leaving county jails after three or more weeks of incarceration

<sup>14</sup> [https://www.realclearpolitics.com/articles/2015/06/11/immediate\\_access\\_to\\_employment\\_reduces\\_recidivism\\_126939.html](https://www.realclearpolitics.com/articles/2015/06/11/immediate_access_to_employment_reduces_recidivism_126939.html)

<sup>15</sup> <https://goodjobsdata.org/wp-content/uploads/Good-Jobs-States.pdf>

<sup>16</sup> Funding was reduced from approximately \$20M Fed/\$5.5M state in 2015-17 biennium to \$10.3M Fed/\$2.8M state in the 2017-19 biennium.

## RECOMMENDATIONS

**REMOVAL OF BARRIERS FOR RETURNING CITIZENS.** Many barriers stand in the way of successful employment for returning citizens including the lack of sufficient training opportunities prior to release. Following release, these citizens have a criminal history causing employers to overlook the potential worker without discernment for the age of, or nature of, the conviction. Potential employment is also impeded by occupational license restrictions precluding those with convictions from attaining a license for certain professions. With a fractional investment in skill training, job placement and support, the cost of incarceration could be reduced while mitigating other less direct, but no less significant, costs to society.



*"The workforce shortage may be good news for the fight against recidivism."*

*Leann Bertsch, Director, North Dakota Department of Corrections*

1. **The Council recommends** the development and implementation of a pilot re-entry training and support program called "GrAC" (pronounced "Grayce") or "Grant Another Chance."<sup>®</sup> Through partnerships with private industry, incarcerated individuals are assisted with gaining work experience and job skills prerelease within the Department of Corrections and Rehabilitation (DOC) facility and post-release through additional support. GrAC recognizes the complexity of post-release success, including issues of addiction, mental health, and the lack of skills to find adequate housing and gain and keep employment. Through a diligent screening process to identify incarcerated individuals most likely to succeed, program participants will receive services to include:

- a. Skill & credential attainment during incarceration;
- b. Employment coaching 60-90 days prior to scheduled release focusing on skills assessment, resume drafting, job searching, and interviewing;
- c. Follow up coaching at regular intervals post-release to ensure ongoing employment success; and
- d. Guided coaching to navigate attainment of other available support services to enable success post-release

Employers are involved throughout the pre-and post-release process, including an explanation of available support programs and incentives (e.g. WOTC).

2. **The Council recommends** expanding the capacity of Roughrider Industries, Inc. (RRI) through market expansion, leveraging the workforce, and through direct sales of goods to state employees. RRI trains and employs incarcerated individuals, teaching marketable skills including, but not limited to, metals and furniture manufacturing, sewing, and upholstery. RRI produces quality goods and services but is limited by state statute in how it interacts with the marketplace, including the requirement that RRI may only sell directly to governmental agencies and certain non-profit organizations. The ability for RRI to train and employ additional individuals is limited by the training and equipment that can be made available prior to release and the product it is permitted to sell, as RRI is a self-sustaining business model. Examples of ways in which to expand capacity of RRI include:

- a. Expansion of available training programs available prior to release;
- b. Expansion of RRI's market to mirror thirty plus other states requiring the state to give preference to the correctional institution (CI) when purchasing goods;
- c. Leveraging RREs workforce by permitting RRI to enter into production contracts with purchasers provided bids include market labor rates;<sup>17</sup> and
- d. Allowing sales of goods produced by RRI directly to state employees.

3. **The Council recommends** a change in the occupational licensing laws to model the Injustice for Justice model and, in relevant part, Arizona's licensing law<sup>18>19</sup> preventing ex-offenders from being unnecessarily denied a license to practice a particular occupation.

—» Since 2015, sixteen states have reformed their occupational licensing laws making it easier for ex-offenders to find work in state-licensed fields.<sup>20</sup>

- Seven states allow ex-offenders to petition a licensing board to determine if their record would be disqualifying, including prior to enrolling in training;
- Four states generally prevent licensing boards from using vague "moral character" standards for denying licenses to ex-offenders;
- Four states have instituted new requirements, requiring boards to report how many licenses are refused due to criminal convictions; and
- Ten states generally bar boards from denying licenses unless the applicant's criminal record is directly related to the license sought.

4. **The Council recommends** a change to expungement laws<sup>21</sup> to model Minnesota's 2015 legislation,<sup>22</sup> which provides new authority for expunging both criminal and juvenile records, requires data mining companies to observe expungements, and protects employers and landlords hiring and renting to individuals with expunged records.

—> From 2016-2017, twenty-three states broadened existing second chance laws or enacted entirely new ones to improve the chance for successful re-entry and reintegration for many thousands of Americans, including:

- Restrictions on public access to records;
- Limits on employer inquiries into a criminal history;
- Record-sealing arrangements or relaxed eligibility requirements; and
- Supplementation of existing sealing or expungement laws to make relief available at an earlier date.

5. **The Council recommends** that the NDUS technical colleges explore partnering with North Dakota's tribal

<sup>17</sup> As determined by the North Dakota Labor Commissioner

<sup>18</sup> Known as the Right to Earn a Living Act, the legislation restricts Arizona's regulatory boards from issuing regulations which on their face or in their effect limit the entry into a profession or trade unless they can be shown necessary to the health and safety of Arizonans

<sup>19</sup> See Model Legislation at <https://ii.org/activism/legislation/model-legislation/model-collateral-consequences-reduction-act/>

<sup>20</sup> Arizona, Connecticut, Delaware, Georgia, Illinois, Kansas, Kentucky, Massachusetts, Maryland, Nebraska, New Hampshire, Oklahoma, Tennessee's, Wisconsin, Wyoming

<sup>21</sup> Minor felony conviction (less than one-year prison) may be reduced to a misdemeanor after service of sentence. N.D. Cent. Code §§ 12.1-32-02(9) No authority to expunge or seal conviction records. First offender marijuana possession may be sealed if not subsequently convicted within 2 years. N.D. Cent. Code 19-03.1-23(9).

<sup>22</sup> The new law revamps Minnesota Statute 609A, which currently allows for the sealing of certain drug charges, juveniles who were prosecuted as adults, and criminal proceedings not resulting in convictions or guilty pleas (i.e., dismissals and acquittals). The new law will allow courts to seal records of those who have successfully completed diversion programs, as well as those who were convicted of petty misdemeanors, misdemeanors, gross misdemeanors, and certain low-level non-violent felonies. This expansion of the statutory remedy grants courts the authority to seal records held by executive branch agencies such as the Bureau of Criminal Apprehension (the primary source of criminal information for employment, professional licensure, and housing background checks), the Department of Human Services, and the police. This addresses a major gap that for the last several years has rendered the criminal expungement remedy illusory for the majority of petitioners.

colleges in the delivery of technical training at tribal college sites, including but not limited to utilization of online delivery systems to expand tribal college offerings.

**CITIZENS USING NORTH DAKOTA'S COMPLEX STATE WORKFORCE SYSTEM.** Along with providing services relating to the core mission of the state agencies utilizing the State Workforce System, each also provides (or should be providing) skill-building and job-finding services and support. Citizens may access services of all (and other) programs but there is no systemic collaboration across the agencies resulting in citizen interaction with each agency to be a separate “transaction” and not connected. Thus, there is replication of services and opportunity for efficiencies across the agencies.

6. **The Council recommends** continuation of the current plan to physically co-locate Job Service North Dakota and Vocational Rehabilitation services across North Dakota.
7. **The Council recommends** a study to determine the advantages of structurally aligning North Dakota's workforce system to create a true “one-stop center” model, to maximize resources and optimize results for North Dakota job seekers. <B>
8. **The Council recommends** rebranding Job Service North Dakota to better reflect the mission and services provided.

**CITIZENS WITHOUT A HIGH SCHOOL DEGREE.** The GED is a gateway to better job opportunities through additional training and/or education. Expansion of Adult Education would permit more North Dakotans to attain a GED and create a pathway to better employment and further training.

9. **The Council recommends** an increase in Adult Education funding to increase service delivery capacity, contingent upon the expectation the Adult Education Division focus on:
  - a. Increasing the volume of GED attainment;
  - b. Developing and implementing a formal assessment and referral pathway from GED attainment to additional training and certification; and
  - c. Expanding English Language programming to assist English Language learners.



## 5. NEED FOR NET IN-MIGRATION OF NORTH DAKOTANS

In North Dakota, while our unemployment and labor market participation rates are positive markers, there are glaring indicators that **our low unemployment has made it difficult for businesses to find the talent needed to operate and grow. In the recent workforce survey, more than half of hiring managers indicated company growth is limited by the inability to hire and/or retain qualified staff** because it is not just a matter of pure math (comparing the number of job seekers to jobs). North Dakota **businesses seek qualified candidates— people with the skills, training, and talent necessary to perform specific jobs**. In short, we need more qualified workers. While this need spans across all geographies and industries, North Dakota has specific and acute needs for those with technical skills and healthcare workers.

Our space and resources are vast, making North Dakota an attractive place to live and do business, which has gained national attention. In July of 2018, *Axios* published an article announcing that “North Dakota Millennials are the Best Off Financially.”<sup>23</sup> In its annual report, *U.S. News and World Report* named North Dakota the “4<sup>th</sup> Best State” as measured by things like access to healthcare, education, and overall economic health.<sup>24</sup> *Travel and Teisure* followed by naming North Dakota first for “Quality of Life” drawing attention to our “social and natural environment.”<sup>25</sup> North Dakota also received the attention of *Newsweek*, naming our state the “Best for Young Adults” largely due to abundant job opportunities.<sup>26</sup> These are just a few of the many accolades of recent years that highlight what most of us already know about our great state.

In addition to launching a statewide marketing campaign and offering incentives as noted throughout this report, the Council identified two distinct opportunities to enhance awareness of North Dakota’s vast opportunism and to make North Dakota more attractive to recruit and retain citizens:

### MILITARY

According to a 2017 Economic Impact Analysis, in 2017, military organizations employed nearly 14,000 people in North Dakota and created another 3,800 jobs indirectly. Total military impact in North Dakota was estimated to be about \$1.15B.

**Preserving the presence of our military bases and other operations is beneficial** to our state on many levels, including our ability to meet workforce needs as members of our military **possess unique skillsets to close the worker shortage gap**.

### LICENSED OCCUPATIONS

**Occupational licensure is a form of government regulation** requiring a worker to hold a credential to practice or operate in a certain occupation. To receive an occupational license, **applicants are often required to meet specific criteria** in the form of education or training, fees, and testing.

State licensing boards are generally granted the authority to establish these requirements and are the final arbiter of market entry for a licensed occupation. **Licensing regulations can create unique barriers and challenges to entering the labor market or moving across state lines**.

<sup>23</sup> <https://www.axios.com/in-north-dakota-millennials-can-get-the-most-bang-for-their-buck-796a70a6-b56c-4447-9733-c6adcc7087ba.html>

<sup>24</sup> <https://www.usnews.com/news/best-states/north-dakota>

<sup>25</sup> <https://www.travelandleisure.com/travel-news/best-state-quality-of-life>

<sup>26</sup> <https://www.newsweek.com/north-dakota-young-adults-best-state-jobs-579027>

## RECOMMENDATIONS

**DEVELOP AND LAUNCH A NORTH DAKOTA MARKETING CAMPAIGN.** Put simply, North Dakota needs more North Dakotans.

1. *The Council recommends* a multi-pronged approach to retain youth, recruit former residents to return to North Dakota, and recruit “new North Dakotans” to meet the workforce needs. With limited resources, North Dakota must unite recruitment efforts across all state agencies, partnering with the private sector for the most significant impact. Efforts must highlight the North Dakota value proposition, particularly, the opportunities for technical and healthcare careers.



*“With there being more open jobs in North Dakota than people to fill them, retaining youth in North Dakota does not only become imperative- it becomes a mathematical certainty. With thousands of open roles currently available in North Dakota, the next generation workforce is going to be a crucial aspect in filling the newly created and current open jobs within North Dakota. As new companies are created and others continue to grow, we also know there are a large number of employees that will be leaving the workforce and retiring. These roles will also need to be filled by the younger generational workforce. The youth in North Dakota will play an integral part in becoming the next workforce and making an impact on retaining this youth within North Dakota is as high a priority as I have seen in years.”*

**Kurds Karn**, PHR, SHRM-CP Talent Sourcer, Discovery Benefits  
Executive Committee Member, ND Workforce Development Council

**ENHANCE “MILITARY-FRIENDLY” STATUS OF NORTH DAKOTA.** North Dakota’s performance as a “military-friendly” state is important to both base retention efforts and the recruitment and retention of military service members to live and work in North Dakota both during service and following retirement.

2. *The Council recommends* a Military Pay Tax Exemption to incentivize military preference for serving in North Dakota and to encourage military members and their families to stay in North Dakota beyond retirement.<sup>27</sup> This exemption includes a 100% tax exemption for:
  - a. Pay for active service in the U.S. armed forces, National Guard, and Reserve; and
  - b. Military retirement pay of retirees of the U.S. armed forces, National Guard, and Reserve and their survivors.

—» Several states have taken steps to retain military members and their families

- Nine states do not have any personal income tax
- Nineteen states do not tax military retirement pay
- Fifteen additional states have special provisions for military personnel and retirees, such as exempting the first \$2,500 in pay from taxes

<sup>27</sup> The estimated tax reduction for the recommendations outlined herein, as prepared by the North Dakota Tax Department, is approximately \$5.48M per biennium

Only seven states, including North Dakota, do not offer a state tax benefit for active military members and/or veterans

3. *The Council recommends* coordinated efforts to adopt a *single process across NDUS* to allow the transferability of military training to civilian-degree credit, ensuring consistency in translation of military training to academic training. Members of our military gain valuable skills and training during their military career and it is often difficult to translate these experiences to the civilian education setting. Though this translation may be done on a case-by-case basis at different universities throughout North Dakota, it is inconsistent and can prove to be a barrier to employment for lack of a civilian degree.
4. *The Council recommends* removing licensing barriers for military spouse/dependent per the removal of licensing barriers recommendation to follow.

**REMOVE LICENSING BARRIERS.** In North Dakota, there are over eighty licensed occupations managed by more than sixty boards, agencies, and commissions. In July of 2018, North Dakota was awarded an “Occupational Licensing Review and Reform” grant from the U.S. Department of Labor. Work funded by the grant will occur over three years. In the first year, the workgroup will conduct a full review of current licensing processes, review current interstate compacts, and begin reviewing eight (8) selected occupations. During year two the workgroup will identify barriers created by the current schema, and during year three, recommend action necessary to remove barriers.

5. *The Council recommends* strategies for simplifying the occupational licensing process in North Dakota, without compromising public health, safety, or welfare while this matter is being studied. These strategies include:
  - a. Requiring boards, commissions, and agencies to implement a process inquiring as to whether the applicant is a military spouse/dependent and “automatically” afford reciprocity to the dependent absent demonstrated danger to public health, safety, or welfare; and
  - b. Implementing reciprocity agreements across all occupational licenses after a reasonable experience level requirement is met, absent demonstrated danger to public health, safety, or welfare or interference with an existing compact that effectively permits timely reciprocity.

**OFFER INCENTIVES.** In other sections throughout this report (*see Nursing and Technical Skills sections*), the Council has recommended incentives for participation in certain academic programs. The Council believes these incentives are necessary strategies to address national competition for qualified workers.

SEE THE “NURSING Et TECHNICAL SKILLS” SECTIONS IN THIS REPORT

## ENDORSEMENTS

- *The Council endorses* the expansion of skilled immigration policies at the federal level.
- *The Council endorses* efforts currently underway to streamline the process of doing business in North Dakota, including interaction with the Secretary of State, Job Service North Dakota, Workforce Safety and Insurance, and other stakeholders.

## IN CLOSING

Other states are advanced in their efforts to coordinate resources, develop and recruit talent, and create innovative solutions to the complex workforce challenges. North Dakota is playing “catch-up” today, thus urgent action is required for North Dakota to emerge as a leader in the global competition for talent.

The Council believes the recommendations contained herein are powerful answers to this challenge, however, they are a starting point. It will be necessary to refine detail, assign accountability, secure funding, create actionable plans with defined success metrics, and monitor and measure execution on a constant basis. It is also imperative to address an underlying theme that arose consistently through the Council’s work—the need to better connect education, state workforce resources, and private industry. As discussed throughout this report, better coordination is needed to transcend a traditional system characterized by siloes and separation, transforming to one of connectedness, coordination, and collaboration. Other states have solved similar challenges by structurally aligning state workforce resources under common leadership, or through the creation of a coordinating body.

The workforce challenges are many, and these recommendations cannot be implemented without sufficient resources to optimize impact for our workforce, communities, and our economy. An investment in our current and future workforce is an investment in our future. The Council is committed to supporting these recommendations and continued efforts to ensure North Dakota’s ability to ***empower people, improve lives, and inspire success.***



*“As Chair of the ND Governor’s Workforce Development Council, I am proud of the energy and passion that all the members have brought to the table for tackling the workforce challenges of North Dakota. The members’ depth of experience, diverse points of view, and willingness to collaborate have been critical in allowing the Council to identify and prioritize the greatest workforce needs and to develop strong recommendations for helping to address those needs going forward.”*

**David E. Farnsworth**, Manager of ND Power Generation & Engineering Services, Great River Energy  
Chairman and Executive Committee Member, ND Workforce Development Council

# **SB2003 Task Forces**

## **Final Report to**

### **The North Dakota State Board of Higher Education**

**June, 2018**

**Dakota Ed Consulting  
on behalf of  
The Five System SB2003 Task Forces**



**SB2003 Task Forces**

**Final Report to**

**The North Dakota State Board of Higher Education**

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## Introduction and Summary

### **I. SD 2003:**

The North Dakota Legislature adopted an amendment to the Appropriations Bill [SB 2003] in 2017 that directed the State Board of Higher Education to review and make recommendations to the Sixty-Sixth Legislative Assembly for the *"reorganization of the two-year institutions under its control into a community and technology college system that addresses workforce and education needs of the state. As part of the study the board shall consider:*

- 1. Shared administration;*
- 2. Shared courses, including a common course catalog;*
- 3. Articulation agreements linking elementary and secondary education, career academies, and career and technical education to postsecondary certificates and associate degrees;*
- 4. Centralized processing of student admissions, housing applications, financial aid, and advising, and*
- 5. Centralized services, including bookstore operations, food services, marketing, procurement, accounting, and human resources".*

### **II. North Dakota State Board of Higher Education Actions:**

The North Dakota State Board of Higher Education engaged Dakota Ed Consulting to establish a plan to carry out the requirements of SB2003, to work with the board and staff to establish a work process, and to assist and provide counsel to system task forces who were structured to address the individual directives of the legislation.

The North Dakota State Board of Higher Education did refine the assignment of the legislation by determining that the work should include all institutions under its control.

With the assistance of the consultants and system staff, the North Dakota State Board of Higher Education provided a framework for five task forces that were charged with putting together the plans for addressing the directives of the legislation. The specific assignments for each of the task forces were approved by North Dakota State Board of Higher Education at its June, 2017 retreat meeting.

In September, 2017 the North Dakota State Board of Higher Education held a Kick-Off Session with the task force members. Task Forces included individuals from the system's institutions with specific expertise in areas that were under consideration,

State Board of Higher Education members, and where appropriate, representatives from other educational and governmental agencies. Task Forces carried out their work between September 2017 and May, 2018.

### **III. Task Forces Objectives:**

Each task force was given specific goals and objectives that were designed to address the requirements of SB2003. These are:

#### **a. Academic Programs**

**Major Goal[s] to address:** North Dakota State Board of Higher Education will have a system approach for the operation and function of academic program services that will provide for efficiency [cost reduction] for the system while providing students with educational opportunities and provide for an improved alignment with the state's workforce needs. It is understood that all academic program offerings will meet the system's standards of excellence and quality. System is understood to be all institutions under the control of the State Board of Higher Education.

**Specific Objectives to address and prepare a plan of action for:**

- o a single unified common course catalogue that would include common course numbering.
- o a policy for class section sizes.
- o a process for identifying programs that could be enhanced through program sharing and meet needs of the state.

#### **b. Common Enrollment**

**Major Goal[s] to address:** North Dakota State Board of Higher Education will have a system approach for the operation and function of enrollment management services that will provide for efficiency [cost reduction] for the system. System is understood to be all institutions under the control of the State Board of Higher Education.

**Specific Objectives to address and prepare a plan of action for:**

- o a common application form.
- o a common application process.
- o a unified application management center.
- o a unified financial aid verification process.

Unified services is understood to provide for a single, common structure that includes policies, definitions, processes, reports, practices, information and decision-making

#### **c. Business and Shared Services**

**Major Goal[s] to address:** North Dakota State Board of Higher Education will have a system approach for the operation and function of business services that will provide for efficiency [cost reduction] for the system. System is understood to be all institutions under the control of the State Board of Higher

Education.

Specific Objectives to address and prepare a plan of action for: o shared or unified institution administration o shared or unified business services for:

- Accounting
- Payroll
- Accounts payable
- Accounts receivable
- Procurement o human

resources

o other shared functions as may be identified by the Task Force

Unified business services is understood to provide for a single, common structure that includes policies, definitions, processes, reports, practices, information and decision-making.

#### **d. Alignment and Articulation with Secondary Schools**

Major Goal[s] to address: North Dakota State Board of Higher Education will improve alignment that meets needs of state's workforce education.

Specific Objectives to address and prepare a plan of action for:

o the establishment of an alignment of secondary/post-secondary curriculum that would allow students to graduate high school in 3 years and allow for a 3+1 programs (3 years high school, 1 year college) for Associate's Degrees,

o the expansion of postsecondary education credit earning opportunities for K- 12 students.

o career and college counseling at the High School level,

o support for CREM, CLEM and other pathways that provide college prep Math and English courses.

#### **e. Technical Education Programs and Workforce Needs**

Major Goal[s] to address: North Dakota State Board of Higher Education will improve alignment that meets education needs for the state's workforce.

Specific Objectives to address and prepare a plan of action for:





- o additional ways to promote the articulation and alignment of high school career technical education with post-secondary credentials [Certificate, Associate and Bachelor Degree programs].
- o a dashboard that identifies access to programs and how they meet current high- demand jobs and where those programs don't exist in the NDUS prepare a plan and budget to meet the need.
- o pathways that might enhance offerings in high-demand jobs (e.g. 2+2 programs), and develop a plan and budget to meet the need.

## Summary of Outcomes

The conclusions/recommendations of the five task forces can be summarized with the following categories.

**A. There are several outcomes that can be achieved through increased collaboration between and among K-12 and higher education entities. These would not need additional resources and would bring increased efficiencies to the educational process of individual students.**

1. Alignment of K-12 standards with Mathematics, Language Arts and Communications, especially where improved early entry/CTE/dual credit opportunities exist.
2. Improve Advising Documents used by 2 and 4 year institutions, especially related to transfer of credits and where standardized information about workforce options and preparations could be available.
3. Promote articulation of technical education with post-secondary credentials focusing on early entry and certificates as pathways.
4. Develop pathways for high-demand workforce jobs that would include apprenticeships and certifications.

**B. There are outcomes/recommendations that will require external funding in order to advance the project.**

1. Recommend a plan to develop a common application form that would require an investment in software development [estimated to be \$200,000 in one-time costs and \$50,000 in annual operating costs]. This would also require establishing a common application process and application management center.
2. Recommend a unified common course catalogue for two-year colleges [estimates are for a \$300,000 one-time costs and \$250,000 in annual operating costs].



3. Recommend creating a data base for a system class section size policy [estimated \$110,000 in annual operating costs],
4. Recommend a review of the UND Transferology Platform to facilitate transfer for a system approach [estimated \$150,000 one-time costs and \$75,000 in annual operating costs],
5. Recommend establishing Transition Counselors for college planning to work with high schools [estimated costs \$682,000 in annual operating costs]

**C. There are outcomes/recommendations that will require additional planning before they can be implemented and where costs are not yet determined.**

1. Recommend that the following institutional administrative functions be further studied for sharing of services-Title IX compliance, mental health services, international student/employee management, library and informational technology services.
2. Recommend that procurement activities be further explored for sharing- vendor creation and maintenance, system-wide commodity contracts and purchasing cooperatives.
3. Recommend that payroll services be further reviewed for shared service arrangements among institutions in the system.
4. Recommend that several process improvements be further reviewed-on-line procurement systems, contract templates and centralized electronic location for sharing templates and executed contracts, and providing security access to PeopleSoft for institutions.
5. Recommend a plan of action be develop for a Financial Aid Verification process.
6. Recommend the creation of a dashboard for matching academic programs with high-demand jobs which would require developing a website.

***V. Task Forces Final Reports***

The following pages provide the detail of each task forces' work over the past year. The collective work involved a large number of individuals who did this work while continuing to perform their regular assignments. The volume of this report is the product of literally thousands of hours of person-time. While it may fall short of answering all issues envisioned by some in this assignment, it has produced a significant foundation for the North Dakota system of higher education to take new steps in the continuing effort to improve on the effectiveness of services and increase efficiencies in operations.

There is much to be learned about the system and ideas for improvement in the individual Task Force Reports that follow.



# NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION

## FINAL TASK FORCE REPORT

1 June 2018

### TASK FORCE: Academic Programs

- **Richard Rothaus, Vice Chancellor for Academic and Student Affairs, NDUS, Chair**
- Casey Ryan, SBHE Member/*Committee Advisor*
- Birgit Pruess, SBHE Faculty Member/*Committee Advisor*
- Mark Kennedy, President, University of North Dakota
- Beth Ingram, Provost, North Dakota State University
- Laurie Geller, Vice President for Academic Affairs, Minot State University
- Lloyd Halvorson, Vice President, Academic and Student Affairs, Lake Region State College

**PROGRESS UPDATE:** (Objectives addressed — progress to date. Steps taken, work to be done and work completed)

OBJECTIVE	RECOMENDATION	COST	NEXT STEPS
1. A single unified common course catalogue, including common course numbering	A basic plan for a common course catalogue for the two-year colleges and the NDUS General Education program has been developed. .	5250,000/year on going; S300,000 one-time. Substantial person-hours at the institutional level	If system-level staff positions and software can be funded, proceed with implementation. If not, stop pursuing the issue.
2. A policy for class section sizes	Existing data and the complexity of the issue prevent immediate creation of any system- level policy that is effective. Institutions can be directed to study their data, clarify their criteria for setting class sizes, and create institution level policies. This activity can then be used to craft a system-level policy.	% 110,000/year plus substantial person-hours at the institutional level.	SBHE has to decide whether to direct institutions to proceed or not. Institutions will need one academic year to prepare and respond to the report request.
3. A process for identifying programs that could be enhanced through program sharing and meet the needs of the state.	Replaced by Objective 4,	n/a	n/a
4. Develop a plan for academic pathways	UND is piloting use of the Transferology platform to	5150,000, one time; 575,000 on going if	SBHE should direct institutions to develop

facilitate transfer; this can be evaluated in the Fall of 2020 for possible systemwide adoption. The SBHE should instruct institutions to create 4 year and 5 year degree pathways for high transfer programs.

Transferology is adopted. academic pathways for high-transfer programs. Evaluation of Transferology will occur in 2020 and may result in a funding request,

## RESULTS

### **Objective 1: Common course catalog.**

As all institutions use ConnectND, NDUS already has a shared course listing system. In other words, it is already possible for students within NDUS to see all courses taught at all institutions. The task force believes that a common course catalog for all institutions including upper division courses is not an easily achievable goal as there are thousands of courses. Additionally, the level of staffing necessary to create and maintain such a catalogue would not be feasible in current budget environments, especially as no substantial cost- savings could be discerned.

The task force decided, however, that a common catalogue for the two-year colleges was feasible and perhaps desirable. Such a catalog would contain the entirety of the NDUS General Education program, and thus would involve all NDUS institutions. The benefits of a common catalogue would include:

- Continued discussion, clarification and maintenance of our General Education program. A shared general education program is key to our system function, and a common course catalogue would be a mechanism to reinvigorate and ensure continued functionality;
- A common course catalogue would assist with transfer of non-General Education 100 and 200 level courses to the four-year and research institutions. Commonality across the two-year schools could ease the transfer process;
- Common course catalogue will ease the development of online pathways (see objective 4);
- A common course catalogue would make it easier for two-year institutions to collaborate, share instructors, and seek efficiencies; and,
- Addressing a common course catalogue now will position NDUS to deal with an anticipated increase in "swirling" (attending multiple institutions back and forth) among students.

The task force did not feel that common course numbering was a problem. The current electronic course listings use a different unique course identifier to link courses and no problems have been reported with that.

Because NDUS has long had seamless General Education transfer, we know how to create a common course catalog. The issue is not one of planning, it is one of a lack of dedicated staff and infrastructure.

**Cost:** The budget for this item will include: 1.5 permanent FTE for NDUS to create and maintain the catalog (courses change all the time; this is a permanent need) - \$200,000/year ongoing. Systemwide software (CourseLeaf or similar) and implementation costs at CTE - \$300,000 one-time, \$50,000/year ongoing. There would, or course, be substantial personnel costs at the institutions to implement this, but those are not as easily quantifiable. SBHE should note that this will take an NDUS staff person at 100% effort to create and maintain this.

### **Objective 2: Class Size Policy.**





Objective 2 poses a significant challenge. There is, to begin with, no way to calculate average class sizes accurately. Institutions as well as system-level IR people confirm that there are far too many classes that have multiple listings to do so. For example, one section (single classroom and instructional period) can have students enrolled in different classes attending and participating. Our software system cannot identify those situations and aggregate numbers. Similarly, the software as currently being used does not indicate which classes are arranged, independent study, and similar. Additionally, class sections are sometimes created to track billing or locational differences, not instructional issues. Any automated calculation of class size would thus be inaccurate and quite low, and the only way currently to get class size data would be for it to be manually tabulated at the institutional level. Thus it would be impossible for NDUS to independently evaluate that data. This situation creates two problems. We do not have baseline data to calibrate a new policy, and there would be no mechanism for the system office to see if the policy was being followed. For the SBHE to manage this at a system-level it would take multiple dedicated FTE and significant software implementation. The task force thought that the cost of the implementation would be so astronomical it would not be feasible in the current budget environment.

The task force notes, additionally, that our funding formula already incentivizes larger class sizes and, based on instructor salary, creates a floor at which an institution knows when a course is not cost-effective. An SBHE mandated class size policy will increase workload, but will does not seem likely to increase revenue or cost-effectiveness, as any system level analysis is nowhere near granular enough to squeeze out efficiencies.

Nevertheless, the task force understands that the SBHE and legislators are looking for a measure and confirmation of instructional efficiency. The task force proposes this as the next steps forward.

- The SBHE will require each institution to complete a study in which they
  - o evaluate how they are recording courses in Campus Connection and how they are using the "Course Component" field to tag courses (e.g. lecture, clinical, field study);
  - o Identify and evaluate other tools or fields they may use to record course types;
  - o identify, based on college, department, or discipline how class maximum and minimum sizes are determined for each of the course types being used;
- The SBHE will require each institution to create a class size policy and an annual report to be submitted to the SBHE.
- The SBHE will direct the NDUS office to review the reports and institutional class size policies and create, if possible, an SBHE policy that encompasses them.

**Cost:** While there is no direct cost to complete the study and create policies, pursuit of this objective would require use of extensive staff time at the institutional level. The Director of Academic Programs position (eliminated last biennium) would have to be restored in the System office to administer, as part of their duties, the policy and reports - \$110,000/year.

### **Objective 3: Program Sharing**

The task force spent a great deal of time discussing this issue and thought there were several areas where the system could improve.

**Low Enrollment Degrees:** It would perhaps be useful for the system to investigate low enrollment degrees and identify where sharing would be beneficial to institutions. Finding actionable data would be labor intensive. While it is easy to identify low enrollment programs, there is no automated method to identify how many courses taught in that program are serving general education or other majors. In cases where there is a heavy service course component, low enrollment in a program does not impact instructional cost. Sharing instructional faculty between institutions would only be feasible if the curriculum is online. For accreditation reasons, each institution must have faculty at their institution who can teach the required courses. Because of



the difficulty coordinating such program sharing, it may be less expensive to have duplicate courses and programs than trying to coordinate shared programs. That said, the group thought there are probably efficiencies to be gained in this area, if there were staff assigned to investigate and facilitate. This is not recommended, however, as the labor necessary is disproportional to possible benefits.

**In-Demand Workforce Needs and Degrees:** Rothaus informed the group that the system office is already collecting data on this issue for presentation to Interim Higher Education Legislative Committee, and investigation by this task force would be duplicative.

As these are known issues and the limitations are predominately lack of staffing at the system level, the group felt this could be addressed by the new objective 4 below, which addresses the concerns in a different way.

#### **New Objective 4: Academic Pathways Planning**

The task force determined that many of the legislative concerns behind the assigned tasks could be addressed by pathway planning. AIL NDUS General Education courses are accepted as transfers in all institutions, and we have minimal transfer problems. Where problems arise, they are almost not that courses do not transfer, it is that students have not taken courses that count toward their major. Academic pathways are a proven tool to direct students into the courses that count toward their intended major and help them progress to degree completion on time. Coordinated academic pathways would also make it significantly easier for institutions to identify program sharing efficiencies. The task force identified these areas of focus under this new objective.

- 1) Common course catalog for two-year schools (including systemwide GenEd) [Objective 1]
- 2) Review use of CollegeSource TES and Transferology tools by institutions to facilitate transfer. TES, which identifies course equivalencies between institutions, is in use by eight NDUS institutions. The three institutions not using TES (WSC, DCB, and LRSC) do have enough students transferring in to make it worth their effort. Transferology is a more detailed tool, which evaluates not just course equivalencies, but also addresses acceptance of courses for discrete programs. UND is currently adopting Transferology and the task force recommends evaluating the success of that adoption in the Fall of 2020. If the UND experience indicates it would be beneficial, Transferology will be recommended to all of the institutions that accept large numbers of transfer students.
- 3) The SBHE should direct the institutions to create 4 year (undergrad) and 5 year (graduate) curriculum maps for programs with high transfer rates, and encourage institutions to develop 2+2 and 4+1 programs from those maps. This would address the most common transfer complaints, facilitate transfer for students, and either prepare for or offer an alternative to adoption of Transferology.

**Cost:** If Transferology is adopted the cost will be approximately \$150,000 one-time, \$75,000 annually.

## NORTH DAKOTA STATE BOARD OF EDUCATION

### SB 2003 Task Forces

#### Final Report Summary

#### Task Force: Common Enrollment Task Force

**SBHE Goal:** North Dakota State Board of Higher Education will have a system approach for the operation and function of enrollment management services that will provide for efficiency [cost reduction] for the system. System is understood to be all institutions under the control of the State Board of Higher Education.

**Chair:** Darin King, Interim Vice Chancellor of IT/CIO

**Task Force Members:** Kevin Melicher, (SBHE), Jacob Dailey, (Student SBHE), Katie Fitzsimmons, (NDUS), Jerry Migler, (DCB), Kevin Harmon, (MiSU), Tom DiLorenzo, (UND), Kaylyn Bondy, (WSC), Karen Erickson, (BSC)

Objective(s)	Short -term [2 years]	Long-term [3+ years]	Resources Required
<b>Develop a plan of action for a common application form.</b>	<p>Direct institutional and NDUS enrollment experts to develop a plan to modify the existing NDUS common application with a goal to make the application more applicant and mobile friendly.</p> <p>Improve existing NDUS common application by developing enhancements to make the application process more efficient for applicants by allowing for multiple, repeat and/or readmissions without reentering information.</p> <p>Improve existing NDUS common application by maximizing data integrity through enhanced collection and migration processes.</p>	<p>Develop and issue a Request for Proposal for a new enrollment management system that meets or exceeds the current and future requirements of NDUS institutions.</p>	<p>NDUS and institutional staff resources for planning and development.</p> <p>NDUS CTS project management and procurement resources.</p> <p>NDUS CTS software development resources.</p> <p>External implementation resources not to exceed \$200,000 and \$50,000</p>

			annually to support enhancements.
<b>Develop a plan of action for a common application process.</b>	<p>Direct institutional and NDUS enrollment experts to update and maintain a common application process that is focused on consistent, accurate, and efficient collection of common application data.</p> <p>Special attention should be placed on identifying where shared or consolidated services could be applied during the application process.</p>		<p>NDUS and institutional staff resources for planning and development.</p> <p>NDUS CTS project management resources.</p>
<b>Develop a plan of action for a unified application management center.</b>	Using the same group of experts developing the common application process, determine the potential fiscal and operational efficiencies of a unified application management center.		<p>NDUS and institutional staff resources for planning and development.</p> <p>NDUS CTS project management resources.</p>
<b>Develop a plan of action for a unified financial aid verification process.</b>	Direct the NDUS Financial Aid Verification Task Force to evaluate efficiencies that could be gained by using a purpose built or purchased system to manage the financial aid verification lifecycle. This would include the potential of developing a		<p>NDUS and institutional staff resources for planning and development.</p> <p>NDUS CTS procurement resources.</p>



	Request for Proposal to procure a financial aid verification management system.		Costs for a financial aid verification solution would be established during the initial research.
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**NORTH DAKOTA STATE BOARD OF EDUCATION**  
**SB 2003 Task Forces**  
**Final Report**

**TASK FORCE: Common Enrollment**

**Objective #1:** Address and prepare a plan of action for a common application form.

**Recommendation #1**

Enhance existing NDUS common application to improve applicant experience and operational efficiencies. These enhancements will improve mobile access for applicants and allow for multiple, repeat and/or readmissions without reentry of information.

**Overview**

All NDUS institutions currently use a common application consisting of fifty common questions. Questions then branch off into institutional and/or program specific information.

The following enhancements will be studied for implementation:

- **Applicant Portal:** Develop an applicant portal that would allow for multiple, repeat, or readmission applications without reentering some/all information.
- **Improved mobile experience:** Allowing an applicant to initiate and complete an application via a mobile device is a necessary enhancement for users.
- **Field Validation:** Improve data accuracy by enforcing field validation when possible. (E.g. telephone number, proper capitalization, etc.)
- **Logical Field Routing:** Skip irrelevant fields based on provided data. (E.g. Residency)
- **Branding:** Continue current institutional branding.

It will be critical that this effort is led by institutional and NDUS enrollment experts and a governance structure is already in place and operational that will support this effort.

A project sponsor will be assigned by the Chief Information Officer and an Executive Steering Committee consisting of institutional representatives will be established. NDUS Core Technology Services will provide project management and oversight of this effort using established [project management methodology](#).

**Prospective Timeline**

Project Phase	Start	Finish
Origination	August 2018	August 2018
Initiation	September 2018	September 2018
Planning	October 2018	March 2019
Execution, monitoring, and closeout	April 2019	August 2020

## **Resources Required**

Completing the recommendation will require the following resources:

- Active participation from institutional enrollment and application experts.
- Active participation from NDUS CT5 enrollment and application experts.
- Project management and executive support from CTS.
- Internal and external development and implementation services not to exceed \$200,000.
- Ongoing maintenance costs not to exceed \$50,000 annually.

**Objective #2:** Address and prepare a plan of action for a common application process.

## **Recommendation #2**

Direct institutional and NDUS admissions experts to review, update, and enhance a common application process that is focused on consistent, accurate, and efficient collection of common application data.

## **Overview**

A [NDUS admissions manual](#) does exist and will serve as the starting point for this review.

During this process, it is expected that the current processes will be evaluated for consistency and accuracy across all NDUS institutions. It is important that consistent enrollment and application data can be reported across all institutions.

The review should also include an evaluation of existing enrollment processes and subprocesses that have the potential to create fiscal and/or operational efficiencies if consolidated. The complexity of the enrollment processes may differ at each institution, however the differences should be documented to ensure accurate and consistent data is collected.

It will be critical that this effort is led by institutional and NDUS enrollment experts and a governance structure is already in place and operational that will support this effort.

A project sponsor will be assigned by the Chief Information Officer and an Executive Steering Committee consisting of institutional representatives will be established. NDUS Core Technology Services will provide project management and oversight of this effort using established [project management methodology](#).

## **Prospective Timeline Resources Required**

Completing the recommendation will require the following resources:

This effort would run concurrently with Objective #1 and be finalized during the planning stage or before.

- Active participation from institutional enrollment and application experts.
- Active participation from NDUS CTS enrollment and application experts.
- Project management and executive support from CTS.

**Objective #3:** Address and prepare a plan of action for a unified application management center.

### **Recommendation #3**

Identify potential unified services as part of the application process review (Recommendation #2) and determine the best path forward.

#### ***Overview***

A unified application management center could be established as a NDUS staffed service center or as a shared service with institutions providing services to other institutions. However, there is no consensus from enrollment experts that this would create fiscal or operational efficiencies due to a number of factors. Enrollment staff at NDUS institutions have multiple responsibilities and having a consolidated approach would not directly reduce staff at the campuses. New positions would likely need to be established at the system level to establish a unified enrollment center.

The application process is also closely connected with the recruitment efforts at each individual campus. A great deal of study would be required to ensure these connections would not be adversely affected by pulling apart the existing processes.

It will be critical that this effort is led by institutional and NDUS enrollment experts and a governance structure is already in place and operational that will support this effort.

A project sponsor will be assigned by the Chief Information Officer and an Executive Steering Committee consisting of institutional representatives will be established. NDUS Core Technology Services will provide project management and oversight of this effort using established [project management methodology](#).

#### ***Prospective Timeline***

This effort would run concurrently with Objective #1 and be finalized during the planning stage or before.

### **Resources Required**

Completing the recommendation will require the following resources:

- Active participation from institutional enrollment and application experts.
- Active participation from NDUS CTS enrollment and application experts.
- Project management and executive support from CTS.

**Objective #4:** Address and prepare a plan of action for a unified financial aid verification process.

### **Recommendation #4**

Direct the NDUS Financial Aid Verification Task Force to evaluate efficiencies that could be gained by using a purpose built or purchased system to manage the financial aid verification lifecycle. This would include the potential of developing a Request for Proposal to procure a financial aid verification management system.

### **Overview**

The Council of University Student Aid Directors (CUSAD) and their Financial Aid Verification Task Force indicate the greatest efficiencies in the financial aid verification process could be gained through the use of a management solution. Over the past three years, NDUS has average 6,210 completed verifications across all campuses. Since most staff that complete the verification process also directly support students, reducing the time spent on the process would allow for more direct student financial aid support.

Financial aid staff at NDUS institutions have multiple responsibilities and having a consolidated approach to verification would not directly reduce financial aid staff at the campuses. New positions would likely need to be established at the system level to accomplish a unified financial aid verification center.

It will be critical that this effort is led by institutional and NDUS financial experts and a governance structure is already in place and operational that will support this effort.

A project sponsor will be assigned by the Chief Information Officer and an Executive Steering Committee consisting of institutional representatives will be established. NDUS Core Technology Services will provide project management and oversight of this effort using established [project management methodology](#).

### **Prospective Timeline**

This effort would run concurrently with Objective #1 and be finalized during the planning stage or before.

### **Resources Required**

Completing the recommendation will require the following resources:

- Active participation from institutional financial aid experts.
- Active participation from NDUS CTS financial aid experts,
- Project management and executive support from CTS,
- implementation and operational budget to be determined.



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Signature of student

Today's Date (MM/DD/YYYY)



**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION**

**SB2003 TASK FORCES**

**FINAL TASK FORCE REPORT**

**June 4, 2018**

**TASK FORCE:**

Business and Shared Services

**MEMBERS:**

Don Morton, Nick Hacker, Dr. Steve Shirley, Brent Winiger, Jonelle Watson,  
Tricia Houmann, Dr. Doug Darling, Cony Kenner, Bruce Bollinger, Colette Erickson,  
Tricia Johnson, Cynthia Rott, Jody French, Joseph Goplin, Kelli Heiser, Alice Brekke,  
Karla Stewart, Sharon Loiland, Patricia Hanson, Trish Muir, David Krebsbach,  
Tammy Dolan (Chair)

SECTION REMOVED

## NORTH DAKOTA STATE BOARD OF EDUCATION

### Task Force Final Report

#### **TASK FORCE:** Alignment and Articulation with Secondary Schools

**SBHE Goal:** North Dakota State Board of Higher Education will improve alignment that meets needs of state's workforce education

**CHAIR:** John Miller, President, Williston State College

**COMMITTEE MEMBERS:** Mike Ness (SBHE), John Miller (WSC), Dan Leingang (BSC), Andrew Wakeford (LRSC), Robert Grosz (Fargo Public Schools), Kirsten Baesler (DPI), Margaret Dahlberg (VCSU)

Objective(s)	Short -term [2 years]	Long-term [3+ years]	Resources Required
<p>In order to improve alignment of secondary/postsecondary curriculum, faculty members from three NDUS colleges provided feedback to their K-12 counterparts regarding newly adopted standards in Mathematics and Language Arts.</p> <p>This feedback is designed to identify critical learning and skills students need to be both college ready and work ready.</p> <p>In addition, the feedback is also designed to give colleges ideas of how they might better support expansion of early entry/CTE/dual credit programs that allow students to graduate from high school and also and also allow for a 3+1 options (high school + 1 year college) for Associate's Degrees.</p>	<p>Faculty members (technical and non-technical) from three ND colleges (BSC, VCSU, WSC) reviewed new K-12 standards in Mathematics, Language Arts, and Communication to identify skills and competencies that are considered "critical" to success after high school, whether the transition be into college or the workforce.</p> <p>As a result of this review, each of the colleges submitted standards to the board chair, who then compiled faculty comments in order of commonality. The combined document was passed to Superintendent Baesler so secondary curriculum groups could review comments and suggestions from their college counterparts.</p>	<p>Combined review and discussion exercises such as this one are designed to open communication between content specialists on the K-12 and post-secondary levels.</p> <p>Further alignment activities of this type are recommended to include the content areas of Biological/Physical Science as well as Social Science and Humanities.</p>	<p>Revenue Neutral</p> <p>No external resources needed.</p>

Objective(s)	Short -term [2 years]	Long-term [3+ years]	Resources Required
<p>Work needs to continue in expanding and improving alignment between two year and four year colleges in the NDUS, particularly in the CTE areas. An expanded pathways/advising scheme that includes consistent information from two and four year colleges would assist students as they formulate, review, and adapt their rolling K- 16 educational/career plan.</p> <p>Emphasis on student planning prior to high school graduation would help to create a more work and college ready student, as well as helping students and parents to better understand options for work, workforce training, and higher education.</p> <p>An advising document needs to be created that will provide standardized information about workforce options, workforce readiness, short term/customized training, and post-secondary education options. For the tool to be effective, users would need to be trained in the use of the advising guide as they advise students and inform parents.</p>	<p>A working group made up of a representative from ( 1 ) 2 year schools, (2) 4 year regional schools, and (3) research universities needs to be convened to examine advising documents already in use at each college/university, and based on documents and materials already in use, combine materials into an advising handbook common to each college/university. When a draft document is available it would be transmitted to each college/university for review and revision until a final format is acceptable.</p> <p>While the portion of the document relating to college advising would by nature be weighted toward non-technical transfer processes, there are a number of quality high school CTE programs that should be considered for college credit within post-secondary CTE programs, similar in intent to the traditional Tech Prep programming previously associated with the Carl Perkins Act.</p> <p>For continuity and accuracy in advising, and mindful of the delimitations faced in regions housing larger high schools, the advising handbook/resource will form the basis of a “train the trainer” approach, with school personnel in larger schools/ school districts being trained in the use of the advising handbook.</p>	<p>Further review and alignment of the advising handbook will expand to include CTE advising materials as well as joint user training for both K-12 and postsecondary personnel. Additional training is recommended in the use of the 4-year K-16 rolling planning document currently used by the DPI.</p>	<p>Revenue Neutral</p> <p>Each college or university will support their staff participation in the advising handbook project.</p>

Objective(s)	Short -term [2 years]	Long-term [3+ years]	Resources Required
<p>Career and college counseling at the High School level through creation and support of a College and Career Development Coordinator (CCDC).</p> <p>The CCDC Transition Counselor will utilize college planning and placement information, as well as industry training and testing opportunities to best advise individual students based on the substance of the rolling 4 year plans students and schools are required to make and keep current beginning in the 8<sup>th</sup> grade and continuing through their senior year, essentially making it a K-16 planning process.</p> <p>CCDCs will serve “clustered” high schools in the same geographic area or as a representative of a specific college/university. While many transition activities are group-focused and can be used in a classroom or grade level meeting/assembly, transition counselors by their nature provide “one on one” support.</p>	<p>Funding is requested in the amount of \$60,750 (salary of \$45K and benefits) for 11 FTEs to provide a College and Career Development Coordinator for each of the 11 campuses in the NDUS, for a total of \$668,250 (a budget document is included in the appendix).</p> <p>Once hired, each CCDC will receive training from their host college of university in general advising for career and postsecondary pathways, as well as in the use of an advising handbook.</p> <p>Following training each CCDC will become familiar with his/her client schools/school districts and begin the supporting relationship with a series of site visits to client schools.</p> <p>For CCDCs serving schools with a large student population, it will be necessary to use a “train the trainer” approach and provide training and resources for staff members within a larger school/system so they can assist in providing college and career development services.</p> <p>CDCCs from each school will create an ad hoc professional network with regular meetings so they can insure a uniform message and service is being delivered to high schools and client school districts.</p>	<p>“Train the trainer” events will be expanded into client high schools and school districts to expand the number of trained transition advisors.</p> <p>CCDC services will expand to include meetings with parents and parent groups to discuss college funding, application processes, and workforce opportunities and work ready skills needed for success in the workplace.</p> <p>Based on regional success, each college/university may choose to use local resources to expand the number of CCDCs working within their regional service area.</p>	<p>\$682,000 in funding requested to support one College and Career Development Coordinator at each of the 11 colleges in the NDUS.</p>



**NORTH DAKOTA STATE BOARD OF EDUCATION  
SB 2003 Task Forces**

**TASK FORCE: Alignment and Articulation with Secondary Schools**

**Objective #1:** Feedback to K-12 content groups regarding recently implemented K-12 standards in Mathematics and Language Arts provided by post-secondary instructor/content groups.

**Overview:**

1. Faculty members from three NDUS colleges provided feedback to their K-12 counterparts regarding newly adopted standards in Mathematics and Language Arts.
2. Each of the participating colleges submitted standards to board chairs, who then compiled faculty comments in order of commonality. The combined document was passed to Superintendent Baesler so secondary curriculum groups could review comments and suggestions from their college counterparts.
3. Dr. John Miller of WSC was responsible for composing the combined document from post-secondary institutions and Superintendent Baesler was responsible for soliciting feedback from K-12 content groups.
4. Review and feedback activities were both completed from January - March, and the final document was provided to K-12 content groups for their information and response in April 2018.
5. There are resources required for this activity.

**Recommendation:**

1. To extend this project it is recommended that the process of standards review be expanded to Biological/Physical Science, Social Science, and Humanities.

**Objective #2:** An advising document needs to be created that will provide standardized information about workforce options, workforce readiness, short term/customized training, and post-secondary education options.

**Overview:**

1. A working group made up of a representative from (1) 2 year schools, (2) 4 year regional schools, and (3) research universities could be convened to examine advising documents already in use at each school and to determine common threads in those documents.
2. Advising materials could be merged into an advising handbook common to each college/university. When a draft document is available it would be transmitted to each college/university for review and revision until a final format is acceptable.
3. The working group is ultimately responsible for generating an advising handbook, but each campus would provide review and edits as appropriate in order to create a document acceptable to all NDUS member schools.

**Recommendation:**

1. Work should commence on creating a common advising handbook with standardized information that can be used as an advising tool for current and future students in all NDUS member schools.

**Objective #3:** To support a College and Career Development Coordinator for each of the 11 campuses in the NDUS. The CCDC will utilize college planning and placement information, as well as industry training and testing opportunities to best advise individual students in their career/learning pathway of choice.

**Overview:**

1. Funding is requested for 11 FTEs to provide a College and Career Development Coordinator for each of the 11 campuses in the NDUS
2. Once hired, each CCDC would receive training from their host college or university in general advising for career and post-secondary pathways, as well as in the use of an advising handbook. Following training, each CCDC would become familiar with his/her client schools/school districts and begin the supporting relationship with a series of site visits to client schools.
3. Individual colleges/universities would be responsible for training their CCDC and for supporting and facilitating their outreach to regional schools and school districts.
4. If funded, CCDCs would be trained and provide direct advising or “train the trainer” services to schools and school districts.
5. Funding is requested in the amount of \$45K and benefits (\$60,750) for 11 FTEs to provide a College and Career Development Coordinator for each of the 11 campuses in the NDUS, for a total of \$668,250.

**Recommendations:**

1. Consideration of a budget recommendation for funding of 11 FTEs to support at least one Transition Counselor for each NDUS member school.
2. In conjunction with funding approval, a generalized job description for the CCDC should be developed and published.

# NORTH DAKOTA STATE BOARD OF EDUCATION SB 2003 Task Forces Final Report Summary

**Task Force:** Technical Education Programs and Workforce Needs

**SBHE Goal:** North Dakota State Board of Higher Education will improve alignment that meets education needs for the state's workforce.

**Chair:** Lisa A. Johnson, NDUS Director of Academic Affairs

**Committee Members:**

Greg Stemen, SBHE Member/Committee Advisor  
 Kathleen Neset, SBHE Member/Committee Advisor  
 Dean Bresciani, President, North Dakota State University  
 Tom Mitzel, President, Dickinson State University  
 Larry Skogen, President, Bismarck State College  
 John Richman, President, North Dakota State College of Science  
 Mark Wagner, Assistant State Director, ND Department of Career and Technical Education  
 Dale Hoerauf, Director, BPS Career Academy and Technical Center  
 Tracy Korsmo, ILDS Program Manager, ND Information Technology Department  
 Retha Mattern, Business & Outreach Coordinator  
 Wayde Sick, ND Career and Technical Education  
 Consultant Liaison: Rick Melmer

Objectives	Short-term [2 years]	Long-term [3+ years]	Resources Required
<b>Objective 1: Identify additional ways to promote the articulation and alignment of high school career technical education with post-secondary credentials [Certificate, Associate and Bachelor Degree programs].</b> <i>Note: There may be some overlap in recommended strategies with the Alignment and Articulation with K- 12 Task Force charged with "the expansion of</i>	Expand early entry offerings with emphasis in both <ul style="list-style-type: none"> <li>General Education Offerings</li> <li>CTE clusters</li> </ul> In preparation for examining this strategy, the Task Force recommended compiling a list of all coursework currently offered to high school students for degree credit—both general education offerings and CTE. See Appendix A and Appendix B for a complete list of courses available to ND high school students for degree credit.  Increase the number of certificates available to high school students. Certificates	Identification of any "gaps"—particularly in sequenced CTE courses that could additionally be reviewed and included for the award of college credit.  This task force fully supports of the recommendation by task force charged with the "alignment and articulation with secondary schools" to create and support College and Career Development Coordinators (CCDCs).	In general, members of the Task Force concurred that the efficiencies gained for each strategy associated with this objective were largely achieved through the potential reduction in a student's overall time to degree completion, reduced student debt, and accelerated entry into the workforce.  With the exception of the recommended strategy to fund additional positions for College and Career Development Coordinators (CCDCs), task force members

<p>postsecondary education credit earning opportunities for K-12 students" and the Academic Programs Task Force charged with "the development of a plan for academic pathways".</p>	<p>of Completion can be approved with as few as 9 semester hours as a means to encourage exploration of college/career pathways.</p>		<p>concurred that the remaining strategies could be implemented with little or no additional resources of funding or staffing.</p>
<p><b>Objective 2:</b> Create a dashboard that identifies access to programs and how they meet current high-demand jobs and where those programs don't exist in the NDUS. Prepare a plan and budget to meet the need.</p>	<p>Task force member, Tracy Korsmo, reported that ITD is developing a site containing educational data and key economic data. The Task Force recommends supporting ITD's State Longitudinal Data System initiatives for workforce development and the education portal.</p> <p>The Taskforce recommended the examination of the pending website, when available, as opposed to creating yet another duplicative web resource.</p> <p>The NDUS and other agencies—including ND DPI, CTE, Job Service, Bank of North Dakota and others—are committed to promoting the website containing information educational and workforce data.</p>	<p>The NDUS, NDDPI, and NDCTE will have a role in promoting the website: <a href="https://insights.nd.gov/">https://insights.nd.gov/</a></p> <p>See also the <a href="#">Academic Supply &amp; Occupational Demand in Tennessee: Workforce Needs and Degree Production</a> document as a good, representative example.</p> <p>This website is expected to be fully operational in less than three years.</p> <p>See Appendix C for screen shots of the proposed dashboard in development.</p>	<p>Estimated cost of pending website to be determined. An estimated cost will be included in this section prior to presentation to 5BHE and/or a legislative committee.</p> <p>Increased efficiencies achieved by directing more individuals, counselors, agencies, and other stakeholders to the newly developed dashboards pertaining to education, career pathways, and workforce needs.</p> <p>Replace disparate and competing resources with the dashboard that is more inclusive of a wide array of information that is searchable and mobile friendly.</p>
<p><b>Objective 3:</b> Identify pathways that might enhance offerings in high-demand jobs (e.g. 2+2 programs). Develop a plan and budget to meet the need.</p>	<p>Develop a repository of apprenticeships and certifications including a designation as to which employers cover some/all student tuition.</p> <p>Repository of certifications available through the NDUS has been created. See Appendix D. Job Service is adding apprenticeships to</p>	<p>This list or repository should be completed in three years or less. Annual updates will be necessary—including an indicator of those employers that cover some or all of the student tuition.</p>	<p>No funding requested to complete this recommendation.</p>

this document within two years or less.

Use of the existing Workforce  
Development Council (WDC) to identify top  
15 in-demand jobs from the ND Job  
Service list that requires a bachelor's  
degree or more; locate and/or develop 2+2  
programs for each identified program. See  
Appendix E for the ND Job Service list of  
in- demand jobs.

**North Dakota University System Attainment Initiative  
Attainment Collaboration Strategy Work Group**

**Bismarck State College  
National Energy Center of Excellence  
November 14, 2018**

**Meeting Minutes**

**Attainment Work Group Members Attending.** Mark Hagerott, Chancellor, North Dakota University System; Phil Wisecup, Vice Chancellor for Strategy and Strategic Engagement; Larry Skogen, President, Bismarck State College; Thomas Mitzel, President, Dickinson State University; Wayde Sick, Executive Director, North Dakota Career and Technical Education; Susan Gunsch, Director, North Dakota Workforce Development Council; Kaylynn Bondy, Vice President of Student Affairs, Williston State College; Lisa Johnson, Interim Vice Chancellor for Academic and Student Affairs/Director of Academic Affairs, North Dakota University System; Tracy Korsmo, BI Business Manager, North Dakota Information Technology Department; Ryan Jockers, Strategic Analytics Coordinator, North Dakota University System; Jennifer Weber, Director for Institutional Research, North Dakota University System; Robyn Throlson, Director of Division of Vocational Rehabilitation, North Dakota Department of Human Services; Christopher Erickson, Public Affairs Manager, North Dakota University System; Cindy Sanford, Leader of Education Outreach and College Planning, Bank of North Dakota; Billie Jo Lorus, Communications Director, North Dakota University System

**Project Consultants.** Greg Gallagher, Facilitator, Program and Research Director, The Consensus Council, Inc.; Margie Zalk Enerson, Presenter, Engage To Inspire Marketing; Rose Stoller, Recorder, Executive Director, The Consensus Council, Inc.

**Call to Order and Welcome.** Phil Wisecup, Vice Chancellor for Strategy and Strategic Engagement, North Dakota University System, called the Attainment Work Group to order at 8:30 AM, CT. Mr. Wisecup welcomed Attainment Work Group members and expressed his appreciation for their active participation in advancing the aims of the Lumina Attainment Grant from within their respective institutions. Mr. Wisecup introduced Mark Hagerott, Chancellor, North Dakota University System (NDUS) to provide opening comments.

**Opening Comments.** Dr. Hagerott expressed appreciation to the Lumina Foundation for providing the resources to the NDUS to move forward with this important project. Dr. Hagerott recognized Mr. Wisecup for successfully managing the Attainment Challenge Grant and The Consensus Council for providing technical assistance in facilitating and supporting the project's activities. Dr. Hagerott, citing the evolution of economic and technical trends, emphasized the crucial importance for all adults to seek that level of education and training which will lead them to acquiring those credentials that support their career advancement. If North Dakota is to position itself as a viable player in an increasingly competitive global market, the state and its citizens must commit to advancing the attainment of high-quality degrees, credentials, and certificates.

**Introductions and Agenda Overview.** Greg Gallagher, Program and Research Director, The Consensus Council, Inc., serving as Work Group Facilitator, welcomed all participants and led general introductions. Mr. Gallagher provided an overview of the meeting's agenda (see Appendix A) and identified two goals for the session: (1) to reaffirm the foundational relationships that exist among the state's attainment stakeholders, including industry, labor, and government; and (2) to validate the proposals that have emerged from the attainment project's discussions.

**Overview of the NDUS Attainment Initiative and Stakeholder Collaboration.** Mr. Gallagher provided a brief history of recent efforts to move the state's attainment policies and practices forward. In May 2016, a diverse gathering of statewide leaders convened for the Envision 2030 Education Summit to envision the future of education in North Dakota in 2030, focusing on students' evolving needs and a changing workforce. In September 2016, the State Board of Higher Education adopted a 65% attainment goal as part of its current strategic plan, establishing a measure for the documented attainment of college degrees and other high-quality credentials beyond high school that reflect real and relevant learning among a state's population, as defined by the Lumina Foundation. In September 2017, the NDUS moved forward with funding from a Lumina Foundation Attainment Challenge Grant to establish state attainment policies and programming. In 2017 the Governor established the state's Main Street Initiative, which identified, in part, a need for the transformation of education at all levels to provide for a well-educated, skilled workforce. In January 2018, the NDUS convened the North Dakota Attainment Challenge Grant Summit to identify key issues that might contribute to the state achieving its aspirational 65% attainment goal. This Summit brought together education and government leaders, private sector business representatives, tribal representatives, teachers and legislators, all of whom hold a vested stake in the future success of the state's education system. This Summit produced a report that provided a foundation for subsequent discussions among stakeholders to formalize statewide relationships and generate a plan of action. In August 2018, the NDUS finalized an RFP process to secure outside consultants. The Consensus Council, Inc. and Engage To Inspire Marketing, were contracted to develop the required policy and marketing plans of action.

Mr. Gallagher presented the Attainment Challenge Grant's purpose: to develop, with key statewide stakeholders, a framework and strategy to meet state-defined attainment goals, in a manner consistent with the findings and recommendations set forth within the *North Dakota Attainment Challenge Grant Summit Summary Report*, issued from the NDUS Attainment Challenge Grant Summit in January 2018, specifically (1) to identify high-quality certificates and determine their alignment with the state's workforce needs and attainment aspirations; and (2) to attract and retain adult learners, encouraging and enabling them to reach their educational goals.

Mr. Gallagher presented an overview of North Dakota's current attainment progress toward achieving its declared attainment goal, as summarized in *A Stronger Nation*, a report issued by the Lumina Foundation in 2018 (see Appendix B). This report estimates North Dakota's attainment rate currently stands at 49.5%, compared to the nation's rate of 46.9%. This report presents county-level and subgroup-level attainment rates, offering a benchmark for future data discovery.

Mr. Gallagher identified and drew connections among three key documents, which together provide a roadmap for forthcoming attainment activities: (1) a June 2018 NDUS strategic planning report; (2) an October 2018 Workforce Development Council strategic planning report; and (3) an October 2018 statement of positions proposed by state agency representatives at a Lumina Foundation Attainment Policy Summit in Minneapolis, MN.

- A. Mr. Gallagher presented an extracted, edited summary of strategic planning conducted by the NDUS, resulting from legislative directives issued in SB 2003 from the 2017 Legislative Assembly, that advance, in part, certain attainment initiatives. The issued report, *SB 2003 Task Forces: Final Report to the North Dakota State Board of Higher Education, June 2018*, (see Appendix C) identifies strategies covering academic programming, common enrollment practices, content alignment and articulation with secondary schools, and technical education programs and workforce needs. Highlighted



segments identify attainment-related initiatives. Some sections of the original report have been extracted to focus on attainment-related materials.

- B. Mr. Gallagher presented a summary of strategic planning conducted by the Workforce Development Council, identifying industry and government initiatives to improve the availability and training of the state's skilled workforce. The issued report, *North Dakota Workforce Development Council Summary Report, October 24, 2018* (see Appendix D), specifies a series of policy and program initiatives covering, in part, the state's technical skills gap, the need for youth early engagement and career exploration, and support for populations with barriers to employment. Highlighted segments identify attainment-related initiatives.
- C. Mr. Gallagher presented a series of proposals, developed by state agency representatives at the Lumina Foundation State Attainment Policy Retreat in Minneapolis, MN, October 22-24, 2018, designed to further discussions among key stakeholders, leading to the development of a coherent statewide attainment plan of action. Titled *North Dakota Attainment Initiative: Proposed Position Statements, Draft 1.0* (see Appendix E), these non-binding position statements present an emerging agenda for the development of attainment policies and practices, specifying those critical issues that require study and resolution through the collaborative engagement of all stakeholders.

Mr. Gallagher presented a listing of the positions specified in C above, re-ordered according to select topics. The listing, *North Dakota Attainment Initiative: Proposed Position Statements by Topic* (see Appendix F), classifies crucial attainment position statements according to topics, including definitions and metrics, high quality credentials, data management, returning adults and pathways, statutory proposals and appropriations requests, and interagency collaboration. Mr. Gallagher led the Attainment Work Group through each topic's position statement(s). Mr. Gallagher instructed members to indicate their direction (favorable/unfavorable) and degree of agreement (based on a six-point Likert scale score). Each member was requested to designate their direction and degree of agreement, eliciting detailed observations and suggestions from members, allowing for the ready amendment of position statement language, thereby resulting in final statements that would meet the overall consensus of the Work Group members. Mr. Gallagher led discussions and amendments to the following topics.

### **Definitions and Metrics.**

***Position Statement 1.*** *The North Dakota Attainment Initiative operationally adopts the definition of attainment set forth by the Lumina Foundation, until such time that the state reviews, amends, and validates a definition that better suits the state's aims.*

*Definition, Attainment: the documented awarding of college degrees and other high-quality credentials beyond high school that reflect real and relevant learning among a state's population (source: Lumina Foundation Strategic Plan, 2017-2025, p.2).*

Work Group members agreed with the stated operational definition of attainment and the open-ended means of updating this definition, as required at a later date.

***Position Statement 2.*** *The North Dakota Attainment Initiative operationally adopts the policy statement of attainment set forth by the Lumina Foundation, until such time that*

*the state reviews, amends, and validates a policy statement that better suits the state's aims.*

*Attainment Policy: to create an equitable, universal postsecondary learning system to meet the nation's need for talent and offer all Americans the chance for a better life through increased attainment. The learner-centered, outcomes-focused system will expand postsecondary opportunity by recognizing learning wherever and however it is obtained, offering a wider range of transparent, high-quality credentials at different levels, and connecting all forms of postsecondary learning through clear, learning-based pathways (source: Lumina Foundation Strategic Plan, 2017-2025, p.2).*

Work Group members agreed with the stated operational policy statement and the open-ended means of updating this policy statement, as required at a later date.

**Position Statement 3.** *The North Dakota Attainment Initiative recognizes the North Dakota State Board of Higher Education's attainment goal, as adopted in September 2016, "to meet North Dakota's workforce needs through recruitment of students from traditional and non-traditional audiences, both in and out of state. Increasing attainment to 65 percent of North Dakota's workforce having education or training beyond high school by 2025, including postsecondary degrees, certificates and other high-quality credentials. Further, possibly raising it to 70 percent by 2030." (source: State Board of Higher Education Sets Ambitious Attainment Goal, September 28, 2016). The North Dakota Attainment Initiative will inform the State Board of Higher Education regarding any findings or recommendations that may influence the opportunity for further reflection of the State Board's current attainment goal.*

Work Group members agreed with endorsing the current state attainment goal set by the State Board of Higher Education and the open-ended opportunity to engage the State Board with any future amendments to the goal.

**Position Statement 4.** *The North Dakota Attainment Initiative will review, for the purposes of potentially amending, the state's current attainment definitions based on a set of the following or other specified criteria:*

- *Definition. How should the state define attainment?*
- *Authority. Which body should hold authority to set and administer the state's attainment goal?*
- *Rigor. What metric should the state adopt to set its attainment rate?*
- *Equity. How should the state address attainment achievement gaps for different under-represented populations?*
- *Target. What target date should the state establish for its attainment goal? Should the state establish a schedule of incremental goal increases?*
- *Scope. Does the wording of the state's attainment goal influence each affected agency's policy and practices supports?*
- *Support. Does the state's attainment goal process allow for broad statewide stakeholder support?*

Work Group members agreed with the inclusion of the criteria specified in Position Statement 4 within any future attainment goal determination, with special consideration for issues of equity. Members stated that any future attainment goal be developed with the inclusion of a broad body of stakeholders, including New Americans. Members discouraged any effort to "chase numbers"; instead, primary attention should be placed

on instituting clear definitions and meaningful goals, considering subgroup equity concerns, that move the state forward with defensible data analysis. Advancing the quality of people's lives and providing for a well-qualified workforce is the state's paramount mission.

### High Quality Credentials.

**Position Statement.** *The North Dakota Attainment Initiative will compile a comprehensive inventory of recognized high-quality attainment certifications, including*

- *North Dakota University System Non-Degree Credentials;*
- *North Dakota Career and Technical Education Industry Certifications;*
- *U.S. Department of Labor, Office of Apprenticeship, Officially Recognized Apprenticeable Occupations;*
- *AFL-CIO Careers and Apprenticeships; and*
- *North Dakota Board Licenses.*

Work Group members agreed with the primary sources of degrees and high-quality credentials specified within the position statement. Members stated that any future compilation of high-quality credentials consider a broad definition of degrees, credentials, certificates, badges, or other such categories of achievement. Appropriate deference should be accorded to the governing bodies that oversee the various credentialing efforts. The NDUS, Workforce Development Council, and Career and Technical Education are essential collaborators in this work.

### Data Management.

**Position Statement 1.** *The North Dakota Attainment Initiative will ~~generate~~ explore a statistical presentation of predictive indicators that illustrate the current standing of the state's adult population against current attainment certification categories, using graphics designed to enhance user understanding.*

Work Group members agreed with the purpose of Position Statement 1, but recommended substituting "explore" for "generate", introducing a softer, more inquisitive tone to the activity.

**Position Statement 2.** *The North Dakota Attainment Initiative will compile a repository of key datasets to develop a central attainment accountability database, accessing diverse sources, including vertical and reverse transfer records, possible Department of Transportation drivers' license records, among others.*

Work Group members agreed with the purpose of Position Statement 2. Members identified census data and unemployment insurance data as rich sources for data collection and analysis. The state has a deep repository of K-12 and higher education data to draw from, yet faces the same challenges encountered by other states in compiling reliable data for many older adults.

### Returning Adults and Pathways.

**Position Statement 1.** *The North Dakota Attainment Initiative will identify key barriers for the successful return of adults to achieve their desired attainment goal.*

**Position Statement 2.** *The North Dakota Attainment Initiative will study and develop constructive remedies to those barriers that keep returning adults from achieving their desired attainment goal.*

**Position Statement 3.** *The North Dakota Attainment Initiative will build on Workforce Development Council's industry needs inventories to aid returning adults better align their career aspirational goals to current job training and opening opportunities.*

**Position Statement 4.** *The North Dakota Attainment Initiative will propose efforts to seek the collaboration of business and industry in funding attainment goals, scholarships, and other related activities.*

Work Group members agreed with the objectives for each of the four position statements. Members supported the various strategies to address pathway barriers proposed by the NDUS and WDC's strategic plans. Members deferred extensive comments on marketing strategies until later in the agenda, to be facilitated by Margie Zalk Enerson.

### **Statutory Proposals and Appropriation Requests.**

**Position Statement 1.** *The North Dakota Attainment Initiative will identify and propose any required changes in state law to foster a coherent state attainment strategy.*

**Position Statement 2.** *The North Dakota Attainment Initiative will identify and propose appropriation requests sufficient to achieve the strategic advancement of the state's attainment strategy.*

Work Group members agreed with the need for stakeholders to anticipate future statutory or appropriations initiatives as work unfolds; however, members stated that any perceived need may exist in legislative sessions beyond 2019. Members stated that any attainment policies that might need to be considered should be carried by individual legislators instead of state agencies. Members expressed a willingness to consider the use of interagency agreements as a means of advancing attainment issues rather than first seeking changes in state statute.

### **Interagency Collaboration.**

**Position Statement 1.** *The North Dakota University System acts as principal administrator and convener of the state's Attainment Initiative.*

**Position Statement 2.** *The North Dakota Workforce Development Council, Administrative Committee, contributes to the Attainment Initiative as a planning partner and workforce technical assistance provider.*

**Position Statement 3.** *The North Dakota University System and the North Dakota Workforce Development Council, Administrative Committee, will exchange letters of cooperation to clarify this collaborative relationship.*

Work Group members agreed with the collaboration model set forth in Position Statements 1 and 2. Members supported the exchange of cooperation letters between the NDUS and the Workforce Development Council as an overt expression of commitment

to the cooperative effort and good will for a longer-term partnership. Members expressed an interest in exploring the expansion of the annual Joint Boards Meeting, currently defined in state law and conducted by the State Board of Higher Education, the Career and Technical Education Board, the Education Standards and Practices Board, and the Department of Public Instruction, to include the Workforce Development Council via respectful invitation. Members discussed whether the Governor's Office or another state entity(ies) might best serve as a champion for the Attainment Initiative; members deferred this discussion to a later time.

### **Collective Expression of Agreement and Support.**

Following the review and amendment of all position statements, Mr. Gallagher conducted a summative vote to record a collective expression of agreement and support for the attainment position statements, representing the substantive direction of future attainment activities. Members, when provided an opportunity to record their sentiments on a six-point Likert scale, uniformly voted their agreement and support for the position statements at the highest point level, indicating the attainment of group consensus.

**Overview of NDUS Attainment Initiative Marketing Design.** Margie Zalk Enerson, Engage To Inspire Marketing presented an overview of a proposed statewide marketing campaign plan of action, designed to advance the policy and practices goals set forth within the attainment position statement (see Appendix G). Ms. Zalk Enerson presented the framework of an attainment deployment and promotion plan, covering institutional organization and support, database support, maximizing audience response, outreach strategies, and engagement and retention efforts. Ms. Zalk Enerson presented illustrations of the campaign's framework, identifying the network of stakeholders and contractors, the interactive web user experience, and an integrated marketing flowchart. The final marketing plan will be presented to the NDUS in December.

**Assessing Collaboration Toward a Common Goal.** Mr. Gallagher provided an overview of the meeting's results and presented a series of next steps required to meet certain accountability benchmarks for the State Board of Higher Education and the Lumina Foundation.

1. *Summary of Work Group Meeting.* The Consensus Council will prepare summary minutes recording the proceedings of the Attainment Strategy Work Group Meeting, conducted on November 14, 2018, for public accountability and reporting.
2. *Workforce Development Council, Administrative Committee, Meeting.* The NDUS will meet with the Administrative Committee of the Workforce Development Council on November 15, 2018, to resume discussions designed to establish a cooperative effort to achieve mutual attainment benefits. If any exchange of letters of cooperation is agreed to by the NDUS and the Workforce Development Council, these letters will be drafted and exchanged at an appropriate time. It will be recommended that the NDUS and Workforce Development Council's Administrative Committee meet quarterly, at least through 2019, mindful of legislative session interruptions, with background technical activities, such as data compilation and analysis, occurring throughout the year, based on defined objectives.
3. *State Board of Higher Education Presentation.* Mr. Wisecup will present a summary report to the State Board of Higher Education on December 6, 2018, regarding progress made in

achieving the objectives of the NDUS's Lumina Foundation Attainment Challenge Grant. The Consensus Council will prepare the summary presentation.

4. *NDUS Summative Report on the Attainment Challenge Grant.* Prior to the close of December 2018, the Consensus Council will draft the summative report on the NDUS Attainment Challenge Grant, documenting the activities, findings, and plans of action of the attainment initiative, composed with the aid of Engage To Inspire Marketing. This report will be submitted to the State Board of Higher Education and will be used as a foundation document for the NDUS final report to the Lumina Foundation.
5. *NDUS Final Report to the Lumina Foundation.* Prior to the close of January 2019, the Consensus Council will draft the final report on the activities of the Lumina Foundation State Education Attainment Challenge Grant. This report will cover the state's progress on objectives, strategies/activities, timelines, and finances. This final report will close out all Lumina Foundation activities and obligations.

Mr. Wisecup provided a summary of the meeting's outcomes. Mr. Wisecup expressed his belief that the state was proceeding forward, in the right direction, with an emerging plan that stood on the solid ground of stakeholder collaboration. Mr. Wisecup expressed his gratitude to all Work Group members for their commitment and engagement in the process.

**Adjournment:** Having completed the meeting's agenda, Mr. Wisecup declared the meeting adjourned.

Respectfully submitted,  
Rose Stoller and Greg Gallagher  
Consensus Council, Inc.

## North Dakota Attainment Initiative

### Proposed Position Statements Draft 1.0

During the 2018 Lumina Foundation State Attainment Policy Retreat in Minneapolis, MN, October 22-24, 2018, members of the North Dakota team drafted broad position statements to guide further discussions among key stakeholders, leading to the development of a coherent statewide attainment plan of action. These non-binding position statements present an emerging agenda, specifying those critical issues that require study and resolution through the collaborative engagement of all stakeholders.

These position statements provide a means for the state to move forward in developing a framework and strategy to meet state-defined attainment goals, in a manner consistent with the findings and recommendations set forth within the *North Dakota Attainment Challenge Grant Summit Summary Report*, issued from the NDUS Attainment Challenge Grant Summit in January 2018. This effort will advance three core public policy aims:

- (a) identify high-quality certificates and determine their alignment with the state's workforce needs and attainment aspirations;
- (b) to attract and retain adult learners, encouraging and enabling them to reach their educational goals; and
- (c) through traditional communication, enhanced with social media outreach, educate the general public about the value of a greater focus on attainment to the state and its citizens.

These position statements support a broad operational definition of *attainment* as *the documented awarding of college degrees and other high-quality credentials beyond high school that reflect real and relevant learning among a state's population* (Lumina Foundation Strategic Plan, 2017-2025, p. 2). The North Dakota team foresees the benefit in revisiting, amending, and validating this definition to best suit the state's aims.

These position statements support a broad operational attainment policy: *to create an equitable, universal postsecondary learning system to meet the nation's need for talent and offer all Americans the chance for a better life through increased attainment. The learner-centered, outcomes-focused system will expand postsecondary opportunity by recognizing learning wherever and however it is obtained, offering a wide range of transparent, high-quality credentials at different levels, and connecting all forms of postsecondary learning through clear, learning-based pathways* (Lumina Foundation Strategic Plan, 2017-2025, p. 2). The North Dakota team foresees the benefit in revisiting, amending, and validating this summative policy statement to best suit the state's aims.

### Proposed Position Statements

1. The North Dakota University System acts as principal administrator and convener of the state's Attainment Initiative.
2. The North Dakota Workforce Development Council, Administrative Committee, contributes to the Attainment Initiative as a planning partner and workforce technical assistance provider.
3. The North Dakota University System and the North Dakota Workforce Development Council, Administrative Committee, will exchange letters of cooperation to clarify this collaborative relationship.



4. The North Dakota Attainment Initiative operationally adopts the definition of *attainment* set forth by the Lumina Foundation, until such time that the state reviews, amends, and validates a definition that better suits the state's aims.
5. The North Dakota Attainment Initiative operationally adopts the policy statement of attainment set forth by the Lumina Foundation, until such time that the state reviews, amends, and validates a policy statement that better suits the state's aims.
6. The North Dakota Attainment Initiative recognizes the North Dakota State Board of Higher Education's attainment goal, as adopted in September 2016, *to meet North Dakota's workforce needs through recruitment of students from traditional and non-traditional audiences, both in and out of state. Increasing attainment to 65 percent of North Dakota's workforce having education or training beyond high school by 2025, including postsecondary degrees, certificates and other high-quality credentials. Further, possibly raising it to 70 percent by 2030. (State Board of Higher Education Sets Ambitious Attainment Goal, September 28, 2016).* The North Dakota Attainment Initiative will inform the State Board of Higher Education regarding any findings or recommendations that may influence the opportunity for further reflection of the State Board's current attainment goal.
7. The North Dakota Attainment Initiative will compile a comprehensive inventory of recognized high-quality attainment certifications, including
  - North Dakota University System Non-Degree Credentials;
  - North Dakota Career and Technical Education Industry Certifications;
  - U.S. Department of Labor, Office of Apprenticeship, Officially Recognized Apprenticeship Occupations;
  - AFL-CIO Careers and Apprenticeships; and
  - North Dakota Board Licenses.
8. The North Dakota Attainment Initiative will review, for the purposes of potentially amending, the state's current attainment definitions based on a set of the following or other specified criteria:
  - Definition. How should the state define *attainment*?
  - Authority. Which body should hold authority to set and administer the state's attainment goal?
  - Rigor. What metric should the state adopt to set its attainment rate?
  - Equity. How should the state address attainment achievement gaps for different under-represented populations?
  - Target. What target date should the state establish for its attainment goal? Should the state establish a schedule of incremental goal increases?
  - Scope. Does the wording of the state's attainment goal influence each affected agency's policy and practices supports?
  - Support. Does the state's attainment goal process allow for broad statewide stakeholder support?
9. The North Dakota Attainment Initiative will identify key barriers for the successful return of adults to achieve their desired attainment goal.
10. The North Dakota Attainment Initiative will study and develop constructive remedies to those barriers that keep returning adults from achieving their desired attainment goal.
11. The North Dakota Attainment Initiative will identify and propose any required changes in state law to foster a coherent state attainment strategy.
12. The North Dakota Attainment Initiative will identify and propose appropriation requests sufficient to achieve the strategic advancement of the state's attainment strategy.

13. The North Dakota Attainment Initiative will generate a statistical presentation of predictive indicators that illustrate the current standing of the state's adult population against current attainment certification categories, using graphics designed to enhance user understanding.
14. The North Dakota Attainment Initiative will compile a repository of key datasets to develop a central attainment accountability database, accessing diverse sources, including vertical and reverse transfer records, possible Department of Transportation drivers' license records, among others.
15. The North Dakota Attainment Initiative will build on Workforce Development Council's industry needs inventories to aid returning adults better align their career aspirational goals to current job training and opening opportunities.
16. The North Dakota Attainment Initiative will propose efforts to seek the collaboration of business and industry in funding attainment goals, scholarships, and other related activities.

## North Dakota Attainment Initiative

### Proposed Position Statements by Topic

#### Definitions and Metrics

1. The North Dakota Attainment Initiative operationally adopts the definition of *attainment* set forth by the Lumina Foundation, until such time that the state reviews, amends, and validates a definition that better suits the state's aims.
2. The North Dakota Attainment Initiative operationally adopts the policy statement of attainment set forth by the Lumina Foundation, until such time that the state reviews, amends, and validates a policy statement that better suits the state's aims.
3. The North Dakota Attainment Initiative recognizes the North Dakota State Board of Higher Education's attainment goal, as adopted in September 2016, *to meet North Dakota's workforce needs through recruitment of students from traditional and non-traditional audiences, both in and out of state. Increasing attainment to 65 percent of North Dakota's workforce having education or training beyond high school by 2025, including postsecondary degrees, certificates and other high-quality credentials. Further, possibly raising it to 70 percent by 2030. (State Board of Higher Education Sets Ambitious Attainment Goal, September 28, 2016)*. The North Dakota Attainment Initiative will inform the State Board of Higher Education regarding any findings or recommendations that may influence the opportunity for further reflection of the State Board's current attainment goal.
4. The North Dakota Attainment Initiative will review, for the purposes of potentially amending, the state's current attainment definitions based on a set of the following or other specified criteria:
  - Definition. How should the state define *attainment*?
  - Authority. Which body should hold authority to set and administer the state's attainment goal?
  - Rigor. What metric should the state adopt to set its attainment rate?
  - Equity. How should the state address attainment achievement gaps for different under-represented populations?
  - Target. What target date should the state establish for its attainment goal? Should the state establish a schedule of incremental goal increases?
  - Scope. Does the wording of the state's attainment goal influence each affected agency's policy and practices supports?
  - Support. Does the state's attainment goal process allow for broad statewide stakeholder support?

#### High Quality Credentials

1. The North Dakota Attainment Initiative will compile a comprehensive inventory of recognized high-quality attainment certifications, including
  - North Dakota University System Non-Degree Credentials;
  - North Dakota Career and Technical Education Industry Certifications;
  - U.S. Department of Labor, Office of Apprenticeship, Officially Recognized Apprenticesable Occupations;
  - AFL-CIO Careers and Apprenticeships; and
  - North Dakota Board Licenses.

## **Data Management**

1. The North Dakota Attainment Initiative will generate a statistical presentation of predictive indicators that illustrate the current standing of the state's adult population against current attainment certification categories, using graphics designed to enhance user understanding.
2. The North Dakota Attainment Initiative will compile a repository of key datasets to develop a central attainment accountability database, accessing diverse sources, including vertical and reverse transfer records, possible Department of Transportation drivers' license records, among others.

## **Returning Adults and Pathways**

1. The North Dakota Attainment Initiative will identify key barriers for the successful return of adults to achieve their desired attainment goal.
- 2.. The North Dakota Attainment Initiative will study and develop constructive remedies to those barriers that keep returning adults from achieving their desired attainment goal.
3. The North Dakota Attainment Initiative will build on Workforce Development Council's industry needs inventories to aid returning adults better align their career aspirational goals to current job training and opening opportunities.
4. The North Dakota Attainment Initiative will propose efforts to seek the collaboration of business and industry in funding attainment goals, scholarships, and other related activities.

## **Statutory Proposals and Appropriations Requests**

1. The North Dakota Attainment Initiative will identify and propose any required changes in state law to foster a coherent state attainment strategy.
2. The North Dakota Attainment Initiative will identify and propose appropriation requests sufficient to achieve the strategic advancement of the state's attainment strategy.

## **Interagency Collaboration**

1. The North Dakota University System acts as principal administrator and convener of the state's Attainment Initiative.
2. The North Dakota Workforce Development Council, Administrative Committee, contributes to the Attainment Initiative as a planning partner and workforce technical assistance provider.
3. The North Dakota University System and the North Dakota Workforce Development Council, Administrative Committee, will exchange letters of cooperation to clarify this collaborative relationship.

# **NORTH DAKOTA ATTAINMENT CHALLENGE GRANT SUMMIT SUMMARY REPORT**

**North Dakota University System**

**January 11, 2018**

**Prepared By**

**The Consensus Council, Inc., Bismarck, ND**

**North Dakota Attainment Challenge Grant Summit  
Convened by  
North Dakota University System**

**Summary Report**

**Prepared by  
The Consensus Council, Inc.  
Bismarck, ND**

**January 11, 2018**

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**North Dakota Attainment Challenge Grant Summit  
Summary Report  
January 11, 2018**

**EXECUTIVE SUMMARY**

On Thursday, January 11, 2018, the North Dakota University System (NDUS) convened its first statewide summit to begin planning activities related to the North Dakota Attainment Challenge Grant, a statewide effort to extend state supports to students, institutions, and the wider community to increase higher education graduation rates and to expand the awarding of high quality credentials and certificates. The Attainment Challenge Grant seeks to address the expressed need of businesses and industry to find and support a highly qualified workforce.

The Summit convened approximately 45 education, government, business, and community leaders to address three core elements of a possible state attainment initiative: marketing and communications, returning adults, and expanding credentials. Participants responded to three expert presentations, guided by a consensus-driven group process, and generated comments and recommendations, later compiled into this Summary Report. At the request of the NDUS, the Consensus Council, the Summit's facilitation agent, compiled the priority recommendations from among the Summit's three breakout consultation groups. The Consensus Council identified four over-arching themes that emerged from these compiled recommendations:

- (1) *Outreach and marketing to target audiences.* The state must identify and address barriers to adults succeeding in post-secondary education, the unique needs of non-traditional learners and subgroup populations, including economically disadvantaged individuals, and improving prior learning assessments. The state must increase the connections among K-12 and higher education to provide for complementary efforts to enhance attainment successes.
- (2) *Legislative assembly champion-building and funding.* The state legislature must become a primary champion of any state attainment initiative, articulate appropriate policies, and secure sufficient funding, including accessing the state's Legacy Fund, to ensure systemic success.
- (3) *Employer engagement.* The state must coordinate workforce planning and implementation efforts among state higher education institutions, businesses, and financial institutions, providing technical supports and financial incentives to small and large businesses and expanding workforce educational opportunities for all workers.
- (4) *Recognizing valued, high-quality certifications.* The state should identify valued, high-quality credentials and certificates, along with traditional credit-bearing college degrees, for inclusion within a comprehensive workforce readiness initiative, including clearly defined performance indicators of success and carefully managing public accountability reporting.

This Summary Report presents the process, comments, and recommendations generated by participants during the North Dakota Attainment Challenge Grant Summit.



# **North Dakota Attainment Challenge Grant Summit Summary Report January 11, 2018**

## **Introduction**

On Thursday, January 11, 2018, the North Dakota University System convened its first statewide summit to begin statewide planning activities related to the North Dakota Attainment Challenge Grant. Supported by a planning grant awarded by the Lumina Foundation, the North Dakota Attainment Challenge Grant focuses efforts on extending state supports to students, institutions, and the wider community to increase higher education graduation rates and to expand the awarding of high quality credentials and certificates to individuals, thereby addressing the expressed need of businesses and industry to find and support a highly qualified workforce.

The North Dakota University System identified and invited (Appendix A) prospective statewide stakeholders (Appendix B) to assess overall support for the advancement of any attainment initiative, as a first step in a longer-term planning effort required to accomplish such an endeavor. With technical assistance provided by the Lumina Foundation, the North Dakota University System reached out to national and state organizations with experience studying, designing, and administering high quality attainment initiatives in various settings nationwide. VoxGlobal Communications, the Workforce Data Quality Campaign, and the Indiana Commission for Higher Education provided their expertise in designing a program and planning framework to support the North Dakota University System's efforts to move this work forward. From these initial planning discussions, an agenda was developed (Appendix C), built around an interchange of expert presentations and engaging group discussions. To accomplish this aim, the North Dakota University System engaged the Consensus Council to structure and facilitate the Summit's group activities, including the recording and compilation of participants' contributions.

This North Dakota Attainment Challenge Grant Summit Summary Report, prepared by the Consensus Council, presents the resulting findings of the Attainment Summit, including the agenda, opening comments, summaries of the three expert presentations, and the collective participant comments from the discussion groups. These findings represent the first step in a longer process of discerning the appropriate direction, designing the essential initiatives, building the collaborative partnerships, and securing the critical resources required to establish a unique North Dakota attainment strategy.

## **Summit Welcome and Opening Remarks**

Dr. Kevin Melicher, North Dakota State Board of Higher Education (NDSBHE)  
Dr. Mark Hagerott, Chancellor, North Dakota University System (NDUS)  
Phil Wisecup, Interim Vice Chancellor of Strategy and Strategic Engagement, NDUS  
Susan Heegaard, HCM Strategies and Lumina Foundation State Advisor

Participants were welcomed to the event by Dr. Kevin Melicher, NDSBHE; Dr. Mark Hagerott, Chancellor, NDUS; Phil Wisecup, Interim Vice Chancellor of Strategy and Strategic Engagement, NDUS; and Susan Heegaard, HCM Strategies and Lumina Foundation State Advisor.

Dr. Melicher thanked participants for attending and noted the importance of partners in the effort to increase attainment in North Dakota from 60% to 65% by 2025, including employers and businesses, K – 12, Career and Technical Education (CTE), community colleges, tribal colleges and universities. He stated that the NDSBHE adopted the 65% goal in September 2016 as part of the overall Strategic Plan. This Summit is the next step in engaging adult learners in the task of meeting the state's workforce needs into the future, through higher education and meaningful certificate programs.

Chancellor Hagerott thanked the Lumina Foundation for the fiscal support of the Summit, noting that the Foundation has been out ahead of this issue for some time, helping numerous states to achieve ambitious attainment goals.

Ms. Heegaard spoke of her personal connection to North Dakota, and her prior work for the Bush Foundation and the Minnesota Higher Education Commission. She stated that the sole focus of the Lumina Foundation's work and resources is attainment. Ultimately, successful achievement of attainment goals will assure a steady, strong workforce through both prosperous and lean times.

Mr. Wisecup shared the goals for the meeting and walked through the specifics of the agenda with the participants. He thanked the Consensus Council for the facilitation and documentation assistance with the planned breakout group discussions.

## **Session I: Marketing and Communications**

### **Marketing and Communications: How to Engage North Dakotans and Market the Case for Improved Attainment**, Jonathan Coffin and Michael Marker, VoxGlobal Communications

Jonathan Coffin and Michael Marker, VoxGlobal Communication, presented how North Dakota might design and market a coherent communications campaign to advance the state's attainment goals. The presentation considered (a) various national attainment efforts to define and communicate attainment goals to the public, (b) core message framework components, (c) special considerations for audiences and messengers, and (d) the development of a message tool kit. A summary of this presentation is accessible at the following [link](#).

Following the completion of the large group presentation, Greg Gallagher, Consensus Council consultant, provided instructions to participants regarding the process to be used to compile comments and recommendations from the participants, for use by the NDUS, to enhance the state's attainment initiatives development. Participants were divided into three pre-assigned breakout groups (Appendix D) each with an appointed facilitator from the Consensus Council assuming responsibility for leading each group, recording participant comments, and compiling a final summary of comments and recommendations for the NDUS. The three group facilitators included Rose Stoller, Executive Director; Scott Fry, Senior Program Director; and Greg Gallagher, Contract Consultant. Participants reviewed the consensus building process ground rules (Appendix E) that applied to all group discussions and proceeded to conduct their small group discussions.

Session I group activity recorded participants' observations and recommendations, based on the Session I assembly presentation content, on four general prompted Activities.

1. Each group conducts a hybrid SWOT Analysis, specifically capturing the following:
  - 1.1. Identify the state's STRENGTHS in supporting any attainment initiatives.
  - 1.2. Identify any TRENDS and CHALLENGES that may impact any attainment initiatives.
  - 1.3. Identify any OPPORTUNITIES that may advance any attainment initiatives.
2. Each group identifies prospective AUDIENCES and MESSENGERS critical to the implementation of any attainment initiatives, including influencers (e.g., policymakers) and consumers (e.g., returning older than average students).
3. PRIORITIES. Each group votes to identify top priority issues from Activity 1 (SWOT Analysis) and Activity 2 (Audience and Messengers) above.
4. SALES PITCH. Each group develops a short statement that presents and sells the need for a state attainment initiative.

Session I transcribed composite comments, compiled from among all three groups, are presented in Appendix F.

## Session II: Returning Adults

**Returning Adults: Indiana's "You Can. Go Back." Initiative**, Zach Smith, Legislative and Program Manager, Indiana Commission for Higher Education

Zach Smith, Legislative and Program Manager, Indiana Commission for Higher Education, presented the organizational framework and history of the "You Can. Go Back." attainment initiative, administered by the Indiana Commission for Higher Education. Mr. Smith provided background information for how North Dakota might design and administer its own unique attainment initiative, based on the state's collective assets. The presentation reviewed (a) Indiana's Adult Engagement Campaigns; (b) establishing a foundation of action, based on a clear understanding of needs; (c) directing outreach and marketing solutions; (d) considering adult student grant options; and (e) actively engaging partners. A summary of this presentation is accessible at the following [link](#).

Following the large group presentation, the three breakout groups reconvened to conduct four separate activities. Session II group activity recorded participants' observations and recommendations, based on the Session II assembly presentation content, on four general prompted Activities.

1. RESOURCES and INCENTIVES. How might the state use existing resources/opportunities or new incentives to engage adults in furthering their education?
2. STUDENT and EMPLOYER OUTREACH. How might the state reach out to former students or current employers and promote resources, flexibility, and support to help them attain their goals?

3. **COMMUNITY PARTNERSHIPS and CHAMPIONS.** What is needed to promote community buy-in and ownership through local partnerships? Who would be best to champion this effort statewide?
4. **PRIORITIES.** Each group votes to identify top priority issues from Activity 1 (Resources and Incentives) and Activity 2 (Student and Employer Outreach) above.

Session II transcribed composite comments, compiled from among all three groups, are presented in Appendix G.

### **Session III: Expanding Credentials**

#### **Expanding Credentials to Include High Quality Certificates, Jenna Leventoff and Bryan Wilson, Workforce Data Quality Campaign**

Jenna Leventoff and Bryan Wilson, Workforce Data Quality Campaign, presented the rationale for recognizing and expanding credentials, including high quality certificates, beyond traditional degree programs for inclusion in any statewide attainment initiative. Ms. Leventoff and Mr. Wilson presented tangible steps required to establish and administer a high-quality certification system that allows for transparent accountability, based on the collection and reporting of reliable outcomes data. The presentation reviewed (a) making the case for high-quality credentials; (b) identifying the basic types of credentials; (c) defining meaningful performance indicators based on good data; and (d) defining valued credentials. A summary of this presentation is accessible at the following [link](#).

Following the completion of the large group presentation, Consensus Council staff facilitated a discussion among the assembled participants to assess participants' comfort and agreement with the technical contents of the presentation, specifically focusing on three matters:

1. **INCLUSION OF NON-DEGREE CREDENTIALS.** Confirm the importance of including high quality, non-degree credentials in any state attainment initiative.
2. **PROCESS STEPS.** Confirm that the process steps for establishing a reliable accountability system, including data management and reporting, proposed in the presentation fit the state's expectations.
3. **STAKEHOLDERS.** Confirm that the various partnerships and message champions identified in earlier discussions appropriately apply to the issue of expanding credentials.

Participants provided the following observations:

- Participants expressed general agreement that any state attainment initiative should include high quality, non-degree credentials or certification in its overall design.
- Participants expressed general agreement that the state should design a data management and accountability reporting system that integrates traditional credit-bearing college credits with high quality, non-degree credentials or certification,

respecting the uniqueness of each component yet ensuring a comprehensive presentation of unified performance indicators and overall achievement.

- Participants expressed general comfort and agreement with the design and administrative steps proposed by the Workforce Data Quality Campaign in establishing a state framework for an attainment initiative. Participants supported the state adapting administrative protocols to achieve an appropriate state model of attainment programming.
- Participants expressed the need to clearly define the meaning of attainment itself, the scope of attainment goals, the design of program components, the breadth of statewide stakeholder engagement, the design of reliable performance indicators, and careful management of data collection and reporting.
- Participants expressed gratitude to the NDUS for convening the assembled statewide gathering of stakeholders and encouraged the NDUS to access a broader diversity of interest groups as additional attainment system design efforts move forward. Participants supported the inclusion of the various stakeholder groups recommended in the day's breakout sessions.

## **Closing Comments**

Consensus Council staff presented high-level priority summaries from each of the three breakout groups. These priority summary activities and their vote tallies are presented in Appendices F and G, under Priorities.

Chancellor Hagerott thanked the participants for their engagement and contributions throughout the day's proceedings. He stated that any future attainment initiative activity would require a notable collaboration of multiple agencies and groups, including an expanded effort to increase the diversity of subgroup interests. He stated that the NDUS would review the Summit's final summary report and determine next steps based on the participant's recommendations and the goals set forth in the state's attainment grant, supported by the Lumina Foundation.

Phil Wisecup thanked the Summit participants, the expert presenters, the Consensus Council, and the Lumina Foundation for their collective contributions supporting the development of a state attainment initiative. Mr. Wisecup adjourned the Summit proceedings.

## **Compiled Recommendations**

Following the completion of the Summit, the Consensus Council, at the request of the NDUS, compiled priority composite recommendations from among the Summit's three breakout consultation groups. The Consensus Council grouped complementary comments, reviewed summative group votes, and composed four over-arching themes that emerged from these compiled recommendations:

- (1) *Outreach and marketing to target audiences.* The state must identify and address barriers to adults succeeding in post-secondary education, the unique needs of non-traditional learners and subgroup populations, including economically disadvantaged individuals, and improving prior learning assessments. The state must increase the

connections among K-12 and higher education to provide for complementary efforts to enhance attainment successes.

- (2) *Legislative assembly champion-building and funding.* The state legislature must become a primary champion of any state attainment initiative, articulate appropriate policies, and secure sufficient funding, including accessing the state's Legacy Fund, to ensure systemic success.
- (3) *Employer engagement.* The state must coordinate workforce planning and implementation efforts among state higher education institutions, businesses, and financial institutions, providing technical supports and financial incentives to small and large businesses and expanding workforce educational opportunities for all workers.
- (4) *Recognizing valued, high-quality certifications.* The state should identify valued, high-quality credentials and certificates, along with traditional credit-bearing college degrees, for inclusion within a comprehensive workforce readiness initiative, including clearly defined performance indicators of success and carefully managing public accountability reporting.

The Consensus Council submitted these recommendations to the NDUS, providing a basis for designing the next phases of planning and executing a successful state Attainment Initiative.

## Appendix A: Letter of Invitation to Participants

Chancellor Mark Hagerott would like to invite you to attend our first LUMINA attainment challenge grant event which is scheduled to occur Thursday, January 11, 2018 here in Bismarck, North Dakota. As you know, Lumina launched its Attainment Challenge Grant program last fall and committed to support states with up to \$100,000 for developing and implementing evidence-based policies to improve student success, close equity gaps, help underserved minorities and assist their states to reach a robust postsecondary attainment goal. The development of high-quality action plans made North Dakota eligible for challenge grant funding along with Alaska, Arizona, Florida, Iowa, Maine, New Jersey, New Mexico, Ohio, Oklahoma, South Dakota, Wisconsin and Vermont.

This is our first opportunity to discuss this with you, the stakeholders, to help the University System determine how to reach the State Board of Higher Education's stated goal of 65% postsecondary attainment for the state of North Dakota, by 2025. We have speakers from the State of Indiana – from the Commission of Higher Education and from a leading Marketing and Communication Firm VOXGLOBAL in Indianapolis, who will talk with us about their campaign (YOU CAN. COME BACK) which is already well underway with a goal of achieving 60% postsecondary attainment. We also have speakers coming from the Workforce Quality Data Campaign to address the issue of expanding credentials to include high quality certificates. Following each of the speakers we will have brief working group discussions to figure out how the speakers' messages can apply to us here in North Dakota. This is an opportunity to talk about these important issues and help shape the message to the citizens of North Dakota.

We have reserved a block of hotel rooms nearby under ND Attainment Grant Challenge Summit at the Hampton Inn, 2020 Schaefer St. Bismarck ND 58501 701-751-5656 for January 10, 2018. There are 20 rooms set aside at \$83.70 a night (plus tax) with the deadline for reservations January 2, 2018.

Come join us at Bismarck State College Thursday, January 11, 2018 at 8:30 a.m. To RSVP, please complete the [invitation link here](#).

We hope to see you soon!

Sent on behalf of  
Phil Wisecup  
Interim Vice Chancellor of Strategy and  
Strategic Engagement  
**NORTH DAKOTA**  
**University System**

## Appendix B: Attainment Challenge Grant Summit Invitees List

Lisa	Azure	United Tribes Technical College	Vice President of Academic Affairs
Kirsten	Baesler	North Department of Public Instruction	State Superintendent
Dean	Bresciani	North Dakota State University	President
Larry	Brooks	Dakota College at Bottineau	Associate Dean for Academic Affairs
Doug	Darling	Lake Region State College	President
Lorraine	Davis	Native American Development Center	Founder/Executive Director
Tammy	Dolan	North Dakota University System	Vice Chancellor for Administrative Affairs
Kaleb	Dschaak	North Dakota Student Association	President
Barry	Dutton	U.S. Department of Labor	State Director, Apprenticeship
Christopher	Erickson	North Dakota University System	
Scott	Fry	Consensus Council	Senior Program Director
Greg	Gallagher	Consensus Council	Consultant
Shirley	Glass	Bank of North Dakota	Education Market Manager
Susan	Gunsch	Job Service ND	Director
Mark	Hagerott	North Dakota University System	Chancellor
Kevin	Iverson	ND Dept. of Commerce	Census Office Manager
Ryan	Jockers	North Dakota University System	Strategic Analytics Coordinator
Maren Allison	Johnson	Mayville State University	Director for Institutional Effectiveness
Kathy	Johnson	MHA Nation	Education Outreach and Development
Josh	Kramer	North Dakota Association of RECs	General Manager
Wayne	Kutzer	ND Department of CTE	Director
Dan	Leingang	Bismarck State College	Vice President for Academic Affairs
Cynthia	Lindquist	Cankdeska Cikana Community College	President
Billie Jo	Lorius	ND University System	Communications Director
Sheridan	McNeil	United Tribes Technical College	Career & Technical Education Director
Kevin	Melicher	State Board of Higher Education	
Terry	Meyer	North Dakota University System	Chancellor's Executive Assistant
John	Miller	Williston State College	President
Thomas	Mitzel	Dickinson State University	President
Alan	Peterson	ND Center for Distance Education	State Director
Mike	Seminary	Bismarck	Mayor
Steve	Shirley	Minot State University	President
Wayde	Sick	ND Dept. of Commerce	Director of Workforce
Larry	Skogen	Bismarck State College	President
Zac	Smith	NDAREC	General Counsel
Pete	Smithhisler	Valley City State University	VP SA
Karel	Sovak	University of Mary	Associate Professor
Keith	Stenehjem	Mayville State University	VP AA
Rose	Stoller	Consensus Council	Executive Director
Debbie	Storrs	University of North Dakota	Senior Vice Provost



Tamara	Uselman	Bismarck Public Schools	Superintendent
Laurel	Vermillion	Sitting Bull College	President
Jennifer	Weber	North Dakota University System	Director of Institutional Research
James	Wisecup	North Dakota University System	Interim VC for Strategy
	Zalk		
Margie	Enerson	Engage To Inspire Marketing	Marketing Consultant

## **Appendix C: Summit Agenda**

### **North Dakota Attainment Challenge Grant Summit Thursday January 11, 2018 Bismarck State College Bavendick Stateroom**

#### **Agenda**

- 8:30 Welcome and Introductions:  
Dr. Kevin Melicher, Member, State Board of Higher Education  
Mark Hagerott, Chancellor, North Dakota State University System
- 8:45 North Dakota's Attainment Challenge Grant, Background and Objectives for the day  
Phil Wisecup, Interim Vice Chancellor, North Dakota State University System
- 8:55 Lumina Foundation Strategy Labs and North Dakota's Attainment Goal  
Susan Heegaard, HCM Strategists and Lumina State Advisor
- Three Strategies to Move Attainment Forward in North Dakota**
- 9:05 Marketing and Communications - How to Engage North Dakotans and Market the Case for Improved Attainment  
Michael Marker and Jonathan Coffin, VoxGlobal Communications
- 9:50 Breakout Sessions, Marketing and Communications Proposals: Groups 1-3  
North Dakota Consensus Council, facilitation
- 10:35 Break
- 10:45 Returning Adults - Indiana's "You Can. Go Back" Initiative,  
Zach Smith, Legislative and Program Manager, Indiana Commission for Higher Education
- 11:30 Breakout Sessions, Returning Adults Proposals: Groups 1-3  
North Dakota Consensus Council, facilitation
- 12:15 Lunch (30 min)
- 12:45 Expanding Credentials to Include High Quality Certificates  
Bryan Wilson and Jenna Leventoff, Workforce Data Quality Campaign
- 1:30 Breakout Sessions, Expanding Credentials Proposals: Groups 1-3  
North Dakota Consensus Council, facilitation
- 2:15 Break
- 2:25 Report-Out from the Three Breakout Sessions  
North Dakota Consensus Council  
Moving attainment forward in North Dakota: Top 3 ideas from each group
- 3:00 Final Comments and Next Steps  
Dr. Kevin Melicher and Phil Wisecup
- 3:30 Adjournment

## **Appendix D: Discussion Group Assignments**

### **Group 1**

Rose Stoller, Facilitator, Consensus Council  
Lisa Azure, Vice President of Academic Affairs, United Tribes Technical College  
Kirsten Baesler, State Superintendent, North Dakota Department of Public Instruction  
Tammy Dolan, Vice Chancellor for Administrative Affairs/Chief Financial Officer,  
North Dakota University System  
Kaleb Dschaak, President, North Dakota Student Association  
Susan Gunsch, Director, Job Service North Dakota  
Mark Hagerott, Chancellor, North Dakota University System  
Kevin Iverson, Census Office Manager, North Dakota Department of Commerce  
Maren Allison Johnson, Executive Director for Institutional Effectiveness,  
Mayville State University  
Dan Leingang, Vice President of Academic Affairs, Bismarck State College  
Billie Jo Lorius, Communications Director, North Dakota University System  
Steve Shirley, President, Minot State University  
Wayde Sick, Director of Workforce, North Dakota Department of Commerce  
Zac Smith, General Counsel,  
North Dakota Association of Rural Electric Cooperatives  
Keith Stenehjem, Vice President of Academic Affairs, Mayville State University

### **Group 2**

Scott Fry, Facilitator, Consensus Council  
Dean Bresciani, President, North Dakota State University  
Shirley Glass, Education Market Manager, Bank of North Dakota  
Kathy Johnson, Education Outreach and Development, MHA Nation  
Josh Kramer, General Manager,  
North Dakota Association of Rural Electric Cooperatives  
Wayne Kutzer, Director, North Dakota Department of Career & Technical Education  
Sheridan McNeil, Career & Technical Education Director, United Tribes Technical  
College  
Terry Meyer, Chancellor's Executive Assistant, North Dakota University System  
Thomas Mitzel, President, Dickinson State University  
Alan Peterson, State Director, North Dakota Center for Distance Education  
Larry Skogen, President, Bismarck State College  
Laurel Vermillion, President, Sitting Bull College  
Tamara Uselman, Superintendent, Bismarck Public Schools  
Jennifer Weber, Director of Institutional Research, North Dakota University System  
Margie Zalk Enerson, Marketing Consultant, Engage To Inspire Marketing

### **Group 3**

Greg Gallagher, Consultant, Consensus Council  
Larry Brooks, Associate Dean for Academic and Student Affairs,  
Dakota College at Bottineau  
Doug Darling, President, Lake Region State College  
Christopher Erickson, North Dakota University System  
Lorraine Davis, Founder & Executive Director, Native American Development Center  
Barry Dutton, State Director, U.S. Department of Labor, Office of Apprenticeship  
Ryan Jockers, Strategic Analytics Coordinator, North Dakota University System  
Cynthia Lindquist, President, Cankdeska Cikana Community College  
Kevin Melicher, State Board of Higher Education  
John Miller, President, Williston State College  
Mike Seminary, Mayor, City of Bismarck  
Larry Smithhisler, Vice President of Student Affairs, Valley City State University  
Karol Sovak, Associate Professor, University of Mary  
Debbie Storrs, Senior Vice Provost, University of North Dakota  
James Wisecup, Interim Vice Chancellor for Strategy, North Dakota University System

## **Appendix E: Consensus Building Process Ground Rules**

1. This is your show!
2. Everyone is equal.
3. No relevant topic is excluded.
4. No discussion is ended.
5. Respect all opinions.
6. Respect the time.
7. Silence is agreement.
8. Respect non-attribution.
9. Keep the facilitator accurate.
10. Have fun!

## Appendix F: Session I Composite Group Comments

Session I group activity recorded participants' observations and recommendations, based on the Session I assembly presentation content, on four general prompted Activities.

1. Each group conducts a hybrid SWOT Analysis, specifically capturing the following:
  - 1.1. Identify the state's STRENGTHS in supporting any attainment initiatives.
  - 1.2. Identify any TRENDS and CHALLENGES that may impact any attainment initiatives.
  - 1.3. Identify any OPPORTUNITIES that may advance any attainment initiatives.
2. Each group identifies prospective AUDIENCES and MESSENGERS critical to the implementation of any attainment initiatives, including influencers (e.g., policymakers) and consumers (e.g., returning older than average students).
3. PRIORITIES. Each group votes to identify top priority issues from Activity 1 (SWOT Analysis) and Activity 2 (Audiences and Messengers) above.
4. SALES PITCH. Each group develops a short statement that presents and sells the need for a state attainment initiative.

### 1.1 Strengths

**Group Prompt:** *Identify the state's STRENGTHS in supporting any attainment initiatives.*

#### Group 1 Responses

- The education system has a large footprint in North Dakota.
- ND has a high graduation rate from high school.
- We have strong broadband.
- The ND University System is transfer friendly.
- Tribal Colleges are a benefit to ND – articulation agreements are in place – United Tribes Technical College (UTTC) receives state funding for non-tribal students.
- The network of partner colleges and tribal colleges is sound.
- Strong dual-credit system.
- We have a collaborative spirit.
- We have supportive Legislators.
- The Governor has a high interest in education.
- There is a strong work ethic in ND.
- We have strong social and support networks.
- We have the Bank of ND.

## Group 2 Responses

- North Dakota already has a high level of attainment.
- High level of commitment to education in North Dakota.
- Strategic distribution of educational institutions and high level of access to online tools.
- Access to broadband around the state.
- Because of population size there is a close connection to the higher education system.
- Cost of higher education in North Dakota is less than the rest of the US.
- Diversity of campuses means there is a place for just about everyone.
- 5 Tribal Colleges meeting Native American educational needs.
- The Bank of North Dakota increases level of college prep, savings, loan program.
- Good emphasis on workforce development and not just through degree programs.
- Ease of networking between individuals and institutions.
- There is some streamlining between schools.

## Group 3 Responses

- The state supports a significant variety of higher education institutions which offer a variety of academic degrees and technical credentials. (1 vote)
- The state has an extensive network of broad band technology to support statewide access to educational offerings. (1 vote)
- The state has a small population which can directly influence the development of programs and access widely distributed higher education institutions.
- The state evidences strong relationships among businesses, government, and educational institutions. (2 Votes)
- The state's citizens have ready access to local and state policymakers, influencing the direction and scope of services.
- The state's institutions of higher education demonstrate a strong, collaborative spirit.
- The state and local communities evidence a depth of proven communicators who support higher education efforts.

## 1.2 Trends and Challenges

**Group Prompt:** *Identify any TRENDS and CHALLENGES that may impact any attainment initiatives.*

### Group 1 Responses

- We need to know where employers are at on this issue – will they support employees returning to school?
- Need to identify and develop mentors, businesses and potential placements.
- ND has many small businesses who might not see the return on investment of an absent staff/worker while they return to school – need to be flexible.
- Business/private sector generally says that higher education can't move fast enough.
- ND presently has 12,000 unfilled jobs.
- There are key worker shortage areas including teachers and registered nurses.

- Students are more mobile than ever and there's an increase in part-time students.
- A higher number of students are balancing education, employment and caregiving (children or an aging parent).
- ND has a younger age profile than it once had.
- Graduation rates will grow over time.
- Significant remedial work is common for first year ND college students.
- The impacts, positive and negative, of social media.
- Increasing numbers of people with associates degrees and higher degrees.
- Bachelors level graduate numbers remain flat.
- The transfer system/process needs work – we can improve our ability to accept prior coursework, lived experience, to advance students.
- We should explore what the Statewide Longitudinal Data System (SLDS) can or can't do to help advance attainment goals.
- Career & Technical Ed (CTE) and Every Student Succeeds Act (ESSA) will play a role in this work – need to define that, harmonize where possible.
- There's a decline of Native American student enrollees in state colleges and universities (due, somewhat, to the UND team name issue).
- Other minorities, combined, exceed the number of Native Americans enrolled in ND colleges.
- More Native American students are choosing to live off-reservation after completing college.

## **Group 2 Responses**

- Need to address the cyclical patterns of generational poverty and its long-term impact.
- Need to address the trend of underemployment in North Dakota.
- Existence of high wage jobs without the need of higher education – i.e. Oil Field jobs.
- Tension between the level of support between the high level of public support for higher education institutions and the low level of support among policy and budget decision-makers.
- High level of public support for the high number of post-secondary educational institutions.
- Low level of legislator support for the high number of post-secondary educational institutions.
- The increased cost of reaching adult learners.
- The increased level of supports necessary for adult learners, such as childcare.
- Difficulty in convincing potential students of their own worth, ability, and capacity to succeed in post-secondary education - different approaches will be necessary to address the specific needs within specific population demographics, such as those living in generational poverty.
- Lack of cultural competency within post-secondary institutions.
- Lack of academic readiness within student population.
- Lack of access to broadband because of cost.
- Difficulty and high cost of maintaining and elevating the messaging about post-secondary education.
- Ownership of messaging.
- Sustaining \$ for the consistent messaging.
- Collaborating between post-secondary institutions.



- Lack of K-12 teachers.
- No, or poor, preparation coming out of K-12 system because of problems that are out of the K-12 systems' control.
- Transportation to Post-Secondary Institutions and overall distance in some instances.
- Low rate of high school completion among Native Americans.
- Lack of housing for students.
- General lack of funding for the post-secondary system.
- Student difficulty transitioning between 2-year and 4-year institutions.
- The disparity of access to postsecondary institutions between rural and urban populations.

### **Group 3 Responses**

- Technology growing continuously and becoming more accessible. (1 vote)
- Competition is increasing among higher education institutions.
- Competition is increasing steadily for a limited workforce.
- There is an increasing awareness of the need for some form of attainment initiative.
- Attainment is not clearly understood or even defined.
- State and local funding of programs and services is currently limited and stressed. (1 vote)
- The professional development of educators at all levels is an ongoing challenge.
- The public perception of higher education is changing, including many who question its purpose, structure, and worth in a changing world.
- Many people are questioning what level of higher education is appropriate for them in a complex economy.
- There exists an "Us-Versus-Them" dynamic in people's experience of accessing and benefiting from higher education.
- Quality matters when it comes to providing and receiving meaningful education services. Attend first to quality. (2 votes)

## **1.3 Opportunities**

**Group Prompt:** *Identify any OPPORTUNITIES that may advance any attainment initiatives.*

### **Group 1 Responses**

1. Outreach to non-traditional audiences. (6 votes)
2. Identification of "certificates of value". (4 votes)
3. Increasing connections from K – 12 to higher education. (4 votes)
4. Increase Tribal College graduation rates. (2 votes)
5. Engage, convince parents and the public of the value of higher education, including trades. (2 votes)
6. Engage employers in the attainment efforts. (1 vote)
7. Address the impacts of social media. (1 vote)

## **Group 2 Responses**

- Increase the number of people living in poverty accessing higher education.
- New populations in the state with new needs.
- National interest in North Dakota because of ease and speed to scale projects.
- AVID program has been a game changer for kids from chronic poverty in K-12 and is now available in college settings.
- Streamlining transfers between 2-year colleges to 4-year universities.
- Communication progress in streamlining.
- Increase the number and quality of Public/Private partnerships specifically educational institutions and specific industries, like NDSU's arrangement with Microsoft.
- Continue to improve the cooperation and relationships between institutions for students' benefit.
- Increase communications to the public about services without overwhelming.
- Increase communication, collaboration, and cooperation between educational systems from early childhood through higher education.
- Increase general level of resourcefulness and collaboration among higher education institutions and certification institutions.
- Increase capacity of workforce development programs.
- Increase outreach to adults, upscaling their education.
- Figure out how to tie K-12 in messaging about the importance of collaboration between school systems.
- Embrace and reach out to resources about student diversity. Help institutions determine what student diversity means and how to support an increasingly diverse population of students.
- Learn how to measure and use data for determining success of projects, work, and cultural awareness.
- Increasing the organization of messaging among higher education institutions is an important opportunity for people in North Dakota.
- Increase level of collaborative work with workforce demand and educational system (K-12 -> Higher Ed Institutions) about current and developing job opportunities.
- Increase the quality of career planning with students at secondary and higher education.
- Increase coordination about job opportunities and education between higher education and K-12.
- Flip mindset to give back to communities by becoming educators and target rural areas in this effort.
- Increase the awareness of apprenticeship programs.
- Increase the reach of K-12 REA's and other cooperative models that currently work to teach skills.

## **Group 3 Responses**

- The small size of our population and people's ready access to higher education institutions favors the state's potential for success.
- Higher education has a long history of cooperative relationships with business.
- Businesses express a clear need for quality employees.

- There exists a clear need to disrupt the status quo and to increase Innovative educational practices. (4 votes)
- Businesses and the public are looking to broaden their local and regional economy, (1 vote)
- There exists a clear need to develop and apply better assessments of students and workers needs and skills. (4 votes)
- Education institutions need to pivot toward competency-based education.
- It is difficult to plan when future workforce needs are changing and uncertain.
- There is a need to better align liberal arts education to meet the needs of the economy. (3 votes)
- Education programs at all levels need to teach the essential soft-skills required in the work place.
- Any attainment initiative needs to emphasize system-driven planning and flexibility.
- A limited population base increases the likelihood of stiffer competition among education providers and an inefficient duplication of effort. (1 vote)
- It is essential for the state to capitalize on the timeliness of emergent events and to engage all parties on a common goal. (1 vote)

## 2.0 Audiences and Messengers

**Group Prompt:** Identify prospective AUDIENCES and MESSENGERS critical to the implementation of any attainment initiatives, including influencers (e.g., policymakers) and consumers (e.g., returning older than average students).

### Group 1 Responses

- Tribal Colleges and their students.
- National Guard, military.
- Non-traditional audiences.
- Out-of-state job seekers.
- Parents.
- Alumni.
- Students who are under-prepared for the next step.
- English Language Learners (ELL).
- Students who transfer from a Community College to a 4-year University.
- Employers.
- Policymakers.
- People in poverty, people of low and moderate income.

### Group 2 Responses

Group 2 elected to bypass discussion on Audiences and Messengers to focus greater attention on the other exercises.

### Group 3 Responses

- Ask consumers what they want. (2 votes)
- Open a structured dialogue between employers and employees. (1 vote)

- Establish an outreach effort to working adults. (1 vote)
- Refer to data gathered from past group retraining efforts.
- Defining Attainment will define the audience. (2 votes)
- Focus on innovative messaging to all subgroup populations. (4 votes)
- Parents.
- Students.
- Attend to learning style differences among adults to better connect with them on the need for continuous education.

### 3.0 Priorities

**Group Prompt:** *Each participant votes to identify top priority issues from Activity 1 (SWOT Analysis) and Activity 2 (Audiences and Messengers) above. Votes are tabulated for each group.*

#### Group 1 Responses

- Outreach to non-traditional audiences. (6 votes)
- Identification of “certificates of value.” (4 votes)
- Increasing connections from K – 12 to higher education. (4 votes)
- Increase Tribal College graduation rates. (2 votes)
- Engage, convince parents and the public of the value of higher education, including trades. (2 votes)
- Engage employers in the attainment efforts. (1 votes)
- Address the impacts of social media. (1 votes)

During discussion, Group 1 identified certain recurring themes:

- This will require a significant paradigm shift for several systems and many individuals.
- We will need involvement of and buy-in from employers.

#### Group 2 Responses

- Challenge of addressing the cyclical patterns of generational poverty and the long-term impacts of poverty. (5 votes)
- Addressing the tension between the public’s high level of support of the post-secondary system and policy decision-makers (Legislature) low level of support for the same system. (5 votes)
- The difficulty in convincing potential students, especially those coming from backgrounds of poverty, of their worth, ability, and capacity to succeed in post-secondary education. (5 votes)
- The opportunity to better coordinate between workforce planning and the post-secondary educational system. (5 votes)
- The need for better career planning with students at secondary and post-secondary institutions. (2 votes)
- Learning how to better measure and use data for determining success of projects, general work, and cultural awareness at the post-secondary level. (2 votes)
- Need to address the lack of cultural competency within post-secondary institutions. (1 vote)

- The disparity of access to post-secondary institutions between rural and urban populations. (1 vote)
- The opportunity to reach adults looking to upscale their education. (1 vote)
- Focus on the lower cost of North Dakota's post-secondary education compared to the rest of the country. (1 vote)

### Group 3 Responses

- Focus on innovative messaging to all subgroup populations. (4 votes)
- There exists a clear need to disrupt the status quo and to increase Innovative educational practices. (4 votes)
- There exists a clear need to develop and apply better assessments of students and workers needs and skills. (4 votes)
- There is a need to better align liberal arts education to meet the needs of the economy. (3 votes)
- Ask consumers what they want. (2 votes)
- Defining Attainment will define the audience. (2 votes)
- The state evidences strong relationships among businesses, government, and educational institutions. (2 Votes)
- Quality matters when it comes to providing and receiving meaningful education services. Attend first to quality. (2 votes)
- The state supports a significant variety of higher education institutions which offer a variety of academic degrees and technical credentials. (1 vote)
- The state has an extensive network of broad band technology to support statewide access to educational offerings. (1 vote)
- Technology growing continuously and becoming more accessible. (1 vote)
- State and local funding of programs and services is currently limited and stressed. (1 vote)
- Businesses and the public are looking to broaden their local and regional economy. (1 vote)
- A limited population base increases the likelihood of stiffer competition among education providers and an inefficient duplication of effort. (1 vote)
- It is essential for the state to capitalize on the timeliness of emergent events and to engage all parties on a common goal. (1 vote)
- Open a structured dialogue between employers and employees. (1 vote)
- Establish an outreach effort to working adults. (1 vote)

## 4.0 Sales Pitch

**Group Prompts:** *Group develops a short statement that presents and sells the need for a state attainment initiative.*

Group 3 prepared a framework response to the group prompt, listing a collection of prospective terms that might serve the role of subjects, verbs, and objects within a sentence. Rather than draft a single sentence, within the limited time available, Group 3 elected to list the building blocks of multiple prospective sentences. The following is the itemized list of sentence building components.

- Subject terms:
  1. Have you thought about....
  2. Quality education....
  3. Environment....
  4. Are you....
  5. Skills....
- Verb terms:
  1. Passion
  2. Available
  3. Improve
  4. Opportunity
  5. Help you identify
- Object
  1. Value
  2. To You
  3. Life changes
  4. Goals
  5. Want
  6. Earnings
  7. Opportunities
  8. Economic Stability
  9. Appropriate Future
  10. Happy
  11. Satisfied
  12. Skills

## **Appendix G: Session II Composite Group Comments**

Session II group activity recorded participants' observations and recommendations, based on the Session II assembly presentation content, on four general prompted Activities.

1. **RESOURCES and INCENTIVES.** How might the state use existing resources/opportunities or new incentives to engage adults in furthering their education?
2. **STUDENT and EMPLOYER OUTREACH.** How might the state reach out to former students or current employers and promote resources, flexibility, and support to help them attain their goals?
3. **COMMUNITY PARTNERSHIPS and CHAMPIONS.** What is needed to promote community buy-in and ownership through local partnerships? Who would be best to champion this effort statewide?
4. **PRIORITIES.** Each group votes to identify top priority issues from Activity 1 (Resources and Incentives) and Activity 2 (Student and Employer Outreach) above.

### **1.0 Resources and Incentives**

#### **Group 1 Responses**

- Address distance, remoteness as a barrier.
- Advance emerging technologies and the high value certifications.
- Explore the activity of the Valley Prosperity Partnership to determine common interest, goals.
- Become a strong partner with the Governors Main Street Initiative.
- Identify what certificates are needed, and where. Match the need with the right program, college.
- Look for different, diversified ways to establish, legislate and fund scholarship opportunities.
- Focus on high skill jobs.
- Help students “learn to learn” through college prep, tutoring, study skills, etc.
- Identify and address barriers to adults returning to school.
- Improve opportunities for financial resources for students and/or more loan forgiveness.
- Work toward paying living wages.

#### **Group 2 Responses**

- Great variety in programs around the state.
- Need to revamp the state educational grant program, it is currently a disincentive.
- Ability to access the post-secondary system, but people don't always know about it.
- Need to target specific audiences.

- Federal funds - but all are poverty based.
- Need to figure out how to capitalize on funding for adult students above the poverty line, but without the ability to pay for upscaling their education themselves.
- Provide North Dakota money for scholars for Non-Traditional Students (i.e. over 25 years old).
- Increase the number of employer based scholarships.
- Reduce the financial barriers for distance learning.
- Grant credits for work experience.
- Retool funding to pay for prior learning assessment fees.
- Provide a clearing house of information and resources to help increase graduate diversity to decrease economic hills and valleys in the state.

### **Group 3 Responses**

- Advance the use of 529 Plans to support the effort.
- Find various ways to support individuals' refinancing of debt to allow their participation.
- Access the full use of Bank of ND resources and services. (1 vote)
- Seek legislative appropriations to institutionalize this effort. (1 vote)
- Reach out to University Foundations to discuss possible support for this work.
- Support the use of employer tax credits to deepen business incentives to support workers' ongoing education.
- Reach out to businesses to solicit business grants to support their workers' ongoing education.
- Explore ways to expand State-Private matched contributions.
- Establish program supports for employees without employer support.
- Explore the establishment of an Attainment Endowment.
- Seek legislative approval to access the state's Legacy Fund to support statewide attainment initiative efforts. (4 votes)

## **2.0 Student and Employer Outreach**

### **Group 1 Responses**

- Tourism, noting controversy about school start and end dates.
- Explore Mississippi "Compete to Complete" initiative.
- Target the population of people who have some college.
- Focus on getting students in the door first.
- Achieve more diversity, including Tribal and other minority representatives in attainment goals.
- Gain the involvement and support of local Economic Development people and programs.
- Explore successful models like 1 Million Cups, TEDx.

### **Group 2 Responses**

- Train ND.
- Non-Traditional No More program from 2011 – 2013.



- Cooperative/Universal Branding within the post-secondary system.
- Increase the granularity of outreach efforts.
- Reduce barriers for PLA.
- Figure out how to tie this effort to the Governor's Main Street Initiative.
- Let incomplete students know that they can graduate based on the requirements from their start date and that they don't have to start over.

### **Group 3 Responses**

- Advance tax credits for employers who support their employees ongoing education. (1 vote)
- Encourage the recognition of high-quality certificates within the state's attainment initiative. (2 votes)
- Support outreach efforts to students and workers with disabilities.
- Advance efforts to find and include students and workers from minority subgroups to take advantage of any state attainment initiative.
- Prepare an inclusive list of subgroup populations who should be considered for special attention in inclusion in the state's attainment programs, including the following, among others:
  - Support outreach efforts to veterans.
  - Immigrants
  - Ex-offenders (prison)
  - Students who are program non-completers.
- Reach out to the North Dakota Chamber to seek their support in business outreach efforts.
- Establish a formal means of finding and contacting potential students and workers who might benefit from an attainment program.
- Provide direct benefits to supportive employers, reach out to non-supportive employers, and provide direct benefits to workers who do not have the benefits of supportive employers.

## **3.0 Community Partnerships and Champions**

### **Group 1 Responses**

- Bank of ND.
- Traditional and non-traditional education opportunities.
- Tribal Colleges.
- Economic Development people and programs.
- Local businesses, business groups and Chambers of Commerce.
- Adult education programs.
- Job Services of ND.
- Lifelong learning, as Governor Burgum promotes.
- Legislators as champions of attainment.
- Philanthropic and funding partners.

### **Group 2 Responses**

- Governor's Office.

- ND Job Service as a one stop shop for adults wanting to upscale their education - already do so for Vocational Rehabilitation and Adult Education.
- Bank of North Dakota.
- Need Champions in the Legislature.
- Schools' Program Advisory Boards in 2-year post-secondary and high school.
- Employers by Industry.
- Post-secondary institutions themselves.
- Department of Human Services for people who are underemployed.
- Tribal leaders and councils.
- GNDC.

### **Group 3 Responses**

- Bank of ND. (1 vote)
- Legislative Assembly. (2 votes)
- University System.
- Businesses.
- TrainND. (4 votes)
- ND Chamber. (1 vote)
- Governor's Office. (1 vote)
- Job Service.
- Commerce Department. (1 vote)
- Non-Profit Organizations.

## **4.0 Priorities**

### **Group 1 Responses**

- Identify and address barriers to adults returning to school. (7 votes)
- Look for different, diversified ways to establish, legislate and fund scholarship opportunities. (3 votes)
- Utilize Legislators as champions of attainment. (3 votes)
- Identify what certificates are needed, and where. Match the need with the right program, college. (3 votes)
- Target the population of people who have some college, convince them to finish. (2 votes)
- Advance emerging technologies and the high value certifications needed. (1 vote)
- Become a strong partner with the Governors Main Street Initiative. (1 vote)
- Improve opportunities for financial resources for students and/or more loan forgiveness. (1 vote)
- Work toward paying living wages. (1 vote)
- Address distance, remoteness as a barrier. (0 votes)
- Explore the activity of the Valley Prosperity Partnership to determine common interest, goals. (0 votes)
- Focus on high skill jobs. (0 votes)
- Help students "learn to learn" through college prep, tutoring, study skills, etc. (0 votes)

- Bank of ND (0 votes)
- Traditional and non-traditional education opportunities. (0 votes)
- Tribal Colleges. (0 votes)
- Gain the involvement and support of local Economic Development people and programs. (0 votes)
- Local businesses, business groups and Chambers of Commerce. (0 dots)
- Adult education programs. (0 dots)
- Job Services of ND. (0 dots)
- Lifelong learning, as Governor Burgum promotes. (0 dots)
- Philanthropic and funding partners. (0 dots)
- Tourism, noting controversy about school start and end dates. (0 dots)
- Explore Mississippi “Compete to Complete” initiative. (0 dots)
- Focus on getting students in the door first. (0 dots)
- Achieve more diversity, including Tribal and other minority representatives in attainment goals. (0 dots)
- Explore successful models like 1 Million Cups, TEDx. (0 dots)

During discussion, Group 1 identified certain recurring themes.

- This will require a significant paradigm shift for several systems and many individuals.
- We will need involvement of and buy-in from employers.

## **Group 2 Responses**

- Need to have a champion(s) in the legislature. (8 votes)
- Reduction of PLA barriers. (4 votes)
- Figuring out how educational data sets include Native Americans. (3 votes)
- Development of a clearing house of information and resources to help increase graduate diversity to decrease economic hills and valleys in the state. (2 votes)
- Increase access to federal educational funds for adults that are above the poverty line. (2 votes)
- Increase the number of employer-based scholarships. (1 vote)
- Revamp state grant program. (1 vote)
- Job Service as a One Stop shop for adult students. (1 vote)

During discussions, Group 2 identified other important issues.

- Who are adults and other demographics we are trying to reach?
- Who's the audience?
- What incentivizes entry-level employers to push their employees to post-secondary education?
- How do educational data sets include Native Americans?
- Define underemployment.

## **Group 3 Responses**

- Seek legislative approval to access the state's Legacy Fund to support statewide attainment initiative efforts. (4 votes)
- Resource Outreach: TrainND. (4 votes)

- Encourage the recognition of high-quality certificates within the state's attainment initiative. (2 votes)
- Resource Outreach: Legislative Assembly. (2 votes)
- Access the full use of Bank of ND resources and services. (1 vote)
- Seek legislative appropriations to institutionalize this effort. (1 vote)
- Advance tax credits for employers who support their employees ongoing education. (1 vote)
- Resource Outreach: Bank of ND. (1 vote)
- Resource Outreach: ND Chamber. (1 vote)
- Resource Outreach: Governor's Office. (1 vote)
- Resource Outreach: Commerce Department. (1 vote)

# APPENDIX D: Non-Degree Credentials

DRAFT - DRAFT - DRAFT

NDUS TrainND Repository of Credentials  
January 10, 2018

Compiled by NDUS TrainND Directors

Deanette Pieski: WSC - NW  
Sara Vollmer: BSC - SW  
Dave Steffen: LRSC - NE  
Joe Schreiner: NDSCS - SE



Course/Program Title	Certification/Credential	Instructional Method	Campus/Region	Applicable Industry	End of Course Assessment	TrainND does the end of course assessment
Certified Nurse Assistant	Certified Nurse Assistant - ND Department of Health	Live/Hybrid	All Regions	Health Science	yes	yes
Certified Medical Aide I Theory	Prep for Certified Medical Aide I - ND Department of Health	Live	BSC /LRSC	Health Science	yes	yes
A+	CompTIA	Online/Live	BSC /NDSCS	Information Technology	yes	yes
Welding	American Welding Society Certification	Live	BSC /NDSCS	Health Science	yes	yes
CBCS Medical Billing and Coding	Certified Billing and Coding Specialist (CBCS) - National Healthcareer Association (NHA) for CBCS	Online	BSC/LRSC	Health Science	yes	no
Certified Bookkeeper	Certified Bookkeeper (CB) - American Institute of Professional Bookkeepers (AIPB)	Online	BSC/LRSC	Business Management & Administration	yes	no
Emergency Medical Technician	State and Nationally Certified Emergency Medical Technician (EMT) - National Registry of Emergency Medical Technicians (NREMT) and ND Department of Health	Live	BSC/LRSC	Health Science	yes	no
Paralegal	NALA National Association of Legal Assistants	Online	BSC/LRSC	Law, Public Safety, Corrections & Security	yes	no
Payroll Practice and Management	Certified Payroll Professional (CPP) - American Payroll Association (APA)	Online	BSC/LRSC	Business Management & Administration	yes	no
Pharmacy Technician	PTCE Pharmacy Technician Certification Board	Online	BSC/LRSC	Health Science	yes	no
Network+	CompTIA	Online/Live	BSC/NDSCS	Information Technology	yes	no
Security +	CompTIA	Online/Live	BSC/NDSCS	Information Technology	yes	no
CPR/First Aid/AED	American Heart Association and Others	Live	BSC/NDSCS/LRSC/WSC	Health Science	yes	yes
Legal Secretary	Professional Legal Secretary (PLS) - National Association of Legal Professionals (NALP)	Online	BSC/LRSC	Law, Public Safety, Corrections & Security	yes	no
Building Analyst	NATE - National American Technician Excellence	Online	BSC - SW	Architecture & Construction	no	no
CCBA Certification Training	Certification of Competency in Business Analysis	Online	BSC - SW	Business Management & Administration	yes	no
Certified Electronic Health Records Specialist	CEHRS NHA – National Healthcare Association	Online	BSC - SW	Health Science	yes	no
Certified Health Unit Coordinator	NAHUC – National Association of Health Unit Coordinators	Online	BSC - SW	Health Science	yes	no
Certified Mediator and Arbitrator prep	Mediators without Borders Professional Certification	Online	BSC - SW	Health Science	no	no
Certified Medication Aide II	ND Department of Health	Live	BSC-SW	Health Science	yes	yes
Certified Medical Administrative Assistant	CMAA - NHA	Online	BSC - SW	Health Science	yes	no
Certified Outpatient Coder	COC - American Academy of Professional Coders AAPC	Online	BSC - SW	Health Science	yes	no
Certified Personal Trainer and Exam Prep	National Academy of Sports Medicine	Online	BSC - SW	Health Science	no	no
Certified Professional Medical Auditor	CPMA - American Academy of Professional Coders AAPC	Online	BSC - SW	Health Science	yes	no
Certified Risk Adjustment Coder	CRC - AAPC	Online	BSC - SW	Health Science	yes	no
Certified Six Sigma Green Belt	ASQ – American Society for Quality	Online	BSC - SW	All	yes	no
Cisco Certified Network Professional	CCNP	Live/Online	BSC - SW	Information Technology	yes	yes
CPC Medical Billing and Coding	Certified Professional Coder AAPC	Online	BSC - SW	Health Science	yes	no
Exceptional Leadership	Certificate	Live	BSC - SW	All	no	no
HVACR Technician	NATE - National American Technician Excellence	Online	BSC - SW	Manufacturing	no	no
Indoor Air Quality Manager	ACAC – American Council for Accredited Certification	Online	BSC - SW	Health Science	yes	no
Indoor Environmentalist	ACAC – American Council for Accredited Certification	Online	BSC - SW	Health Science	yes	no
Information Security Manager	CISM	Online	BSC - SW	Information Technology	yes	no
Information Systems Auditor	CISA	Online	BSC - SW	Information Technology	yes	no
Information Systems Security Professional	CISSP	Online	BSC - SW	Information Technology	yes	no
Mastering Project Management with PMP Prep	Project Management Professional	Online	BSC - SW	Business Management & Administration	no	no
Microsoft Office Master	MOS	Online/Live	BSC - SW	All	yes	yes
Microsoft Office Specialist	MOS	Online	BSC - SW	All	yes	yes
Microsoft Solutions Associate	MCSA	Online	BSC - SW	All	yes	yes
Microsoft Web Developer	Microsoft Certification Prep	Online	BSC - SW	Arts, AV Tech & Communications	no	no
MSP Foundation and Practitioner Certification Training	Managing Successful Programmers	Online	BSC - SW	Information Technology	no	no
OMCA* Marketing Programs	Online Marketing Certified Associate	Online	BSC - SW	Arts, AV Tech & Communications	no	no
OMCP* Marketing Programs	Online Marketing Certified Professional	Online	BSC - SW	Arts, AV Tech & Communications	no	no
Optician Certification Training Prep	ABO - American Board of Opticianry	Online	BSC - SW	Health Science	no	no
PMI Risk Management Professional	Project Management Institute	Online	BSC - SW	Law, Public Safety, Corrections & Security	no	no
Professional Translator	ATA – American Translators Association prep	Online	BSC - SW	Human Services	no	no
Risk and Information Systems Control	CRISC	Online	BSC - SW	Law, Public Safety, Corrections & Security	no	no
Salesforce Administrator	Salesforce Administrator Certification Exam Prep	Online	BSC - SW	Business Management & Administration	no	no
SHRM-CP/SHRM SCP	SHRM Certified Professional	Live/ITV	BSC - SW	Business Management & Administration	yes	no
Systems Security Certified Practitioner	SSCP	Online	BSC - SW	Information Technology	yes	no
Advanced Cardiovascular Life Support (ACLS)	ACLS Certification - American Heart Association	Live	LRSC - NE	Health Science	yes	yes

**APPENDIX D: Non-Degree Credentials**

Course/Program Title	Certification/Credential	Instructional Method	Campus/Region	Applicable Industry	End of Course Assessment	TrainND does the end of course assessment
Advanced Coding for Physicians Office	Certified Coding Specialist- Physician-based (CCS-P®) - American Health Information Management Association (AHIMA)	Online	LRSC - NE	Health Science	no	no
Advanced Hospital Coding and CCS Prep	Certified Coding Specialist (CCS) - American Health Information Management Association (AHIMA)	Online	LRSC - NE	Health Science	no	no
Advanced Personal Fitness Trainer	Personal Trainer; 160 CEUs through American College of Sports Medicine	Online	LRSC - NE	Health Science	no	no
Basic Life Support for Healthcare Providers	Basic Life Support for Healthcare Providers Certification - American Heart Association	Live	LRSC - NE	Health Science	yes	yes
Building Analyst Quick Start Program	Building Analyst (BA)/Prepares for written portion of exam - Building Performance Institute	Online	LRSC - NE	Architecture & Construction	no	no
Certified Global Business Professional	Certified Global Business Professional - North American Small Business International Trade Educators Association (NASBITE)	Online	LRSC - NE	Business Management & Administration	no	no
Certified Green Supply Chain Professional	Green Supply Chain Certified Professional (GSCP) - Global Sustainability Institute of Technology	Online	LRSC - NE	Manufacturing	yes	no
Certified Indoor Air Quality Manager	Certified Indoor Air Quality Manager (CIAQM) - American Council for Accredited Certification	Online	LRSC - NE	Health Science	no	no
Certified Indoor Environmentalist	Certified Indoor Environmentalist (CIE) - American Council for Accredited Certification	Online	LRSC - NE	Health Science	no	no
Certified National Pharmaceutical Representative	Certified National Pharmaceutical Representative (CNPR) - National Association of Pharmaceutical Sales Representatives (NAPSR)	Online	LRSC - NE	Health Science	yes	no
Certified Residential Interior Designer	Residential Interior Design Exam (RIDE) - Designer Society of America	Online	LRSC - NE	Architecture & Construction	yes	no
Certified Wedding Planner	Professional Wedding Planner - Wedding Planning Institute (WPI)	Online	LRSC - NE	Arts, AV Tech & Communications	yes	no
Chartered Tax Professional	Chartered Tax Professional (CTP) - The Income Tax School	Online	LRSC - NE	Finance	yes	no
Chartered Tax Professional for California Residents	Chartered Tax Professional (CTP) - The Income Tax School	Online	LRSC - NE	Finance	yes	no
Child Development Associate Training	Child Development Associate (CDA) - Council of Professional Recognition	Online	LRSC - NE	Human Services	no	no
Child Development Associate Training Renewal	4.5 CEUs for Child Development Associate (CDA) renewal - Council of Professional Recognition	Online	LRSC - NE	Human Services	no	no
Clinical Dental Assistant	DANB Radiation Health & Safety (RHS) - Dental Assisting National Board DANB Infection Control (ICE) - Dental Assisting National Board	Online	LRSC - NE	Health Science	no	no
Clinical Medical Assistant	Certified Clinical Medical Assistant Certificate - National Healthcareer Association (NHA)	Online	LRSC - NE	Health Science	no	no
CompTIA A+ Certification Training	A+ - CompTIA	Online	LRSC - NE	Information Technology	no	no
CompTIA Network+ Certification Training	Network+ - CompTIA	Online	LRSC - NE	Information Technology	no	no
CompTIA Security+ Certification Training	Security+ - CompTIA	Online	LRSC - NE	Information Technology	no	no
Dental Assisting Program	Radiation Health and Safety (RHS) and Infection Control Exam (ICE) Certification - Dental Assisting National Board (DANB)	Online	LRSC - NE	Health Science	no	no
Dialysis Technician Program	Dialysis technician certification exam options available	Online	LRSC - NE	Health Science	no	no
EKG Technician Program	Certificate - Several EKG technician national certification exams available	Online	LRSC - NE	Health Science	no	no
Electronic Health Record Management	Certified Electronic Health Record Specialist (CEHRS) - National Healthcareer Association (NHA)	Online	LRSC - NE	Health Science	no	no
Emergency Medical Responder	State and Nationally Certified Emergency Medical Responder (EMR) - National Registry of Emergency Medical Technicians (NREMT)	Live	LRSC - NE	Health Science	yes	no
Forensic Computer Examiner	Certified Computer Examiner (CCE) - International Society of Forensic Computer Examiners (ISFCE)	Online	LRSC - NE	Information Technology	no	no
High School Diploma with Certified Protection Officer	Certified Protection Officer (CPO) - International Foundation for Protection Officers (IFPO)	Online	LRSC - NE	Law, Public Safety, Corrections & Security	yes	no
High School Diploma with Child Care Training	Child Development Associate (CDA) - Council of Professional Recognition	Online	LRSC - NE	Human Services	no	no
Home Inspection Certificate	National Home Inspectors Exam (NHIE); Some students may qualify for state exam (varies state-by-state) - Examination Board of Professional Home Inspection	Online	LRSC - NE	Health Science	no	no
HVACR Certified Technician	EPA 608 Refrigerant Handling R-410A Refrigerant Handling Choice of the following: 1) HVAC Excellence Work Ready + Excellence AC 2) NATE Service Core + AC Service Level	Online	LRSC - NE	Manufacturing	yes	no
In-Home Care Qualified Service Provider (QSP)	Qualified Service Provider (QSP) - ND Division of Medical Services	Live	LRSC - NE	Human Services	yes	yes
IV Therapy Certification for Licensed Practical Nurses	IV Therapy Certification - 30 Contact Hrs from ND Board of Nursing	Hybrid	LRSC - NE	Health Science	yes	yes
Medical Administrative Assistant Program	Certificate - Several national certification options available	Online	LRSC - NE	Health Science	no	no
Medical Billing & Coding	Certificate - American Academy of Professional Coders (AAPC), American Health Information Association (AHIMA) and others available	Online	LRSC - NE	Health Science	no	no
Medical Coding ICD-10	National Medical Coding Certification	Online	LRSC - NE	Health Science	no	no

**APPENDIX D: Non-Degree Credentials**

Course/Program Title	Certification/Credential	Instructional Method	Campus/Region	Applicable Industry	End of Course Assessment	TrainND does the end of course assessment
Nutrition for Optimal Health, Wellness, and Sports	Dietetic Technician, Registered (DTR) Registered Dietician (RD); 50 CEUs through American College of Sports Medicine (ACSM)	Online	LRSC - NE	Health Science	no	no
Pediatric Advanced Life Support (PALS)	PALS Certification - American Heart Association	Live	LRSC - NE	Health Science	yes	yes
Performing Comprehensive Building Assessments	BPI Building Analyst Certification NATE HVAC Efficiency Analyst Certification 30 hours of CEUs	Online	LRSC - NE	Manufacturing	no	no
Personal Fitness Trainer	Personal Trainer; 50 CEUs through ACSM - American College of Sports Medicine (ACSM)	Online	LRSC - NE	Health Science	no	no
Personal Training and Group Exercise Training for Older Adults	Senior Personal Trainer Certification or Senior Fitness Instructor Certification (SFA), 50 CEUs through ACSM - American Senior Fitness Association (SFA)	Online	LRSC - NE	Health Science	no	no
Phlebotomy Technician Program	Certificate - Several state and national certification exams available	Online	LRSC - NE	Health Science	no	no
Principles of Green Buildings	28 hours of CEUs - NATE and Building Performance Institute (BPI)	Online	LRSC - NE	Manufacturing	no	no
Senior Certified Sustainability Professional	Senior Certified Sustainability Professional (SCSP) - Global Sustainability Institute of Technology	Online	LRSC - NE	Manufacturing	yes	no
Six Sigma Black Belt	Black Belt - International Quality Federation (IQF)	Online	LRSC - NE	Manufacturing; Health Science; Arts, AV Tech & C	yes	no
Solar Power Professional	PV Installer Certification - North American Board of Certified Energy Practitioners (NABCEP)	Online	LRSC - NE	Architecture & Construction	no	no
Travel Agent Training	Travel Agent Proficiency (TAP) - Travel Institute	Online	LRSC - NE	Hospitality & Tourism	yes	no
Air Conditioning 608 Certification	ASE Certification	Live	NDSCS - SE	Commercial AC Repair	yes	no
Air Conditioning 609 Certification	ASE Certification	Live	NDSCS - SE	Ag, Auto, Truck Repair	yes	no
CISCO Systems ICND1	CCENT Cert	Live	NDSCS - SE	Information Technology	yes	no
CISCO Systems ICND2	CCNA Routing and Switching Certification	Live	NDSCS - SE	Information Technology	yes	no
Precision Measuring Tools	NC3 Certification	Live	NDSCS - SE	Manufacturing	yes	no
Business Coaching Certificate	Certificate	Online	WSC - NW	all	no	no
Business Research Certificate	Certificate	Online	WSC - NW	all	no	no
CAPM® Project Management Essentials Prep	Certified Associate in Project Management	Online	WSC - NW	all	no	no
Certificate in Accounting and Finance for Non-Financial Managers	Certificate	Online	WSC - NW	all	no	no
Certificate in Blended Instruction	Certificate	Online	WSC - NW	teachers	yes	no
Certificate in Brain Health	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Business Writing	Certificate	Online	WSC - NW	all	no	no
Certificate in Complementary and Alternative Medicine	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Complementary and Integrative Health	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Customer Service	Certificate	Online	WSC - NW	all	yes	no
Certificate in Data Analysis	Certificate	Online	WSC - NW	Business Management & Administration	yes	no
Certificate in Designing Webinars	Certificate	Online	WSC - NW	marketing	no	no
Certificate in Effective Surveys	Certificate	Online	WSC - NW	all	no	no
Certificate in End of Life Care	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Food Nutrition and Health	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Gerontology	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Google Tools	Certificate	Online	WSC - NW	marketing	no	no
Certificate in Healing Environments	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Healthy Aging	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Holistic and Integrative Health	Certificate	Online	WSC - NW	Health Science	yes	no
Certificate in Holistic and Integrative Health: Foundations 1	Certificate	Online	WSC - NW	Health Science	yes	no
Certificate in Holistic and Integrative Health: Foundations 2	Certificate	Online	WSC - NW	Health Science	yes	no
Certificate in Holistic and Integrative Health: Foundations 3	Certificate	Online	WSC - NW	Health Science	yes	no
Certificate in Integrative Mental Health	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Leadership Development	Certificate	Online	WSC - NW	all	no	no
Certificate in Legal and Ethical Issues in Nursing	Certificate	Online	WSC - NW	legal	no	no
Certificate in Meditation	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Mental Health First Aid	Certificate	Live	WSC - NW	Health Science	yes	yes
Certificate in Non-Profit Administration	Certificate	Online	WSC - NW	Business Management & Administration	no	no
Certificate in Office Operations	Certificate	Online	WSC - NW	all	no	no
Certificate in Online Teaching	Certificate	Online	WSC - NW	teachers	no	no
Certificate in Pain Assessment and Management	Certificate	Online	WSC - NW	Health Science	no	no

**APPENDIX D: Non-Degree Credentials**

Course/Program Title	Certification/Credential	Instructional Method	Campus/Region	Applicable Industry	End of Course Assessment	TrainND does the end of course assessment
Certificate in Perinatal Issues	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Presentation Media	Certificate	Online	WSC - NW	teacjers	no	no
Certificate in Safety & Health	Certificate	Live/Hybrid	WSC - NW	mining	yes	yes
Certificate in Self-Publishing and eBooks	Certificate	Online	WSC - NW	all	no	no
Certificate in Spirituality Health and Healing	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Starting Your Own Business in Health and Healing	Certificate	Online	WSC - NW	Health Science	no	no
Certificate in Stress Management	Certificate	Online	WSC - NW	all	no	no
Certificate in Teaching Adults	Certificate	Online	WSC - NW	teachers	no	no
Certificate in Workplace Communication	Certificate	Online	WSC - NW	all	no	no
Communicating for Leadership Success	Certificate	Live/Hybrid	WSC - NW	all	no	no
Digital Marketing Certificate	Certificate	Online	WSC - NW	marketing	no	no
Entrepreneurial Finance Certificate	Certificate	Online	WSC - NW	Business Management & Administration	no	no
Entrepreneurship Certificate	Certificate	Online	WSC - NW	Business Management & Administration	no	no
Executive Leadership Certificate	Certificate	Online	WSC - NW	all	no	no
IADC WellCAP Well Control-Workover - Supervisor	International Association of Drilling Contractors	Live	WSC - NW	mining	yes	yes
IADC WellSharp Well Control-Drilling - Supervisor	International Association of Drilling Contractors	Live	WSC - NW	mining	yes	yes
Inbound Marketing Certificate	Certificate	Online	WSC - NW	marketing	no	no
Management Certificate	Certificate	Online	WSC - NW	all	no	no
Managing Social Media Platforms Certificate	Certificate	Online	WSC - NW	all	no	no
Mobile Marketing Certificate	Certificate	Online	WSC - NW	all	no	no
NCCCO Crane Operator Certificate	National Commission for the Certificate of Crane Operators	Live	WSC - NW	construction/mining	yes	yes
NCCCO Rigger & SignalPerson	National Commission for the Certificate of Crane Operators	Live	WSC - NW	construction/mining	yes	yes
Social Media for Business Certificate	Certificate	Online	WSC - NW	all	no	no
Supervisory & Leadership Certificate	Certificate	Online	WSC - NW	all	no	no



## ND Career and Technical Education Industry Certifications

Credential Name	Certification/Governing Body	Instructional Method	MIS03 Code/Course Title	Campus/Region	Applicable Industry	End of Course Assessment	TrainND does the end of course assessment
IC3 - Digital Literacy Certificate	Certiport	Live	27101 - Intro to IT	H.S. CTE Programs	Information Technology	Yes	No
A+ IT Fundamentals	CompTIA	Live	27219 - Computer Hdwe and Operating Systems (A+)	H.S. CTE Programs	Information Technology	Yes	No
MTA Networking Fundamentals	Microsoft	Live	27265 - Intro to Networking	H.S. CTE Programs	Information Technology	Yes	No
MOS (Microsoft Office Specialist) Word 2016	Certiport	Live	14096 - Word Processing	H.S. CTE Programs	Business Management & Administration	Yes	No
MOS (Microsoft Office Specialist) Excel 2016	Certiport	Live	14025 - Spreadsheets	H.S. CTE Programs	Business Management & Administration	Yes	No
MOS (Microsoft Office Specialist) PowerPoint 2016	Certiport	Live	14099 - Multimedia	H.S. CTE Programs	Business Management & Administration	Yes	No
ASE (Automotive Service Excellence)	ASE Foundation	Live/On-line	17031, 17037 - Auto Collision Tech II, Auto Tech II	H.S. CTE Programs	Transportation, Distribution & Logistics	Yes	No
OSHA (Occupational Safety & Health Administration)	CareerSafe	On-line	17100, 17117 - Construction Technology I, II	Online	Architecture & Construction	Yes	No
CPR/First Aid	American Heart Association or American Red Cross (H.S. instructors must be Basic Life Support Certified by AHA or Red Cross, or have curriculum oversight from someone approved by AHA or Red Cross)	Live	07033 - Health Careers I	H.S. CTE Programs	Health Science	Yes	No
CNA (Certified Nurse Assistant)	ND Department of Health	Live	07032 - Nurse Assistant	H.S. CTE Programs	Health Science	Yes	No
HIPAA (Health Insurance Portability and Accountability Act)	UND Health Science Program	Live/Online	07033 - Health Careers I, 07045 - Emergency Medical Services	H.S. CTE Programs	Health Science	Yes	No
ProStart National Certificate of Achievement	National Restaurant Association	Live	09213 - Food Service/Culinary Arts	H.S. CTE Programs	Hospitality & Tourism	Yes	No
ServSafe Food Handler	ServSafe	Live/Online	09211 - Early Childhood Care & Education Services	H.S. CTE Programs	Hospitality & Tourism	Yes	No

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
ABLE SEAMAN
ACCESSIBILITY AND PRIVATE RESIDENCE LIFT TECHNICIAN
ACCORDION MAKER
ACCOUNTING TECHNICIAN (Alternate Title: Accounting Specialist)
ACOUSTICAL CARPENTER (Alternate Title: Acoustical Specialist)
ACOUSTICAL SPECIALIST (Existing Title: Acoustical Carpenter)
ACOUSTICAL SPECIALIST (Existing Title: Acoustical Carpenter)
ACTOR
AEROSPACE PROPULSION JET ENGINE MECH (Military Only)
AGRICULTURAL COMMODITY GRADER
AGRICULTURAL SERVICE WORKER
AIR & HYDRONIC BALANCING TECHNICIAN
AIR CONDITIONING EQUIPMENT MECHANIC (Existing Title: Heating & Air-Conditioner Install/Ser)
AIR CONDITIONING INSTALLER WINDOW
AIR CONDITIONING MECHANIC (Auto Serv)
AIR TRAFFIC CONTROLLER (Military Only)
AIR TRANSPORT PILOT
AIRCRAFT ARMAMENT MECHANIC
AIRCRAFT MECHANIC, ARMAMENT
AIRCRAFT MECHANIC, ELECTRICAL
AIRCRAFT MECHANIC, PLUMB & HYDRAULIC
AIRCRAFT METALS TECH/MACHINIST/CNC/Welder (Military Only)
AIRCRAFT PHOTOGRAPH EQUIPMENT
AIRFIELD MANAGEMENT (Military Only)
AIRFRAME & POWERPLANT MECHANIC
AIRFRAME & POWERPLANT MECHANIC
AIRFRAME MECHANIC
AIRPLANE COVERER
AIRPLANE INSPECTOR
ALARM OPERATOR (Gov Serv)
ALTERATION TAILOR
AMBULANCE ATTENDANT (EMT)
ANIMAL TRAINER
APPRENTICESHIP AND TRAINING REPRESENTATIVE (Gov Only)
ARBORIST
ARCHITECTURAL, COATINGS FINISHER
ARMORY TECHNICIAN
ARSON AND BOMB INVESTIGATOR

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
ARTIFICIAL GLASS EYE MAKER
ARTIFICIAL PLASTIC EYE MAKER
ASPHALT PAVING MACHINE OPERATOR (Alt. Title: Concrete and Asphalt Equip Op)
ASSEMBLER, AIRCRAFT POWERPLANT
ASSEMBLER, AIRCRAFT STRUCTURES
ASSEMBLER, ELECTROMECHANICAL
ASSEMBLER, INSTALLER, GENERAL
ASSEMBLER, METAL BUILDING
ASSEMBLY TECHNICIAN
ASSISTANT PRESS OPERATOR
AUDIO OPERATOR
AUDIO-VIDEO REPAIRER
AUGER PRESS OPER, MAN CONTROLLER
AUTO COOLING SYSTEM DIAGNOSTIC TECH
AUTO MAINTENANCE-EQUIPMENT SERVICER
AUTO, TRUCK, TRAILER REPAIR MECHANIC (Existing Title: Automobile Mechanic)
AUTOMATED ACCESS SYSTEMS TECHNICIAN
AUTOMATED EQUIPMENT ENGINEER-TECH
AUTOMATIC-EQUIPMENT TECHNICIAN
AUTOMOBILE BODY REPAIRER
AUTOMOBILE MECHANIC (Alternate Title: Light-Wheel Vehicle Mechanic)
AUTOMOBILE REPAIR-SERVICE ESTIMATOR
AUTOMOBILE TESTER
AUTOMOBILE UPHOLSTERER
AUTOMOTIVE GENERATOR-STARTER REP
AUTOMOTIVE MECHANIC (Existing Title: Automobile Mechanic)
AUTOMOTIVE TECHNICIAN SPECIALIST (Alternate Title: Light-Weight Vehicle Mech)
AUTOMOTIVE TECHNICIAN SPECIALIST
AUTOMOTIVE TECHNICIAN SPECIALIST (Entry Lev 1 exp)
AUTOMOTIVE TECHNICIAN SPECIALIST (Entry Lev 1 non-exp)
AUTOMOTIVE TECHNICIAN SPECIALIST (Lead Tech A Lev 4)
AUTOMOTIVE TECHNICIAN SPECIALIST (Senior Tech B Lev 3)
AUTOMOTIVE TECHNICIAN SPECIALIST (Tech C Lev 2)
AUTO-RADIATOR MECHANIC
AVIATION SAFETY EQUIPMENT TECHNICIAN
AVIATION SUPPORT EQUIPMENT REPAIRER
AVIONICS TECHNICIAN
BAKER (Bake Produce)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
BAKER (Hotel & Restaurant)
BAKER, PIZZA (Hotel & Restaurant)
BAKERY-MACHINE MECHANIC
BANK-NOTE DESIGNER
BARBER
BARTENDER
BATCH-AND-FURNACE OPERATOR
BATTERY REPAIRER
BEEKEEPER
BENCH HAND (Jewelry-Silver)
BEN-DAY ARTIST
BINDERY MACHINE SETTER
BINDERY WORKER
BIO-MANUFACTURING TECHNICIAN (Downstream)
BIO-MANUFACTURING TECHNICIAN (Upstream)
BIOMEDICAL EQUIPMENT TECHNICIAN
BISON HERD MANAGER
BLACKSMITH
BLOCKER & CUTTER CONTACT LENS
BOAT BUILDER (Existing Title: Boat Builder, Wood)
BOATBUILDER, WOOD
BOATBUILDER, WOOD
BOAT BUILDER (Composite) (Existing Title: Boat Builder, Wood)
BOAT BUILDER (Composite) (Production) (Existing Title: Boat Builder, Wood)
BOILER AND PRESSURE VESSEL INSPECTOR
BOILER OPERATOR
BOILER PLANT EQUIPMENT MECHANIC (Existing Title: Boiler Operator)
BOILERHOUSE MECHANIC
BOILERMAKER FITTER
BOILERMAKER I
BOILERMAKER II
BOOKBINDER
BOOTMAKER, HAND
BRACELET & BROOCH MAKER
BRAKE REPAIRER (Auto Serv)
BRICKLAYER (Brick & Tile)
BRICKLAYER (Construction)
BRICKLAYER (Existing Title: Bricklayer (Construction))

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
BRICKLAYER (Existing Title: Bricklayer (Construction))
BRICKLAYER, FIREBRICK & REFRACTORY
BRICKLAYERS & MASON (Ext. Title: Bricklayer (Brick & Tile) or (Masonry))
BRIDGE CARPENTER-HEAVY HIGHWAY (Existing Title: Carpenter, Rough)
BRIDGE CARPENTER-HEAVY HIGHWAY (Existing Title: Carpenter, Rough)
BRIDGE CARPENTER-HEAVY HIGHWAY (Existing Title: Carpenter, Rough)
BRILLIANDEER-LOPPER
BUILDING MAINTENANCE REPAIRER (Ex. Title: Maintenance Repairer, Building)
BUILDING MAINTENANCE REPAIRER (Ex. Title: Maintenance Repairer, Building)
BUS MAINTENANCE TECHNICIAN
BUTCHER, ALLROUND
BUTCHER, MEAT (Hotel & Restaurant)
BUTTERMAKER
CABINETMAKER
CABINETMAKER
CABLE INSTALLER-REPAIRER (Alternate Title: Cable Systems Installer/Maintainer)
CABLE SPLICER
CABLE TELEVISION INSTALLER
CABLE TESTER (Tel & Tel)
CALIBRATION LABORATORY TECHNICIAN
CALIBRATOR (Military)
CAMERA OPERATOR
CAMERA REPAIRER
CANAL EQUIPMENT MECHANIC
CANDY MAKER
CANVAS WORKER
CAR REPAIRER (Railroad Equipment)
CARBURETOR MECHANIC
CARD CUTTER, JACQUARD
CARD GRINDER
CAREER DEVELOPMENT TECHNICIAN
CARPENTER
CARPENTER
CARPENTER
CARPENTER COMMERCIAL INTERIOR SPEC
CARPENTER FRAMING & FINISHING Level 1
CARPENTER FORMS & CONCRETE Level 2
CARPENTER ADVANCE SYSTEMS SPEC Level 2

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
CARPENTER ROOFER SPECIALIST (Existing Title: Roofer)
CARPENTER ROOFER SPECIALIST (Existing Title: Roofer)
CARPENTER ROOFER SPECIALIST (Existing Title: Roofer)
CARPENTER, ACOUSTICAL SPECIALIST (Existing Title: Acoustical Carpenter)
CARPENTER, INTERIOR SYSTEMS (Alternate Title: Interior Systems Carpenter)
CARPENTER, INTERIOR SYSTEMS (Alternate Title: Interior Systems Carpenter)
CARPENTER, MAINTENANCE (Alternate Title: Maintenance Carpenter)
CARPENTER, MOLD
CARPENTER, PILEDRIIVER
CARPENTER, PILEDRIIVER
CARPENTER, ROUGH
CARPENTER, SHIP
CARPET CUTTER (Retail Trade)
CARPET LAYER
CARTOONIST, MOTION PICTURE
CARVER, HAND
CASH-REGISTER SERVICER
CASING-IN-LINE SETTER
CASKET ASSEMBLER
CASTER (Jewelry-Silver)
CASTER (Nonfer Metal)
CELL MAKER
CELLAR WORKER (Wine)
CEMENT MASON
CEMENT MASON
CEMENT MASON (Alternate Title: Cement Mason Concrete Finisher)
CEMENT MASON CONCRETE FINISHER (Existing Title: Cement Mason)
CEMENT MASON CONCRETE FINISHER (Existing Title: Cement Mason)
CENTRAL STERILE PROCESSING TECHNICIAN
CENTRAL-OFFICE INSTALLER
CENTRAL-OFFICE REPAIRER
CERAMIC TILE INSTALLER (Existing Title: Tile Setter)
CERAMIC TILE INSTALLER (Existing Title: Tile Setter)
CHAPLAIN SERVICE SUPPORT (Military Only)
CHASER (Jewelry-Silver)
CHEESEMAKER
CHEF DE PARTI (Existing Title: Cook Hotel & Restaurant)
CHEMICAL ENGINEERING TECHNICIAN

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
CHEMICAL LABORATORY TECHNICIAN
CHEMICAL OPERATOR III
CHEMISTRY QUALITY CONTROL TECHNICIAN
CHIEF OF PARTY (Prof & Kin)
CHIEF OPERATOR (Chem)
CHIEF, COOK (Water Transportation)
CHIEF, COOK (Water Transportation)
CHIEF, COOK (Water Transportation) (Level 1) (Dining Room Steward Utility)
CHIEF, COOK (Water Transportation) (Level 2) (Bar Assistant Utility)
CHIEF, COOK (Water Transportation) (Level 3) (Galley Cook Utility)
CHILD CARE DEVELOPMENT SPECIALIST
CHIMNEY REPAIRER
CHIMNEY SWEEP
CLARIFYING-PLANT OPERATOR (Text)
CLINICAL DOCUMENTATION IMPROVEMENT SPECIALIST
CLOTH DESIGNER
COMPUTER SUPPORT SPECIALIST
CNC OPERATOR - MILLING
CNC OPERATOR - MILLING AND TURNING
CNC OPERATOR - TURNING
CNC OPERATOR AND PROGRAMMER (Existing Title: CNC Set-Up Program Operator - Milling and Turnir
CNC SET-UP PROG - MILLING
CNC SET-UP PROG - MILLING AND TURNING
CNC SET-UP PROG - TURNING
COACH OPERATOR
COATING MACHINE OPERATOR I
COATINGS INSPECTOR
COIN-MACH-SERVICE REPAIRER
COLORIST, PHOTOGRAPHY
COMMAND POST SPECIALTY (Military Only)
COMMERCIAL DESIGNER
COMMUNICATIONS-COMPUTER SYSTEMS PLANNING AND IMPLEMENTATION(Mil Only)
COMMUNITY HEALTH WORKER
COMPLAINT INSPECTOR
COMPOSING-ROOM MACHINIST
COMPOSITE FITTER MECHANIC
COMPOSITE PLASTIC FABRICATOR (Existing Title: Insulation Worker)
COMPOSITOR (Alternate Title: Keyboarder/Proofreader [Gov])

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
COMPUTED TOMOGRAPHY (CT) TECHNICIAN
COMPUTER OPERATOR
COMPUTER PROGRAMMER
COMPUTER PROGRAMMER
COMPUTER SUPPORT SPECIALIST
COMPUTER SUPPORT SPECIALIST-DESKTOP SUPPORT TECH
COMPUTER SYSTEMS ANALYST
COMPUTER-PERIPHERAL-EQUIPMENT-OP
CONSTRUCTION CRAFT LABORER
CONSTRUCTION CRAFT LABORER
CONSTRUCTION CRAFT LABORER
CONSTRUCTION DRIVER
CONSTRUCTION EQUIPMENT MECHANIC
CONTOUR WIRE SPECIALTY DENTURE
CONTROL EQUIP ELEC-TECH
CONVEYOR MAINTENANCE MECHANIC
CONVEYOR SYSTEM OPERATOR
COOK (Any Ind) (Alternate Title: Nutrition Care Specialist)
COOK (Hotel & Restaurant)
COOK (Hotel & Restaurant)
COOK, PASTRY (Hotel & Restaurant)
COOK, PASTRY (Hotel & Restaurant)
COOLING TOWER TECHNICIAN
COPPERSMITH (Ship & Boat)
COREMAKER
CORK INSULATOR, REFRIGERATOR PLT
CORRECTION OFFICER
CORROSION-CONTROL FITTER
COSMETOLOGIST
COUNSELOR
CRANE ELECTRICIAN (Existing Title: Electrician [Ship & Boat])
CRANE MECHANIC (Existing Title: Mechanic, Industrial Truck)
CRIME SCENE TECHNICIAN
CUPOLA TENDER
CUSTOM TAILOR (Garment)
CUSTOMER SERVICE REPRESENT
CUTTER, MACHINE 1
CYBER SECURITY SUPPORT TECHNICIAN



# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
CYLINDER GRINDER (Prt & Pub)
CYLINDER PRESS OPERATOR
DAIRY EQUIPMENT REPAIRER
DAIRY GRAZIER
DAIRY TECHNOLOGIST
DATABASE TECHNICIAN
DECORATOR (Any Ind)
DECORATOR (Glass Mfg)
DENTAL ASSISTANT (Alternate Title: Dental Specialist)
DENTAL CERAMIST
DENTAL LABORATORY TECHNICIAN
DENTAL-EQUIP INSTALL & SERVICES
DESIGN & PATTERNMAKER SHOE
DESIGN DRAFTER, ELECTROMECHANICAL
DETAILER
DIAGNOSTIC IMAGING SPECIALTY (Alternate Title: Radiology Specialist)
DIAMOND SELECTOR (Jewelry)
DICTATING-TRANS-MACHINIST SERVICES
DIE DESIGNER
DIE DESIGNER (Body Manufacturing)
DIE FINISHER
DIE MAKER (Jewelry-Silver)
DIE MAKER (Paper Goods)
DIE MAKER, BENCH, STAMPING
DIE MAKER, STAMPING
DIE MAKER, TRIM
DIE MAKER, WIRE DRAWING
DIE MAKING (Existing Title: Die Maker Trim)
DIE POLISHER (Nonfer Metal)
DIE SETTER (Forging)
DIE SINKER
DIESEL ENGINE TESTER
DIESEL MECHANIC
DIESEL MECHANIC (Alternate Title: Power-Generation Equipment Repairer)
DIRECT SUPPORT SPECIALIST
DIRECT SUPPORT SPECIALIST (Professional) (Level 1) (Registration Level)
DIRECT SUPPORT SPECIALIST (Professional) (Level 2) (Initial Certificate Level)
DIRECT SUPPORT SPECIALIST (Professional) (Level 3) (Advanced Certificate Level)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
DIRECTOR, FUNERAL
DIRECTOR, TELEVISION
DISPATCHER, SERVICE (Alternate Title: Transportation Management Coordinator)
DISPLAY DESIGNER (Prof & Kin)
DISPLAYER, MERCHANDISE
DOCK AND WHARF BUILDER
DOCK AND WHARF BUILDER
DOOR-CLOSER MECHANIC
DOT ETCHER
DRAFTER, ARCHITECTURAL
DRAFTER, AUTO DESIGN LAYOUT
DRAFTER, AUTOMOTIVE DESIGN
DRAFTER, CARTOGRAPHIC
DRAFTER, CIVIL
DRAFTER, COMMERCIAL
DRAFTER, DETAIL
DRAFTER, ELECTRICAL
DRAFTER, ELECTRONIC
DRAFTER, HEATING & VENTILATE
DRAFTER, LANDSCAPE
DRAFTER, MARINE
DRAFTER, MECHANICAL
DRAFTER, PLUMBING
DRAFTER, STRUCTURAL
DRAFTER, TOOL DESIGN
DRAGLINE OPERATOR
DREDGE OPERATOR
DRESSMAKER
DRILLING-MACHINE OPERATOR
DRIVER SERVICE PROVIDER (Existing Title: Truck Driver, Heavy)
DRY CLEANER
DRY-WALL APPLICATOR
DRYWALL APPLICATOR (Alternate Title: Drywall Applicator Specialist)
DRYWALL APPLICATOR SPECIALIST (Existing Title: Dry-Wall Applicator)
DRYWALL APPLICATOR SPECIALIST (Existing Title: Dry-Wall Applicator)
DRYWALL FINISHER (Existing Title: Taper)
DRYWALL FINISHER (Existing Title: Taper)
DRYWALL FINISHER (Existing Title: Taper)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
E-COMMERCE SPECIALIST
EDUCATION AND TRAINING (Military Only)
ELECT-MOTOR & GEN ASSEMBLER
ELECT-MOTOR ASSEM & TESTER
ELECT-PROD-LINE-MAINT-MECHANIC
ELECTRIC METER INSTALLER I
ELECTRIC METER REPAIRER
ELECTRIC METER TESTER
ELECTRIC MOTOR REPAIRER
ELECTRIC SIGN ASSEMBLER
ELECTRIC TOOL REPAIRER
ELECTRICAL
ELECTRICAL APPLIANCE REPAIRER
ELECTRICAL APPLIANCE SERVICES
ELECTRICAL INSTRUMENT REPAIRER
ELECTRICAL TECHNICIAN
ELECTRIC-DISTRIBUTION CHECKER
ELECTRICIAN
ELECTRICIAN (Alternate Title: Interior Electrician)
ELECTRICIAN (Ship & Boat)
ELECTRICIAN (Water Trans)
ELECTRICIAN, AIRCRAFT
ELECTRICIAN, AUTOMOTIVE
ELECTRICIAN, LOCOMOTIVE
ELECTRICIAN, MAINTENANCE
ELECTRICIAN, POWERHOUSE
ELECTRICIAN, RADIO
ELECTRICIAN, SUBSTATION
ELECTRIC-TRACK-SWITCH MAIN
ELECTROMECHANICAL TECHNICIAN
ELECTROMEDICAL EQUIP REPAIRER (Alternate Title: Medical Equipment Repairer )
ELECTRONIC INDUSTRIAL CONTROL MECHANIC (Existing Title: Electromechanical Tech)
ELECTRONIC PREPRESS SYSTEM OPER.
ELECTRONIC SYSTEMS TECH
ELECTRONIC UTILITY WORKER
ELECTRONIC-ORGAN TECHNICIAN
ELECTRONICS MECHANIC
ELECTRONICS TECHNICIAN

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
ELECTRONICS TESTER
ELECTRONICS UTILITY WORKER
ELECTROPLATER (Existing Title: Electrostatic Powder Coating Technician)
ELECTROSTATIC POWDER COATING TECH
ELECTROTYPYER
ELECT-SALES & SERVICE TECHNICIAN
ELEVATING-GRADER OPERATOR
ELEVATOR CONSTRUCTOR
ELEVATOR CONSTRUCTOR (Alternate Title: Elevator Constructor Mechanic)
ELEVATOR REPAIRER
EMBALMER (Per Ser)
EMBOSSER
EMBOSSING-PRESS OPERATOR
EMERGENCY MEDICAL TECHNICIAN (Alternate Title: Health Care Specialist)
ENERGY AUDITOR AND ANALYST
ENERGY SPECIALIST
ENERGY SPECIALIST
ENGINE REPAIRER, SERVICE
ENGINE TURNER (Jewelry)
ENGINEERING ASSISTANT, MECHANIC EQUIP
ENGINEERING MODEL MAKER (Inst & App)
ENGINE-LATHE SET-UP OP,TOOL
ENGINE-LATHE SET-UP OPERATOR
ENGRAVER (Glass Prod)
ENGRAVER I
ENGRAVER, BLOCK (Prt & Pub)
ENGRAVER, HAND, HARD METAL
ENGRAVER, HAND, SOFT METAL
ENGRAVER, MACHINE
ENGRAVER, PANTOGRAPH I
ENGRAVER, PICTURE (Prt&Pub)
ENGRAVING PRESS OPERATOR
ENVELOPE-FOLD-MACH ADJUSTER
ENVIRONMENTAL ANALYST
ENVIRONMENTAL CONTROL SYST. INSTALL/SERVICES (HVAC)
EQUIPMENT INSTALLER (Tel & Tel)
ESTIMATOR AND DRAFTER
ETCHER, HAND (Prt & Pub)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
ETCHER, PHOTOENGRAVING
EXPER MECH MOTOR & BIKES
EXPERIMENTAL ASSEMBLER
EXPERIMENTAL ASSEMBLER
EXPERIMENTAL AUTO (Product Engineering Layout and Assembly)
EXPERIMENTAL LABORATORY PAINT TECHNICIAN
EXPERIMENTAL TEST MECHANIC
EXTERMINATOR, TERMITE
EXTRUDER OPERATOR (Plastics)
FABRIC WORKER (Existing Title: Patternmaker, All-Around)
FABRICATOR-ASSEMBLER METAL PROD
FACILITIES LOCATOR
FACILITY MANAGER
FARM EQUIPMENT MECHANIC I
FARM EQUIPMENT MECHANIC II
FARM WORKER, GENERAL I
FARMER, GENERAL (Agric)
FASTENER TECHNOLOGIST
FENCE ERECTOR
FIELD ENGINEER (Radio & TV)
FIELD SERVICE ENGINEER
FIELD SERVICE ENGINEER (Medical)
FIELD TECH CONCRETE/MASONRY INSPECT
FIELD TECH SOIL/ASPHALT INSPECTOR
FIELD TECH STEEL/WELD/FIREPROOF INSPECT
FILM DEVELOPER
FILM LAB TECHNICIAN
FILM LAB TECHNICIAN I
FILM OR VIDEOTAPE EDITOR
FINANCIAL MANAGEMENT (Military Only) (Alternate Title: Finance Specialist)
FINISHER, DENTURE
FIRE APPARATUS ENGINEER
FIRE CAPTAIN
FIRE DEPARTMENT TRAINING OFFICER
FIRE ENGINEER
FIRE FIGHTER
FIRE FIGHTER DIVER
FIRE FIGHTER PARAMEDIC

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
FIRE FIGHTER SPECIALIST WILDLAND
FIRE FIGHTER, CRASH, FIRE
FIRE INSPECTOR
FIRE MARSHALL
FIRE MEDIC
FIRE PREVENTION OFFICER
FIRE SUPPRESSION TECHNICIAN
FIRE-CONTROL MECHANIC
FIRER, KILN (Pottery & Porc)
FIRER, MARINE (Alternate Title: Fireman, Oiler & Watertender ) (Water Transportation)
FISH & GAME WARDEN (Gov Ser)
FISH HATCHERY WORKER
FITTER (Mach Shop)
FITTER I (Any Ind)
FIXTURE MAKER (Light Fix)
FLOOR COVER (Existing Title: Floor Layer)
FLOOR COVER LAYER (RR Equip)
FLOOR LAYER
FLOOR LAYER (Alternate Title: Floor Cover)
FLOOR LAYER (Painters)
FLORAL DESIGNER
FOLDING MACHINE OPERATOR
FORGE-SHOP-MACHINE REPAIRER
FORGING-PRESS OPERATOR I
FORM BUILDER (Const)
FORM BUILDER (Const)
FORM BUILDER CARPENTER (Existing Title: Form Builder)
FORM BUILDER CARPENTER (Existing Title: Form Builder)
FORM BUILDER CARPENTER (Existing Title: Form Builder)
FORMER, HAND (Any Ind)
FORMING-MACHINE OPERATOR
FOUNDRY METALLURGIST
FOURDRINIER-MACHINE OPER
FOUR-SLIDE-MACHINE SETTER
FREEZER OPERATOR (Dairy)
FRETTED INSTRUMENT REPAIRER
FRONT-END MECHANIC
FUEL INJECTION SERVICER

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
FUEL SYSTEM MAINT WORKER
FUR CUTTER
FUR DESIGNER
FUR FINISHER
FURNACE INSTALLER
FURNACE INSTALLER & REPAIRER
FURNACE OPERATOR
FURNITURE DESIGNER
FURNITURE FINISHER
FURNITURE UPHOLSTERER
FURRIER
GANG SAWYER, STONE
GAS APPLIANCE SERVICER
GAS UTILITY WORKER
GAS-ENGINE REPAIRER
GAS-MAIN FITTER
GAS-METER MECHANIC I
GAS-REGULATOR REPAIRER
GAUGER (Petrol Prod)
GEAR HOBBER SET-UP OPERATOR
GEARCUT-MACHINIST SET-UP OPER. TOOL
GEAR-CUTTING-MACH SET-UP OPERATOR
GEM CUTTER (Jewelry)
GENERAL INSURANCE ASSOCIATE
GEODETIC COMPUTATOR
GEOSPATIAL SPECIALIST
GEOTHERMAL AND WELLDRILLING OPERATOR
GLASS BENDER (Fab Nec)
GLASS BLOWER
GLASS BLOWER, LAB APPARATUS
GLASS INSTALLER (Auto Serv)
GLASS-BLOWING-LATHE OPERATOR
GLAZIER
GLAZIER
GLAZIER
GLAZIER
GLAZIER
GLAZIER, ARCHITECTURAL

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
GLAZIER, STAINED GLASS
GRADER (Woodworking)
GRAPHIC DESIGNER
GREENSKEEPER II
GRINDER I (Clock & Watch)
GRINDER OP TOOL PRECISION
GRINDER SET-UP OPERATOR, JIG
GRINDER SET-UP OPERATOR, UNIVERSAL
GUARD, SECURITY
GUARD, SECURITY OFFICER (Existing Title: Security Guard)
GUARD, SECURITY OFFICER Commercial Real Estate (Level 1)
GUARD, SECURITY OFFICER Health Care (Level 1)
GUARD, SECURITY OFFICER Higher Education (Level 1)
GUARD, SECURITY OFFICER Manufacturing and Industrial (Level 1)
GUARD, SECURITY OFFICER Residential Communities (Level 1)
GUARD, SECURITY OFFICER Shopping Mall (Level 1)
GUARD, SECURITY OFFICER Manager (Level 2)
GUNSMITH
HAIR STYLIST (Existing Title: Cosmetologist)
HARDENER-TOOL & DIE
HARNESS MAKER
HARPSICHORD MAKER
HAT BLOCK MAKER (Woodwork)
HAZARDOUS-WASTE MATERIAL TECHNICIAN
HEAD SAWYER
HEALTH CARE SANITARY TECHNICIAN
HEALTH INFORMATION MANAGEMENT BUSINESS ANALYST
HEALTH INFORMATION MANAGEMENT DATA ANALYST
HEALTH INFORMATION MANAGEMENT HOSPITAL CODER
HEALTH INFORMATION TECHNOLOGY SPECIALIST
HEALTH SUPPORT SPECIALIST (Existing Title: Home Health Aide)
HEALTH SUPPORT SPECIALIST (Activity Director) (Level 1)
HEALTH SUPPORT SPECIALIST (Dining Services) (Level 1)
HEALTH SUPPORT SPECIALIST (Environmental Ser) (Level 1)
HEALTH SUPPORT SPECIALIST (Certified Nurses Aide) (Level 2)
HEALTH SUPPORT SPECIALIST (Home Health Aide) (Level 2)
HEALTH SUPPORT SPECIALIST (Medication Aide) (Level 2)
HEALTH SUPPORT SPECIALIST (Rehabilitative Aide) (Level 2)



# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
HEALTH SUPPORT SPECIALIST (Existing Title: Home Health Aide)
HEALTH UNIT COORDINATOR
HEAT TRANSFER TECHNICIAN
HEAT TREATER I
HEATING & AIR CONDITIONING MECHANIC & INSTALLER
HEATING & AIR-CONDITIONER INSTALL/SER
HEATING & AIR-CONDITIONER INSTALL/SER
HEATING & AIR-CONDITIONER INSTALL/SER (Level I)
HEATING & AIR-CONDITIONER INSTALL/SER (Level II)
HEATING & AIR-CONDITIONER INSTALL/SER (Level III)
HEATING, VENTILATION, AIR CONDITIONING (Ex. Tit: Heating&Air Cond. Inst/Ser)
HEATING, VENTILATION, AIR CONDITIONING (Ex. Tit: Heating&Air Cond. Inst/Ser)
HEAVY FORGER
HELP DESK TECHNICIAN
HISTORIAN (Military Only)
HOME HEALTH AIDE (Alternate Title: Health Support Specialist)
HOME HEALTH AIDE (Level 1)(Disability Spec)
HOME HEALTH AIDE (Level 2)(Hospice Spec )
HOME HEALTH AIDE (Level 3)(Mental Illness Spec)
HOME HEALTH AIDE (Level 4)(Dementia Spec)
HOME HEALTH AIDE (Level 5)(Mentor Spec)
HOME HEALTH AIDE (Level 6)(Geriatric Spec)
HOME HEALTH DIRECTOR
HOME PERFORMANCE LABORER (Residential)
HOME PERFORMANCE LABORER (Residential)
HORSE TRAINER
HORSESHOER
HORTICULTURIST
HOTEL ASSOCIATE
HOTEL MANAGER
HOUSEKEEPER, COM, RES, IND
HYDRAULIC PRESS SERVICE (Ordn)
HYDRAULIC REPAIRER
HYDRO BLASTER/VACUUM TECHNICIAN
HYDRO BLASTER/VACUUM TECHNICIAN
HYDROELECTRIC-MACHINERY MECHANIC
HYDROELECTRIC-STATION OPERATOR
HYDROMETER CALIBRATOR

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
ILLUSTRATOR (Profess & Kin)
INDUSTRIAL DESIGNER
INDUSTRIAL ENGINEERING TECHNICIAN
INDUSTRIAL MACHINIST SYSTEM TECHNICIAN
INDUSTRIAL MAINTENANCE MECHANIC (Existing Title: Maintenance Mechanic)
INDUSTRIAL MAINTENANCE MECHANIC (Existing Title: Maintenance Mechanic)
INDUSTRIAL MAINTENANCE REPAIRER
INDUSTRIAL MANUFACTURING TECHNICIAN
INDUSTRIAL SEWING MACHINE OPERATOR
INFORMATION ASSURANCE SPECIALIST
INFORMATION MANAGEMENT (Word Processing) (Military Only)
INFORMATION TECHNOLOGY SPECIALIST
INFORMATION TECHNOLOGY SPECIALIST
INJECTION-MOLDING-MACHINIST OPERATOR
INSPECTOR, BUILDING
INSPECTOR, ELECTROMECHANIC
INSPECTOR, METAL FABRICATE
INSPECTOR, MOTOR VEHICLES
INSPECTOR, OUTSIDE PRODUCT
INSPECTOR, PRECISION
INSPECTOR, QUALITY ASSURANCE
INSPECTOR, SET-UP & LAY-OUT (Alternate Title: Senior Noncommissioned Logistician)
INSTRUMENT MAKER
INSTRUMENT MAKER & REPAIRER
INSTRUMENT MECH, WEAPONS SYSTEM
INSTRUMENT MECHANIC (Any Ind)
INSTRUMENT REPAIRER (Any Ind)
INSTRUMENT TECHNICIAN (Utilities)
INSTRUMENTATION TECHNICIAN
INSULATION WORKER
INSULATION WORKER
INSULATION WORKER
INSULATOR (Thermal) (Existing Title: Insulation Worker)
INTERIOR DESIGNER
INTERIOR SYSTEMS CARPENTER (Existing Title: Carpenter, Interior Systems)
INTERNETWORKING TECHNICIAN
INVESTIGATOR, PRIVATE
IT GENERALIST

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
IT PROJECT MANAGER
JACQUARD-LOOM WEAVER
JACQUARD-PLATE MAKER
JEWELER
JIG BUILDER (Wood Contain)
JOB MOLDER
JOB PRINTER
JOINER (Ship & Boat Bldg)
KEYBOARDER/PROOFREADER (Existing Title: Compositor)
KILN OPERATOR (Woodworking)
KNITTER MECHANIC
KNITTING MACHINE FIXER
LABORATORY ASSISTANT
LABORATORY ASST, METALLURGICAL
LABORATORY TECHNICIAN
LABORATORY TESTER
LANDSCAPE GARDENER
LANDSCAPE MANAGEMENT TECHNICIAN
LANDSCAPE TECHNICIAN
LAST-MODEL MAKER
LATHER (Alternate Title: Lathing Specialist)
LATHING SPECIALIST (Existing Title: Lather)
LATHING SPECIALIST (Existing Title: Lather)
LAUNDRY-MACHINE MECHANIC
LAY-OUT TECHNICIAN
LAY-OUT WORKER I (Any Ind)
LEAD BURNER
LEATHER STAMPER
LEGAL SECRETARY
LETTERER (Profess & Kin)
LIGHT TECHNICIAN
LINE ERECTOR (POWER-LINE DISTRIBUTION ERECTOR)
LINE INSTALLER-REPAIRER
LINE MAINTAINER (Alternate Title: High Voltage Electrician)
LINE MAINTAINER (Alternate Title: High Voltage Electrician)
LINE REPAIRER
LINER (Pottery & Porc)
LINOTYPE OPERATOR (Prt & Pub)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
LITHOGRAPH PRESS OPERATOR
LITHOGRAPH PRESS OPERATOR, (Level 1) Small Press
LITHOGRAPH PRESS OPERATOR, (Level 2) Press Feeder Operation
LITHOGRAPH PRESS OPERATOR, (Level 3) Large Sheetfed
LITHOGRAPH PRESS OPERATOR, (Level 4) Web Press Jogger
LITHOGRAPH PRESS OPERATOR, (Level 5) Web Press Tender
LITHOGRAPH PRESS OPERATOR, (Level 6) Web Press Operator
LITHOGRAPH PRESS OPERATOR, TINWARE
LITHOGRAPHIC PLATEMAKER
LOAD DISPATCHER
LOCKSMITH
LOCOMOTIVE ENGINEER
LODGING MANAGER (Existing Title: Hotel Manager)
LOFT WORKER (Ship & Boat)
LOGGER, ALLROUND
LOGGING-EQUIPMENT MECHANIC
LOGISTICS ENGINEER
LONG TERM CARE NURSE MANAGEMENT
LONG TERM CARE NURSE MANAGEMENT (Level 1)
LONG TERM CARE NURSE MANAGEMENT, Charge Nurse Specialty (Level 2)
LONG TERM CARE NURSE MANAGEMENT, Infection Control Specialty (Level 2)
LONG TERM CARE NURSE MANAGEMENT, Quality Assurance Specialty (Level 2)
LONG TERM CARE NURSE MANAGEMENT, Resident Assessment Specialty (Level 2)
LONG TERM CARE NURSE MANAGEMENT, Staff Development Specialty (Level 2)
LOOM FIXER
LUBRICATION SER MATERIAL DISPOSAL TECH
MACHINE ASSEMBLER
MACHINE BUILDER
MACHINE BUILDER
MACHINE ERECTOR
MACHINE FIXER (Carpet & Rug)
MACHINE FIXER (Textile)
MACHINE OPERATOR I
MACHINE REPAIRER
MACHINE REPAIRER, MAINTENANCE
MACHINE SETTER (Any Ind)
MACHINE SETTER (Clock)
MACHINE SETTER (Mach Shop)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
MACHINE SETTER (Woodwork)
MACHINE SET-UP OPER, PAPER
MACHINE SET-UP OPERATOR
MACHINE TRYOUT SETTER
MACHINIST (Alternate Title: Precision Machinist)
MACHINIST (Alternate Title: Precision Machinist)
MACHINIST (Alternate Title: Precision Machinist)
MACHINIST, AUTOMOTIVE
MACHINIST, EXPERIMENTAL
MACHINIST, LINOTYPE
MACHINIST, MARINE ENGINE
MACHINIST, MOTIONPIC EQUIPMENT
MACHINIST, OUTSIDE (Ship)
MACHINIST, WOOD
MAGNETIC RESONANCE IMAGING TECH
MAILER
MAINT MECHANIC (Any Ind) (Alternate Title: Industrial Maintenance Mechanic)
MAINT MECHANIC (Const; Petrol) (Alternate Title: Heavy-Wheel Vehicle Mechanic )
MAINT MECHANIC (Grain & Feed)
MAINT REPAIRER, INDUSTRIAL
MAINTENANCE MACHINIST
MAINTENANCE MECH, COMPGAS
MAINTENANCE MECHANIC, TELEPHONE
MAINTENANCE REPAIRER, BUILD
MAINTENANCE TECH MUNICIPAL
MAKER PROFESSIONAL (Existing Title: Machine Operator 1)
MAMMOGRAPHY TECHNOLOGIST
MANAGER, FOOD SERVICE
MANAGER, HOUSEHOLD (Private Residence)
MANAGER, RETAIL STORE
MANAGER, RETAIL STORE (Store Manager)
MANAGER, RETAIL STORE (Level 1 Shift Supervisor )
MANAGER, RETAIL STORE (Level 2 Assistant Store Manager )
MARBLE FINISHER
MARBLE FINISHER
MARBLE SETTER
MARBLE SETTER
MARBLE SETTER

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
MARINE ELECTRICIAN (Existing Title: Electrician [Ship & Boat])
MARINE MACHINERY MECHANIC (Existing Title: Machine Repairer, Maintenance)
MARINE PIPEFITTER (Existing Title: Pipe Fitter [Ship & Boat])
MARINE SERVICES TECHNICIAN
MASTER HOMELAND SECURITY SPECIALIST
MATERIAL COORDINATOR (Alt Titles: Automated Logistical /Unit Supply Specialists )
MATERIALS ENGINEER
MEAT CUTTER
MECH ENGINEERING TECHNICIAN
MECHANIC, ENDLESS TRACK VEH
MECHANIC, INDUSTRIAL TRUCK (Alternate Titles: Diesel Mech/Power-Gen Equip Rep)
MECHANICAL-UNIT REPAIRER
MECHATRONICS TECHNICIAN
MECHATRONICS TECHNICIAN
MEDICAID DISABILITY CLAIMS ADJUDICATOR
MEDICAL ASSISTANT
MEDICAL ASSISTANT
MEDICAL CODER (Alternate Title: Patient Administration Specialist)
MEDICAL SECRETARY
MEDICAL TRANSCRIPTIONIST
MEDICAL-LABORATORY TECHNICIAN (Alternate Title: Medical Laboratory Specialist )
METAL FABRICATOR
METEOROLOGICAL EQUIPMENT REPAIRER
METEOROLOGIST
METER REPAIRER (Any Ind)
MICROBIOLOGY QUALITY CONTROL TECH
MILITARY EQUAL OPPORTUNITY (Military Only)
MILLER, WET PROCESS
MILLING MACHINE SET-UP OPERATOR
MILLWRIGHT
MILLWRIGHT
MILLWRIGHT
MILLWRIGHT
MILLWRIGHT
MINE INSPECT. (Gov) Metal-Nonmetal
MINE INSPECTOR (Gov) Coal
MINE-CAR REPAIRER
MINER I (Mine & Quarry)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
MOCKUP BUILDER (Aircraft)
MODEL & MOLD MAKER (Brick)
MODEL & MOLD MAKER, PLASTER
MODEL BUILDER (Furn)
MODEL MAKER (Aircraft)
MODEL MAKER (Auto Mfg) (Alternate Title: Model Making-Metal)
MODEL MAKER (Clock & Watch)
MODEL MAKER (Pottery & Porc)
MODEL MAKER II (Jewelry)
MODEL MAKER, FIREARMS
MODEL MAKER, WOOD
MODEL MAKER-WOOD
MODEL MAKING-METAL (Existing Title: Model Maker (Auto Mfg))
MOLD DESIGNER (Plastics Ind)
MOLD MAKER (Pottery & Porc)
MOLD MAKER I (Jewelry)
MOLD MAKER II (Jewelry)
MOLD MAKER, DIE-CAST & PLASTER
MOLD SETTER
MOLDER
MOLDER, PATTERN (Foundry)
MONOTYPE-KEYBOARD OPERATOR
MONUMENT SETTER (Const)
MOSAIC WORKER
MOSAIC WORKER
MOSAIC WORKER
MOTORBOAT MECHANIC
MOTORCYCLE REPAIRER
MOTOR-GRADER OPERATOR
MULTI OPERATION FORM MACHINIST SETTER
MULTI-OPERATION-MACHINE OPERATOR
MULTI-STORY WINDOW/BUILD
MUNITIONS SYSTEMS (Military Only)
NEON-SIGN SERVICER
NETWORK AND COMPUTER SYSTEMS ADMINISTRATOR (Alternate Title: IT Specialist)
NETWORK SUPPORT TECHNICIAN
NON-DESTRUCTIVE TESTER
NON-DESTRUCTIVE TESTER

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
NON-DESTRUCTIVE TESTER/Acoustic Emm Tech (Level 1)
NON-DESTRUCTIVE TESTER/Acoustic Emm Tech (Level 2)
NON-DESTRUCTIVE TESTER/Eddy Current Tech (Level 1)
NON-DESTRUCTIVE TESTER/Eddy Current Tech (Level 2)
NON-DESTRUCTIVE TESTER/Leak Test Bubble Tech (Level 1)
NON-DESTRUCTIVE TESTER/Leak Test Bubble Tech (Level 2)
NON-DESTRUCTIVE TESTER/Lk Tst Halogen Diode (Level 1)
NON-DESTRUCTIVE TESTER/Lk Tst Halogen Diode (Level 2)
NON-DESTRUCTIVE TESTER/Lk Tst Mass Spec Tec (Level 1)
NON-DESTRUCTIVE TESTER/Lk Tst Mass Spec Tech (Level 2)
NON-DESTRUCTIVE TESTER/Lk Tst Pres Chng Tech (Level 1)
NON-DESTRUCTIVE TESTER/Lk Tst Pres Chng Tech (Level 2)
NON-DESTRUCTIVE TESTER/Magnetic Particle Tech (Level 1)
NON-DESTRUCTIVE TESTER/Magnetic Particle Tech (Level 2)
NON-DESTRUCTIVE TESTER Penetrant Tech (Level 1)
NON-DESTRUCTIVE TESTER Penetrant Tech (Level 2)
NON-DESTRUCTIVE TESTER/Penetrant Tech (Level 2 Limited)
NON-DESTRUCTIVE TESTER/Radiographic Tech (Level 1)
NON-DESTRUCTIVE TESTER/Radiographic Tech (Level 2)
NON-DESTRUCTIVE TESTER/Radiographic Tech (Level 2 Limited)
NON-DESTRUCTIVE TESTER/Thermal Infrared Tech (Level 1)
NON-DESTRUCTIVE TESTER/Thermal Infrared Tech (Level 2)
NON-DESTRUCTIVE TESTER/Ultrasonic Technician (Level 1)
NON-DESTRUCTIVE TESTER/Ultrasonic Technician (Level 2)
NON-DESTRUCTIVE TESTER/UltrasonicTech (Level 2 Limited)
NON-DESTRUCTIVE TESTER/Visual Technician (Level 1)
NON-DESTRUCTIVE TESTER/Visual Technician (Level 1)
NONDESTRUCTIVE TESTING (NDT) (Existing Title: Non-Destructive Tester)
NUMERICAL CONTROL MACHINIST OPER
NUMERICAL CONTROL MACHINIST OPER
NURSE ASSISTANT
NURSE ASSISTANT CERTIFIED (Existing Title: Nurse Assistant)
NURSE ASSISTANT CERTIFIED (Level 1)
NURSE ASSISTANT CERTIFIED (Level 2 (Adv))
NURSE ASSISTANT CERTIFIED (Level 3 (Dem Spec))
NURSE ASSISTANT CERTIFIED (Level 3 (Ger Spec))
NURSE ASSISTANT CERTIFIED (Level 3 (Med Aide))
NURSE ASSISTANT CERTIFIED (Level 3 (Men Spec))



# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
NURSE ASSISTANT CERTIFIED (Level 3 (Rest Spec))
NURSE, LICENSED PRACTICAL
OFFICE MANAGER/ADMIN SERVICES
OFFICE-MACHINE SERVICER
OFFICER IN CHARGE OF NAVIG WATCH
OFFSET PLATE MAKER/PRE-PRESS (Existing Title: Lithographic Platemaker)
OFFSET-PRESS OPERATOR I
OFFSET PRESSPERSON (Existing Title: Offset Press Operator 1)
OIL BURNER-SERVICER & INSTALLER
OIL FIELD EQUIP MECHANIC
OIL FIELD EQUIP MECHANIC(Op I Frac-Acd)
OPERATING ENGINEER (Alternate Title: Heavy Construction Equipment Mechanic)
OPERATING ENGINEER
OPERATIONAL TEST MECHANIC
OPERATIONS ASSISTANT (ENERGY)
OPERATIONS INTELLIGENCE (Military Only)
OPERATIONS RESOURCE FLIGHT/Jump Management (Military Only)
OPHTHALMIC DISPEN OPT/CONTACT LENS
OPTICAL INSTRUMENT ASSEMBLY
OPTICIAN (Op Gds; Ret Tr) (Alternate Title: Optical Laboratory Specialist )
OPTICIAN (Optical Goods)
OPTICIAN DISPENSING
OPTICS MANUFACTURING TECHNICIAN
OPTOMECHANICAL TECHNICIAN
ORDNANCE ARTIFICER (Gov Ser)
ORNAMENTAL IRONWORKER (Alternate Title: Architectural & Ornamental Ironworker)
ORNAMENTAL IRONWORKER (Alternate Title: Architectural & Ornamental Ironworker)
ORNAMENTAL IRONWORKER (Alternate Title: Architectural & Ornamental Ironworker)
ORNAMENTAL IRONWORKER (Alternate Title: Architectural & Ornamental Ironworker)
ORNAMENTAL IRONWORKER/ARCHITECT (Existing Title: Ornamental Ironworker)
ORNAMENTAL METAL WORKER
ORTHO-BOOT-SHOE DESIGNER MAKER
ORTHODONTIC TECHNICIAN
ORTHOTICS TECHNICIAN
ORTHOTIST
OUTBOARD MOTOR MECHANIC
OUTBOARD TECHNICIAN (Alternate Title: Outboard-Motor Mechanic)
OVERHAULER (Textile)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
OVERHEAD DOOR INSTALLER
PAINTER (Existing Title: Painter, Shipyard)
PAINTER (Const)
PAINTER (Professional and Kindred)
PAINTER, HAND (Any Ind)
PAINTER, INDUST COATING AND LINING APP SPECIALIST
PAINTER, SHIPYARD
PAINTER, SIGN
PAINTER, TRANS EQUIPMENT
PAINTER-DECORATOR (Painter Const)
PANTOGRAPH-MACHINE SET-UP OPER
PAPERHANGER
PARALEGAL (Alternate Title: Paralegal Specialist)
PARAMEDIC (Alternate Title: Health Care Specialist)
PASTE-UP ARTIST
PATTERNMAKER (Metal Prod)
PATTERNMAKER (Stonework)
PATTERNMAKER (Textiles)
PATTERNMAKER, ALL-AROUND
PATTERNMAKER, METAL
PATTERNMAKER, METAL, BENCH
PATTERNMAKER, PLASTER
PATTERNMAKER, PLASTICS
PATTERNMAKER, WOOD
PATTERNMAKING-METAL
PATTERNMAKING-WOOD
PAVEMENT STRIPER
PEER SPECIALIST (Bureau of Prisons Only)
PERSONNEL SYSTEMS MANAGEMENT (Military Only) (Alt Title: Human Resource Spec)
PEWTER CASTER
PEWTER FABRICATOR
PEWTER FINISHER
PEWTER TURNER (SILVERWARE)
PEWTERER
PHARMACIST ASSISTANT (Alternate Title: Pharmacy Technician)
PHARMACY SUPPORT STAFF (Alternate Title: Pharmacy Specialist)
PHARMACY SUPPORT STAFF (Level 1 Pharm Service Assoc)
PHARMACY SUPPORT STAFF (Level 2 Pharm Support Tech)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
PHARMACY SUPPORT STAFF (Level 3 Lead Pharm Tech)
PHARMACY TECHNICIAN
PHARMACY TECHNICIAN, RETAIL STORE (Existing Title: Pharmacist Assistant)
PHARMACY TECHNICIAN, RETAIL STORE (Level 1 Pharmacy Technician)
PHARMACY TECHNICIAN, RETAIL STORE (Level 2 Lead Technician)
PHLEBOTOMIST
PHOTOCOMPOSING-PERFORAT-MA
PHOTOENGRAVER
PHOTOENGRAVING FINISHER
PHOTOENGRAVING PRINTER
PHOTOENGRAVING PROOFER
PHOTO-EQUIPMENT TECHNICIAN
PHOTOGRAMMETRIC TECHNICIAN
PHOTOGRAPH RETOUCHER
PHOTOGRAPHER, LITHOGRAPHIC
PHOTOGRAPHER, MOTION PICTURE
PHOTOGRAPHER, PHOTOENGRAV
PHOTOGRAPHER, STILL
PHOTOGRAPHIC EQUIPMENT MAINTENANCE
PHOTOGRAPHIC-PLATE MAKER
PHYSICAL THERAPY AIDE
PIANO TECHNICIAN
PIANO TUNER
PILE DRIVER
PILE DRIVER
PILOT, SHIP
PINSETTER ADJUSTER, AUTOMATIC
PINSETTER MECH, AUTOMATIC
PIPE COVERER & INSULATOR
PIPE FITTER (Construction)
PIPE FITTER (Ship & Boat)
PIPE FITTER (Existing Title: Pipe Fitter (Construction))
PIPE FITTER (1st Year Level 1)
PIPE FITTER (2nd Year Level 2)
PIPE FITTER (3rd Year Level 3)
PIPE FITTER (Existing Title: Pipe Fitter (Construction))
PIPE FITTER - SPRINKLER FITTER
PIPE FITTER - SPRINKLER FITTER (1st Year Level 1)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
PIPE FITTER - SPRINKLER FITTER (2nd Year Level 2)
PIPE FITTER - SPRINKLER FITTER (3rd Year Level 3)
PIPE FITTER - SPRINKLER FITTER
PIPE ORGAN BUILDER
PIPE ORGAN TUNER & REPAIR
PIPEFITTING
PIPEFITTING AND/OR PLUMBING
PLANT OPERATOR
PLANT OPERATOR, FURNACE PRO
PLASTER PATTERN CASTER
PLASTERER
PLASTERER
PLASTERER
PLASTERER
PLASTERER
PLASTIC FIXTURE BUILDER
PLASTIC PROCESS TECHNICIAN
PLASTIC TOOL MAKER
PLASTICS FABRICATOR
PLATE FINISHER (Print & Pub)
PLATE MAKER (Existing Title: Plate Finisher)
PLATE SHOP OPERATOR
PLATEN-PRESS OPERATOR
PLATER
PLUMBER
PLUMBER
PLUMBER (1st Year Level 1)
PLUMBER (2nd Year Level 2)
PLUMBER (3rd Year Level 3)
PLUMBER
PLUMBER
PLUMBER
PNEUDRAULIC SYSTEMS MECHANIC
PNEUMATIC TOOL REPAIRER
PNEUMATIC TUBE REPAIRER
PODIATRIC ASSISTANT
POINTER, CLEANER, CAULKER
POINTER, CLEANER, CAULKER

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
POINTER, CLEANER, CAULKER (Existing Title: Tuckpointer Cleaner, Caulker)
POLICE OFFICER (Alternate Title: Military Police)
PONY EDGER (Sawmill)
POST OFFICE CLERK
POTTERY MACHINE OPERATOR
POWERHOUSE MECHANIC
POWERPLANT MECHANIC
POWER-PLANT OPERATOR
POWER-SAW MECHANIC
POWER-TRANSFORMER REPAIRER
PRECISION ASSEMBLER
PRECISION ASSEMBLER, BENCH
PRECISION-LENS GRINDER
PRESS OPERATOR HEAVY DUTY
PRESS SET-UP OPERATOR - STAMPING
PREVENTATIVE HOME HEALTH AIDE
PRINTER, PLASTIC
PRINTER-SLOTTER OPERATOR
PROCESS/SHIPPING TECHNICIAN
PRODUCTION CONTROLLER
PRODUCTION FINISHER
PRODUCTION MACHINERY ELECTRICIAN (Existing Title: Electrician, Maintenance)
PRODUCTION MACHINERY MECHANIC (Existing Title: Machine Repairer)
PRODUCTION TECHNOLOGIST
PROFESSIONAL BREWER
PROGRAM ASSISTANT
PROGRAMMER, ENGINEER & SCIENTIFIC
PROJECTION PRINTER
PROOF-PRESS OPERATOR
PROOFSHEET CORRECTOR (Prt)
PROP MAKER (Amuse & Rec)
PROPULSION MOTOR & GENERATOR
PROSPECTING DRILLER (Petro)
PROSTHETICS TECHNICIAN
PROSTHETIST (Medical serv)
PROTECTIVE SERVICE SPECIALIST (Active Duty Military)
PROTECTIVE-SIGNAL INSTALLER
PROTECTIVE-SIGNAL REPAIRER

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
PROTOTYPE MODEL MAKER
PRVTE-BRANCH EXCH INSTALLER
PRVTE-BRANCH EXCH REPAIRER
PUBLIC AFFAIRS (Military Only)
PUBLIC HEALTH (Military Only)
PUBLIC HEALTH INFORMATICIAN (CDC)
PUMP ERECTOR (Const)
PUMP SERVICER
PUMPER-GAUGER
PURCHASING AGENT
PURIFICATION OPERATOR II
QUALITY CONTROL INSPECTOR
QUALITY CONTROL TECHNICIAN
RADIATION MONITOR
RADIO MECHANIC (Any Ind)
RADIO REPAIRER (Any ind)
RADIO STATION OPERATOR (Alternate Title: Radio Operator/Maintainer)
RADIOGRAPHER
RAILROAD SAFETY INSPECTOR
RECORDING ENGINEER
RECOVERY OPERATOR (Paper)
RECREATION ASSISTANT
RECYCLING AND RECLAMATION WORKER (PRISONS ONLY)
RECYCLING COORDINATOR (PRISON ONLY)
REFINERY OPERATOR
REFINERY OPERATOR
REFRIGERATION & AIR CONDITION MECHANIC (Existing Title: Refrigeration Maint)
REFRIGERATION AND AIR CONDITIONING MAINTENANCE (Existing Title: Refrigeration Mechanic)
REFRIGERATION MECHANIC (Any Ind)
REFRIGERATION UNIT REPAIRER
REINFORCING IRONWORKER CONCRETE (Existing Title: Reinforcing Metal Worker)
REINFORCING IRONWORKER CONCRETE (Existing Title: Reinforcing Metal Worker)
REINFORCING METAL WORKER (Alternate Title: Ironworker Reinforcing Concrete)
REINFORCING METAL WORKER (Alternate Title: Ironworker Reinforcing Concrete)
REINFORCING METAL WORKER
REINFORCING METAL WORKER
REINFORCING METAL WORKER (Alternate Title: Ironworker Reinforcing Concrete)
REINFORCING METAL WORKER (Alternate Title: Ironworker Reinforcing Concrete)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
RELAY TECHNICIAN
RELAY TESTER
REPAIRER I (Chem)
REPAIRER, HANDTOOLS
REPAIRER, HEAVY
REPAIRER, RECREATIONAL VEH
REPAIRER, WELDING EQUIPMENT
REPAIRER, WELDING SYS & EQ
REPRODUCTION TECHNICIAN
RESEARCH MECHANIC (Aircraft)
RESIDENTIAL CARPENTER
RESIDENTIAL CARPENTER
RESIDENTIAL CARPENTER SPECIALIST (Existing Title: Residential Carpenter)
RESIDENTIAL CARPENTER SPECIALIST (Siding) (Existing Title: Residential Carpenter)
RESIDENTIAL CARPENTER SPECIALIST (Existing Title: Residential Carpenter)
RESIDENTIAL CARPENTER SPECIALIST (Existing Title: Residential Carpenter)
RESIDENTIAL WIREMAN
RESTAURANT MANAGER (Existing Title: Manager, Food Service)
RETOUCHER, PHOTOENGRAVING
RIGGER
RIGGER (Ship & Boat Bldg)
RISK MANAGEMENT ANALYST
ROCKET MOTOR MECHANIC
ROCKET-ENGINE-COMPONENT MECHANIC
ROLL THREADER OPERATOR
ROLLER ENGRAVER HAND
ROOFER
ROOM ATTENDANT/HOUSEKEEPER
ROTOGRAVURE-PRESS OPERATOR
RUBBER TESTER
RUBBERIZING MECHANIC
RUBBER-STAMP MAKER
RUG CLEANER, HAND
SADDLE MAKER
SAFE & VAULT SERVICE MECHANIC
SAFETY INSPECTOR/TECHNICIAN (Alternate Title: Preventive Medicine Specialist)
SALESPERSON PARTS
SAMPLE MAKER, APPLIANCES

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
SAMPLE STITCHER (Garment)
SANDBLASTER, STONE
SAW FILER (Any Ind)
SAW MAKER (Cutlery & Tools)
SCAFFOLD ERECTOR (Existing Title: Carpenter, Rough)
SCAFFOLD ERECTOR (Existing Title: Carpenter, Rough)
SCAFFOLD ERECTOR (Existing Title: Carpenter, Rough)
SCALE MECHANIC
SCANNER OPERATOR
SCREEN PRINTER
SCREW-MACH SET-UP OPERATOR
SCREW-MACH SET-UP OPERATOR, SINGLE
SCREW-MACHINE OPERATOR, MULTI SPIN
SCREW-MACHINE OPERATOR, SINGLE SPIN
SCRIPT SUPERVISOR
SECURITY SPECIALIST
SENIOR HOUSING MANAGER
SERVICE MECHANIC (Auto Mfg)
SERVICE PLANNER (Light, Heat)
SERVICE PLANNER (Light, Heat)
SERVICES (Base Facilities) (Military Only)
SEWING MACHINE REPAIRER
SEWING MACHINE REPAIRER
SHEET METAL MECHANIC (Existing Title: Sheet Metal Worker)
SHEET METAL WORKER
SHEET METAL WORKER
SHEET METAL WORKER
SHEET METAL WORKER & TINSMITH (Existing Title: Sheet Metal Worker)
SHIP PROPELLER FINISHER
SHIPFITTER (Existing Title: Shipfitter (Ship & Boat))
SHIPFITTER (Ship & Boat)
SHIPWRIGHT (Existing Title: Shipwright (Ship & Boat))
SHIPWRIGHT (Ship & Boat)
SHOE REPAIRER
SHOEMAKER, CUSTOM
SHOP OPTICIAN, BENCHROOM
SHOP OPTICIAN, SURFACE ROOM
SHOP TAILOR



# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
SIDEROGRAPHER (Print & Pub)
SIGN ERECTOR I
SIGN WRITER, HAND
SIGNAL MAINTAINER (RR Tran)
SILKSCREEN CUTTER
SILVERSMITH II
SKETCH MAKER I (Print & Pub)
SKETCH MAKER II (Print & Pub)
SMALL ENGINE MECHANIC
SOFT TILE SETTER (Const)
SOIL CONSERVATION TECHNICIAN
SOLDERER (Jewelry)
SOUND MIXER
SOUND TECHNICIAN
SPECIAL HAZARDS FIRE SUPPRESSION SYSTEM TECH
SPINNER, HAND
SPRING COILING MACHINE SET
SPRING MAKER
SPRING REPAIRER, HAND
SPRING-MANUFACTURING SET-UP TECHNICIAN
SPRINKLER FITTER (Existing Title: Pipe Fitter)
SPRINKLER FITTER (Existing Title: Pipe Fitter)
STAGE TECHNICIAN
STAINED GLASS ARTIST
STATION INSTALLER & REPAIRER
STATIONARY ENGINEER
STATIONARY ENGINEER
STATIONARY ENGINEER-POWER HOUSE (Existing Title: Stationary Engineer)
STEAM SERVICE INSPECTOR
STEEL-DIE PRINTER
STENCIL CUTTER
STEREOTYPER
STOKER ERECTOR & SERVICER
STONE CARVER
STONE POLISHER
STONE SETTER (Jewelry)
STONECUTTER, HAND
STONE-LATHE OPERATOR

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
STONEMASON
STONEMASON
STONEMASON
STONEMASON
STREET-LIGHT SERVICER
STRIPPER (Print & Pub)
STRIPPER, LITHOGRAPHIC II
STRUCTURAL METAL FABRICATOR AND FITTER
STRUCTURAL STEEL WORKER (Alternate Titles: Ironworker or Structural Ironworker)
STRUCTURAL STEEL WORKER (Alternate Titles: Ironworker or Structural Ironworker)
STRUCTURAL STEEL WORKER (Alternate Titles: Ironworker or Structural Ironworker)
STRUCTURAL STEEL WORKER (Alternate Titles: Ironworker or Structural Ironworker)
STRUCTURAL STEEL/IRONWORKER (Existing Title: Structural Steel Worker)
STRUCTURAL STEEL/IRONWORKER (Existing Title: Structural Steel Worker)
STRUCTURAL STEEL/IRONWORKER (Existing Title: Structural Steel Worker)
SUBCONTRACT ADMINISTRATOR
SUBCONTRACT ADMINISTRATOR ASSOC.
SUBSTATION OPERATOR
SUPERCARGO (Water Trans)
SUPERVISORY CONTROL&DATA ACQ TEC
SURFACE-PLATE FINISHER
SURGICAL INSTRUMENT REPAIR SPECIALIST
SURGICAL TECHNOLOGIST (Alternate Title: Operating Room Specialist)
SURVEYOR ASSISTANT INSTRUMENT
SURVIVAL EQUIPMENT (Parachute Repair) (Military Only)
SWIMMING-POOL SERVICER
SWITCHBOARD OPERATOR (Utility)
TANK SETTER (Petrol Prod)
TAP AND DIE MAKER TECHNICIAN
TAPER (Alternate Title: Drywall Finisher)
TAPE-RECORDER REPAIRER
TAXIDERMIST (Profess & Kin)
TEACHER AIDE I
TECHNICIAN, SUBMARINE CABLE
TELECOMMUNICATION TOWER TECHNICIAN
TELECOMMUNICATION TOWER (Level 1) APPRENTICE
TELECOMMUNICATION TOWER (Level 2) TECHNICIAN
TELECOMMUNICATIONS TECHNICIAN (Alternate Title: Broadband Technician)

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
TELECOMMUNICATIONS TECHNICIAN (Alternate Title: Broadband Technician)
TELECOMMUNICATIONS TOWER ANTENNA & LINE FOREMAN
TELECOMMUNICATIONS TOWER ANTENNA & LINE LEAD
TELECOMMUNICATIONS TOWER CONSTRUCTION FOREMAN
TELECOMMUNICATIONS TOWER CONSTRUCTION LEAD
TELECOMMUNICATOR
TELEGRAPHIC-TYPEWRITER OPER
TELEVISION & RADIO REP
TELLER (Financial)
TEMPLATE MAKER
TEMPLATE MAKER, EXTRUSION DIE
TEMPORARY SERVICES PIPEFITTER (Existing Title: Pipe Fitting and/or Plumbing)
TEMPORARY SERVICES ELECTRICIAN (Existing Title: Electrician [Ship and Boat])
TERRAZZO FINISHER
TERRAZZO FINISHER
TERRAZZO FINISHER
TERRAZZO FINISHER
TERRAZZO INSTALLER (Existing Title: Terrazzo Worker)
TERRAZZO INSTALLER (Existing Title: Terrazzo Worker)
TERRAZZO WORKER
TERRAZZO WORKER
TERRAZZO WORKER (Alternate Title: Terrazzo Installer)
TEST ENGINE OPERATOR
TEST EQUIPMENT MECHANIC
TEST TECH (Profess & Kin)
TESTER (Petrol Refin)
TESTING & REGULATING TECHNICIAN
THERMOMETER TESTER
TILE FINISHER
TILE FINISHER
TILE SETTER
TILE SETTER
TILE SETTER
TILE SETTER
TIMBER FRAMER (Existing Title: Carpenter, Rough)
TINTER (Paint & Varnish)
TOOL & DIE MAKING (INSPEC, SET UP & LAY-OUT)
TOOL AND DIE MAKER

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
TOOL AND DIE MAKER
TOOL AND DIE MAKER (DIE MANUFACTURER)
TOOL BUILDER
TOOL DESIGN
TOOL DESIGN
TOOL DESIGN CHECKER
TOOL DESIGNER
TOOL GRINDER I
TOOL GRINDER OPERATOR
TOOL MACHINE SET-UP OPERATOR
TOOL MAKER
TOOL MAKER
TOOL MAKER, BENCH
TOOL PROGRAMMER, NUMERICAL
TRACTOR MECHANIC
TRANSFORMER REPAIRER
TRANSIT ELEVATOR-ESCALATOR MAINTENANCE TECH
TRANSIT RAIL VEHICLE MAINTENANCE TECHNICIAN
TRANSMISSION MECHANIC
TRANSPORTATION CLERK (Alternate Title: Transportation Management Coordinator)
TREATMENT PLANT MECHANIC
TREE SURGEON
TREE TRIMMER (Line Clear)
TROUBLE LOCATOR TEST DESK
TROUBLE SHOOTER II
TRUCK BODY BUILDER
TRUCK CRANE OPERATOR (Alternate Title: Crane Operator)
TRUCK DRIVER, HEAVY
TRUCK DRIVER, HEAVY, (Level 1 Tractor Trailer and Driver)
TRUCK DRIVER, HEAVY, (Level 2 Driver Finishing)
TRUCK DRIVER, HEAVY, (Level 3 Load Securement)
TRUCK DRIVER, HEAVY, (Level 4 Instructor Foundations)
TRUCK DRIVER, HEAVY (Alternate Title: Motor Transport Operator)
TRUCK DRIVER, HEAVY
TUCK POINTER, CLEANER, CAULKER
TUMOR REGISTRAR
TUNE-UP MECHANIC
TURBINE OPERATOR

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
TURRET LATHE SET-UP OPERATOR
UNDERCAR SPECIALIST (Alternate Title: Automotive Tech Specialist )
UPHOLSTERER
UPHOLSTERER, INSIDE
UTILITIES SYSTEMS REPAIR OPERATOR (DRY DOCKS) (Existing Title: Pipe Fitter (Ship and Boat))
UTILITY LOCATOR/LOCATOR TECHNICIAN
VETERINARY/LAB ANIMAL TECH (Alternate Title: Animal Care Specialist)
VIOLIN MAKER, HAND
VISUAL IMAGERY INTRUSION DETECTION SYSTEMS (Military Only)
WALLPAPER PRINTER I
WARDROBE SUPERVISOR
WASTE TREATMENT OPERATOR
WASTEWATER SYSTEMS OPERATOR
WASTEWATER-TREATMENT- PLANT OPERATOR (Alternate Title: Water Treatment Specialist )
WATCH REPAIRER
WATER TREATMENT PLANT OPERATOR
WEATHER OBSERVER-METERO TECH
WEB-PRESS OPERATOR
WELDER (Existing Title: Welder, Combination)
WELDER, ARC
WELDER, COMBINATION
WELDER-FITTER
WELDING (Existing Title: Welder, Combination)
WELDING MACHINE OPERATOR, ARC
WELDING TECHNICIAN
WELL DRILL OPERATOR (Const)
WELLNESS COACH
WILDLAND FIRE FIGHTER SPECIALIST
WIND INSTRUMENT REPAIRER
WIND TUNNEL MECHANIC
WIND TURBINE TECHNICIAN
WINE MAKER (Vinous Liquor)
WIRE SAWYER (Stonework)
WIRE WEAVER, CLOTH
WIRELESS TECHNICIAN
WIRER (Office Machines)
WOOD TURNING LATHE OPERATOR
WORKFORCE DEVELOPMENT ANALYST

# The Office of Apprenticeship (OA) List of Officially

OCCUPATIONAL TITLE
WORKFORCE DEVELOPMENT SPECIALIST
WORKING DOG HANDLER
X-RAY EQUIPMENT TESTER
YOUTH DEVELOPMENT PRACTITIONER
YOUTH DEVELOPMENT PRACTITIONER
<b>*CB Occupations has no hours.</b>
<b>** All Occupations with 7328 term are in manufacturing.</b>

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
1043	53-5011.01	2785	TB
2020	47-4021.00	4200	TB
0860	51-7011.00	8000	TB
1125HY	43-3031.00	4000-5000	HY
0861	47-2081.01	8000	TB
0861R-HY	47-2081.01	3900-6000	HY
0861R1-HY	47-2081.01	5200-8000	HY
0862	27-2011.00	4000	TB
1067CB	49-3011.02	*CB	CB
2046CB	45-2011.00	*CB	CB
0703	37-3012.00	4000	TB
0990	49-9021.01	6000	TB
0637R	49-9021.01	8000	TB
0002	49-9031.00	6000	TB
0686	49-3023.02	2000	TB
1101CB	53-2021.00	*CB	CB
1046CB	53-2012-00	*CB	CB
0863	55-3014.00	8000	TB
0865	51-2011.00	8000	TB
0003	49-2091.00	8000	TB
0866	51-2011.00	8000	TB
1068CB	51-4011.00	*CB	CB
0867	49-9061.00	8000	TB
1063CB	53-2022.00	*CB	CB
0005	49-3011.01	8000	TB
0005R	49-3011.01	5000	TB
1044	49-3011.01	3100	TB
0868	51-9199.00	8000	TB
0004	51-9061.00	6000	TB
0870	43-5031.00	2000	TB
0007	51-6052.01	4000	TB
0724	53-3011.00	2000	TB
0871	39-2011.00	4000	TB
2037HY	13-1151.00	4000-6000	HY
2048HY	37-3013.00	6560-7000	HY
0105	47-2141.00	6000	TB
2013	55-3019.00	2000	TB
0531	33-2021.02	4000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0011	51-9195.04	10000	TB
0012	51-9082.00	10000	TB
0872	47-2071.00	6000	TB
0873	51-2031.00	4000	TB
0874	51-2011.01	8000	TB
0875	17-3024.00	8000	TB
0876	51-2011.01	4000	TB
0877	47-2221.00	4000	TB
0878	49-2011.00	4000	TB
0903	51-5112.00	4000	TB
0879	27-4012.00	4000	TB
0880	49-2097.00	4000	TB
0779	51-9041.02	4000	TB
0836	49-3023.02	4000	TB
0027	49-9041.00	8000	TB
**0023R	49-3023.01	7328	TB
1128	49-9011.00	3520	TB
0821	49-9044.00	8000	TB
0021	49-2022.03	8000	TB
0024	49-3021.00	8000	TB
0023	49-3023.01	8000	TB
0638	51-9061.00	8000	TB
0881	51-9061.00	8000	TB
0639	51-6093.00	6000	TB
0882	49-2092.02	4000	TB
0023R1	49-3023.01	8000	TB
1034CB	49-3023.02	*CB	CB
1034CL	49-3023.02	*CB	CB
1034CL1	49-3023.02	*CB	CB
1034CL2	49-3023.02	*CB	CB
1034CL3	49.3023.02	*CB	CB
1034CL4	49.3023.02	*CB	CB
1034CL5	49.3023.02	*CB	CB
0784	49-3023.02	4000	TB
0605	49-9099.00	8000	TB
0599	49-9041.00	8000	TB
0464	49-2094.00	8000	TB
0028	51-3011.00	6000	TB



# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0776	51-3011.01	6000	TB
0883	35-2011.00	2000	TB
0029	49-9041.00	6000	TB
0640	27-1021.00	10000	TB
0030	39-5011.00	2000	TB
0608	35-3011.00	2000	TB
0884	51-9051.00	8000	TB
0885	49-2092.03	4000	TB
0886	11-9013.02	8000	TB
0031	51-9071.01	4000	TB
0887	51-5112.00	12000	TB
0026	51-5113.00	8000	TB
0033	51-5113.00	8000	TB
1103CB	19-4021.00	*CB	CB
1102CB	19-4021.00	*CB	CB
0888	49-9062.00	8000	TB
1136	45-1011.08	4000	TB
0035	51-4199.00	8000	TB
0889	51-9083.00	2000	TB
0036	47-2031.01	8000	TB
0036HY	47-2031.01	5200-8000	TB
0036R	47-2031.01	8000	TB
0036R-HY	47-2031.01	5370-8275	HY
0036R1-HY	47-2031.01	4100-6805	HY
1119	47-4011.00	2000	TB
0815	51-8021.00	8000	TB
0815R	51-8021.02	8000	TB
0038	47-2011.00	6000	TB
0039	47-2011.00	8000	TB
0040	47-2011.00	6000	TB
0041	47-2011.00	6000	TB
0047	51-5113.00	10000	TB
0890	51-6041.00	2000	TB
0891	51-9071.01	8000	TB
0892	49-3023.02	4000	TB
0051	47-2021.00	8000	TB
0052	47-2021.00	6000	TB
0052HY	47-2021.00	4500-8000	HY

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0052R	47-2021.00	8000	TB
0706	47-2021.00	8000	TB
0051HY	47-2021.00	4500-6000	HY
0069	47-2031.02	8000	TB
0069R-HY	47-2031.02	3900-6000	HY
0069R1-HY	47-2031.02	5200-8000	HY
0893	51-9071.06	6000	TB
0310HY	49-9071.00	3901-4422	HY
0310R	49-9071.00	4000	TB
0124R	49-3031.00	5568	TB
0662	51-3023.00	6000	TB
0894	51-3021.00	6000	TB
0054	51-9012.00	4000	TB
0055	51-7011.00	8000	TB
0055HY	51-7011.00	5200-8000	HY
0056	49-9051.00	6000	TB
0058	49-9051.00	8000	TB
0566	49-9052.00	2000	TB
0059	51-9061.00	8000	TB
0895	17-3023.01	8000	TB
1031	51-9061.00	4000	TB
0955	27-4031.00	6000	TB
0062	49-9061.00	4000	TB
0790	49-9041.00	4000	TB
0065	51-3092.00	6000	TB
0641	51-9199.00	6000	TB
0642	49-3043.00	8000	TB
0896	49-3023.02	8000	TB
0897	51-6099.00	8000	TB
0898	51-4194.00	8000	TB
1057CB	13-1071.00	*CB	CB
0067	47-2031.00	8000	TB
0067HY	47-2031.00	5200-8000	HY
**0067R	47-2031.01	7328	TB
0653CL	47-2031.01	5000	TB
0653CL1	47-2031.01	2760-4000	HY
0653CL2	47-2031.01	2600-4000	HY
0653CL3	47-2031.01	2600-4000	HY

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0480	47-2031.01	6000	TB
0480HY	47-2031.01	2600-4000	HY
0480R-HY	47-2031.01	3900-6000	HY
0861HY	47-2081.01	3900-6000	HY
0653	47-2031.01	8000	TB
0653HY	47-2031.01	5200-8000	HY
0068	47-2031.01	8000	TB
0762	47-2031.01	2000	TB
1009	47-2031.02	8000	TB
1009HY	47-2031.02	5200-8000	HY
0069	47-2031.02	8000	TB
0070	47-2031.01	8000	TB
0899	51-9031.00	2000	TB
0071	47-2041.00	6000	TB
0037	27-1013.00	6000	TB
0042	51-7011.00	8000	TB
0072	49-2011.00	6000	TB
0043	51-5113.00	8000	TB
0073	47-2031.01	6000	TB
0074	51-9071.01	4000	TB
0044	51-4072.00	4000	TB
0046	51-9195.07	2000	TB
1124	51-9012.00	2136	TB
0075	47-2051.00	4000	TB
0075HY	47-2051.00	4500-8000	HY
0075R	47-2051.00	8000	TB
0075R-HY	47-2051.00	5200-8000	HY
0075R1-HY	47-2051.00	3900-6000	HY
1133	31.9093.00	2000	TB
0076	49-2022.00	8000	TB
0077	49-2022.00	8000	TB
0573R1	47-2044.00	8000	TB
0573R-HY	47-2044.00	5200-8000	HY
1082CB	21-2099.00	*CB	CB
0049	51-9071.07	8000	TB
0078	51-3092.00	4000	TB
0663CB	35-2014.00	*CB	CB
0969	19-4031.00	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0050	19-4031.00	8000	TB
0791	51-9011.00	6000	TB
1134HY	19-4031.00	2000-3000	HY
0053	17-3031.00	8000	TB
0057	51-8091.00	6000	TB
1053	35-1011.00	4000	TB
1053CL	35-1011.00	*CB	CB
1053CL1	35-1011.00	*CB	CB
1053CL2	35-1011.00	*CB	CB
1053CL3	35-1011.00	*CB	CB
0840	39-9011.00	4000	TB
0849	47-2021.00	2000	TB
2022	37-2011.00	4000	TB
0060	51-8031.00	2000	TB
2026CB	29-2071.00	*CB	CB
0081	27-1021.00	8000	TB
1131HY	15-1151.00	2008-2312	HY
1097CB	51-4035.00	*CB	CB
1094CB	51-4034.00	*CB	CB
1093CB	51-4034.00	*CB	CB
1100HY	51-4012.00	6000-8000	HY
1099CB	51-4012.00	*CB	CB
1100CB	51-4012.00	*CB	CB
1095CB	51-4012.00	*CB	CB
2034	53-3021.00	2000	TB
1025	51-9121.00	2000	TB
2051HY	51-9061.00	3032-3632	HY
0609	49-9091.00	6000	TB
0084	51-9151.00	4000	TB
1065CB	55-3015.00	*CB	CB
0013	27-1021.00	8000	TB
1073CB	15-1121.00	*CB	CB
2002HY	21-1091.00	2000-2200	HY
0061	51-9061.00	8000	TB
0086	49-9041.00	12000	TB
1118	51-2091.00	4000	TB
0909R	47-2131.00	5920	TB
0087	51-5111.00	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
1116	29-2034.00	1838	TB
0676	43-9011.00	6000	TB
0811	15-1131.00	4000	TB
0811CB	15-1131.00	*CB	CB
1131HY	15-1151.00	2008-2312	HY
2018HY	15-1151.00	2008-2312	HY
2017HY	15-1121.00	2240-3428	HY
0817	43-9011.00	2000	TB
0661	47-2061.00	4000	TB
0661HY	47-2061.00	4000-5100	HY
0661R	47-2061.00	4000	TB
1032	53-3032.00	2400	TB
0336	49-3042.00	8000	TB
0904	51-9081.00	8000	TB
0693	49-2094.00	10000	TB
0066	49-9041.00	4000	TB
0557	53-7011.00	8000	TB
0090	35-2012.00	4000	TB
0663	35-2014.00	6000	TB
0663HY	35-2014.00	4000-6000	HY
0722	51-3011.00	6000	TB
0722HY	51-3011.00	4000-6000	HY
0634	49-9041.00	4000	TB
0091	47-2152.01	8000	TB
0094	51-4071.00	8000	TB
0095	47-2131.00	8000	TB
0851	33-3012.00	2000	TB
0920	49-2095.00	8000	TB
0096	39-5012.00	2000	TB
0569	21-1012.00	4000	TB
0771R	47-2111.00	5760	TB
0153R	49-3031.00	5920	TB
1113CB	19-4092.00	*CB	CB
0991	51-4051.00	6000	TB
0314	51-6052.00	8000	TB
1008	49-9031.00	6000	TB
0613	51-9031.00	6000	TB
2050CB	15-1122.00	*CB	CB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0080	51-4194.00	10000	TB
0677	51-5112.00	8000	TB
0099	49-3041.00	6000	TB
2019HY	11-9013.02	4000	HY
0630	19-4021.00	8000	TB
1130CB	15-1141.00	*CB	CB
0082	27-1026.00	8000	TB
0100	51-9123.00	8000	TB
0101	31-9091.00	2000	TB
0102	51-9081.00	4000	TB
0103	51-9081.00	6000	TB
0650	49-9062.00	6000	TB
0107	51-6092.00	4000	TB
0106	17-3012.01	8000	TB
0108	17-3013.00	8000	TB
1081CB	29-2034.00	*CB	CB
0083	51-9071.06	8000	TB
0085	49-2011.00	6000	TB
0113	17-3013.00	8000	TB
**0113R	17-3013.00	7328	TB
0114	51-4111.00	8000	TB
0115	51-4111.00	8000	TB
0654	51-4111.00	8000	TB
0668	51-4111.00	8000	TB
0118	51-4111.00	6000	TB
0119	51-4111.00	8000	TB
0939	51-4111.00	6000	TB
**0119R	51-4111.00	7328	TB
0120	51-4194.00	2000	TB
0121	51-4022.00	4000	TB
0122	51-4111.00	8000	TB
0093	51-9061.00	8000	TB
0124R	49-3031.00	6000	TB
0124	49-3031.00	8000	TB
1040CL	21-1093.00	*CB	CB
1040CL1	21-1093.00	*CB	CB
1040CL2	21-1093.00	*CB	CB
1040CL3	21-1093.00	*CB	CB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0820	11-9061.00	4000	TB
0970	27-2012.02	4000	TB
0681	43-5032.00	4000	TB
0098	27-1027.02	8000	TB
0324	27-1026.00	2000	TB
1009R	47-2031.02	8000	TB
1009R-HY	47-2031.02	5200-8000	HY
0104	49-9011.00	6000	TB
0679	51-5111.00	10000	TB
0126	17-3011.01	8000	TB
0019	17-3013.00	8000	TB
0018	17-3013.00	8000	TB
0109	17-1021.00	8000	TB
0128	17-3011.02	8000	TB
0129	17-3011.01	8000	TB
0130	17-3013.00	8000	TB
0131	17-3012.02	8000	TB
0995	17-3012.01	8000	TB
0133	17-3011.01	8000	TB
0134	17-3011.01	8000	TB
0135	17-3011.01	8000	TB
0136	17-3013.00	8000	TB
0111	17-3011.01	8000	TB
0139	17-3011.01	6000	TB
0140	17-3013.00	8000	TB
0957	53-7032.00	2000	TB
0117	53-7031.00	2000	TB
0144	51-6052.00	8000	TB
0125	47-5042.00	6000	TB
0980	53-3032.01	5000	TB
0649	51-6011.00	6000	TB
0145	47-2081.01	4000	TB
0145HY	47-2081.01	3900-6000	HY
0145R-HY	47-2081.02	5200-8000	HY
0145R	47-2081.02	8000	TB
0561HY	47-2082.00	2482-4442	HY
0561R	47-2082.00	6000	TB
0561R-HY	47-2082.00	2600-4000	HY

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
1054CB	15-1199.00	*CB	CB
1079CB	13-1151.00	*CB	CB
0927	51-2031.00	4000	TB
0829	49-2092.00	8000	TB
0171	49-9041.00	2000	TB
0330	49-9012.00	8000	TB
0151	49-9012.01	8000	TB
0792	51-9061.00	8000	TB
0149	49-2092.00	8000	TB
0652	51-2022.00	8000	TB
0150	49-9031.00	8000	TB
**0161R	49-2096.00	7328	TB
0154	49-9031.00	6000	TB
0156	49-9031.00	6000	TB
0157	17-3023.01	6000	TB
0155	17-3023.03	8000	TB
0905	51-9061.00	4000	TB
0159HY	47-2111.00	8000	HY
0159	47-2111.00	8000	TB
0771	47-2111.00	8000	TB
0158	47-2111.00	8000	TB
0160	49-2091.00	8000	TB
0161	49-2096.00	4000	TB
0162	49-2093.00	8000	TB
0643	47-2111.00	8000	TB
0163	49-2095.00	8000	TB
0164	49-2021.00	8000	TB
0166	49-2095.00	6000	TB
0132	49-9097.00	8000	TB
0167	17-3024.00	6000	TB
0168	49-9062.00	4000	TB
0167R	17-3024.00	5840	TB
0617	43-9031.00	10000	TB
1041	49-2022.00	8000	TB
0967R	51-9199.00	4000	TB
0137	49-2097.00	4000	TB
0170	49-2011.00	8000	TB
0169	17-3023.01	8000	TB



# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0570	51-9061.00	6000	TB
0967	51-9199.00	8000	TB
1036R	51-9121.01	6240	TB
1036	51-9121.00	8000	TB
0172	51-5111.00	10000	TB
0906	49-2094.00	8000	TB
0138	47-2073.00	4000	TB
0173R	47-4021.00	6800	TB
0173	47-4021.00	8000	TB
0174	47-4021.00	8000	TB
0665	39-4011.00	4000	TB
0704	51-5112.00	4000	TB
0684	51-5112.00	8000	TB
0730	29-2041.00	6000	TB
2005HY	13-1199.01	2000-3350	HY
2005R-HY	13-1199.01	2600-4000	HY
2005R1-HY	13-1199.01	3900-6000	HY
0176	49-3053.00	8000	TB
0143	51-9071.01	4000	TB
0764	17-3013.00	8000	TB
0249	51-4061.00	8000	TB
0782	51-4034.00	4000	TB
0142	51-4034.00	4000	TB
0178	51-9194.00	4000	TB
0705	51-9194.00	10000	TB
0146	51-9194.00	8000	TB
0806	51-9194.00	8000	TB
0147	51-9194.00	8000	TB
0963	51-5112.00	8000	TB
0179	51-9194.00	8000	TB
0148	51-9194.00	2000	TB
0915	51-5112.00	6000	TB
0180	51-9196.00	6000	TB
0648	19-2041.00	7000	TB
0637R2	49-9021.01	8000	TB
0165	49-2022.00	8000	TB
0965	17-3012.02	8000	TB
0175	51-5111.00	10000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0182	51-5111.00	8000	TB
0184	51-4061.00	8000	TB
0183	51-9061.00	4000	TB
0183R	51-9061.00	8000	TB
**0184R	51-4061.00	7328	TB
**0381R	51-9122.00	7328	TB
**0881R	51-9061.00	7328	TB
1000	37-2021.00	4000	TB
0185	51-4021.00	2000	TB
0857R	51-4062.00	5920	TB
0833	51-2041.00	8000	TB
0672	49-9098.00	4000	TB
1056CB	11-9141.00	*CB	CB
0187	49-3041.00	6000	TB
0789	49-3041.00	8000	TB
0981	45-2091.00	2000	TB
0177	11-9013.02	8000	TB
0808	51-4022.00	6000	TB
0711	47-4031.00	6000	TB
0960	27-4012.00	8000	TB
0916	49-2094.00	4000	TB
0916CB	49-2094.00	*CB	CB
1121HY	47-4011.00	3000-6000	HY
1122HY	47-4011.00	2400-6000	HY
1123HY	47-4011.00	3000-6000	HY
0921	51-9151.00	6000	TB
0907	51-9151.00	6000	TB
0908	51-9151.00	6000	TB
0127	27-4032.00	8000	TB
1083CB	43-3051.00	*CB	CB
0181	51-9081.00	2000	TB
0535	33-2011.01	6000	TB
0576	33-1021.01	6000	TB
1087	13-1151.00	4000	TB
0541	33-2011.01	2000	TB
0195	33-2011.01	6000	TB
1092	33-2011.01	7000	TB
1091	33-2011.01	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0544	33-2011.02	4000	TB
0192	33-2011.01	2000	TB
0516	33-2021.01	8000	TB
1090	33-2021.02	4000	TB
0754	33-2011.01	6000	TB
1089	33-1021.01	4000	TB
1088	33-2011.02	4000	TB
0193	55-3014.00	4000	TB
0188	51-9051.00	6000	TB
1052	51-8021.00	2115	TB
0902	33-3031.00	4000	TB
1024	45-2093.00	2000	TB
0197	51-2041.00	4000	TB
0189	51-2041.00	6000	TB
0198	51-4041.00	4000	TB
0199R	47-2042.00	8000	TB
0201	47-2042.00	6000	TB
0199	47-2042.00	6000	TB
0199HY	47-2042.00	5200-8000	HY
0199R-HY	47-2042.00	4132-6032	HY
0202	27-1023.00	2000	TB
0194	51-5113.00	4000	TB
0203	49-9041.00	6000	TB
0196	51-4022.00	2000	TB
0206	47-2031.02	4000	TB
0206HY	47-2031.02	3350-4600	HY
0206R	47-2031.02	6000	TB
0206R-HY	47-2031.02	2600-4000	HY
0206R1-HY	47-2031.02	3900-6000	HY
0200	51-2041.00	4000	TB
0048	51-9041.00	8000	TB
0207	17-2131.00	8000	TB
0204	51-9012.00	6000	TB
0208	51-4081.00	4000	TB
0211	51-9193.00	2000	TB
0215	49-9063.00	6000	TB
0209	49-3023.02	8000	TB
0922	49-3023.02	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0610	49-9041.00	4000	TB
0220	51-9031.00	4000	TB
0224	27-1022.00	8000	TB
0210	51-6031.00	4000	TB
0794	49-9021.01	6000	TB
0678	49-9021.01	8000	TB
0944	51-4051.00	8000	TB
0225	27-1021.00	8000	TB
0212	51-7021.00	6000	TB
0213	51-6093.00	8000	TB
0214	51-6052.00	8000	TB
0228	51-9032.00	4000	TB
0917	49-9031.00	6000	TB
0594	49-9012.00	4000	TB
0230	49-3053.00	8000	TB
0964	47-2152.01	8000	TB
0331	49-9012.00	6000	TB
0232	49-9012.00	6000	TB
0226	51-8093.00	4000	TB
0241	51-4081.00	8000	TB
0664	51-4081.00	6000	TB
0234	51-4081.00	6000	TB
0242	51-9071.06	6000	TB
2040HY	43-9041.01	2169-3476	HY
0217	17-3031.02	4000	TB
1062CB	17-1021.00	*CB	CB
2006HY	47-5021.00	4000-6000	HY
0218	51-9195.04	8000	TB
0219	51-9195.04	6000	TB
0768	51-9195.04	8000	TB
0714	49-3022.00	4000	TB
0243	51-9195.04	8000	TB
0221	47-2121.00	6000	TB
0221HY	47-2121.00	5200-8000	HY
0221R	47-2121.00	8000	TB
0221R-HY	47-2121.00	2512-4192	HY
0221R1-HY	47-2121.00	3900-6000	HY
0221R1	47-2121.00	4000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0222	47-2121.00	8000	TB
0984	51-9061.00	8000	TB
0010	27-1024.00	3000	TB
0934	37-3011.00	4000	TB
0244	51-4033.00	8000	TB
0671	51-4194.00	8000	TB
0635	51-4033.00	8000	TB
0974	51-4194.00	8000	TB
0695HY	33-9032.00	3000-6000	HY
0695CL	33-9032.00	3000-6000	HY
0695CL1	33-9032.00	3000-6000	HY
0695CL2	33-9032.00	3000-6000	HY
0695CL3	33-9032.00	3000-6000	HY
0695CL4	33-9032.00	3000-6000	HY
0695CL5	33-9032.00	3000-6000	HY
0695CL6	33-9032.00	3000-6000	HY
0695CL7	33-9032.00	2000	HY
0229	51-4081.00	8000	TB
0096A	39-5012.00	2000	TB
**0586R	51-4111.00	7328	TB
0245	51-6041.00	6000	TB
0248	51-7011.00	4000	TB
0253	51-7011.00	6000	TB
0591	47-4099.00	4000	TB
0831	51-7041.00	6000	TB
0602	29-2099.00	2000	TB
2027CB	13-1111.00	*CB	CB
2028CB	13-1111.00	*CB	CB
2029CB	29-2071.00	*CB	CB
2024HY	15-1151.00	2000	HY
1086AA-CL	31-1011.00	3000-6000	HY
1086AA-CL1	31-1011.00	230-500	HY
1086AA-CL2	31-1011.00	540-1080	HY
1086AA-CL3	31-1011.00	510-1020	HY
1086AA-CL4	31-1011.00	500-1000	HY
1086AA-CL5	31-1011.00	250-500	HY
1086AA-CL6	31-1011.00	750-1500	HY
1086AA-CL7	31-1011.00	200-400	HY

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
1086AA-HY	31-1011.00	2500-5000	HY
1084	43-9061.00	2000	TB
0257	17-3027.00	8000	TB
0233	51-4191.00	8000	TB
0637R1	49-9021.01	8000	TB
0637	49-9021.01	6000	TB
0637CL	49-9021.01	8500-10000	HY
0637CL1	49-9021.01	1700–2000	HY
0637CL2	49-9021.01	3400–4000	HY
0637CL3	49-9021.01	5100–6000	HY
0637HY	49-9021.01	8500-10000	HY
0637R	49-9021.01	8500	TB
0947	51-4022.00	8000	TB
1131CB	15-1151.00	*CB	CB
1074CB	19-3093.00	*CB	CB
1086CL	31-1011.00	*CB	CB
1086CL1	31-1011.00	*CB	CB
1086CL2	31-1011.00	*CB	CB
1086CL3	31-1011.00	*CB	CB
1086CL4	31-1011.00	*CB	CB
1086CL5	31-1011.00	*CB	CB
1086CL6	31-1011.00	*CB	CB
1108CB	11-9111.00	*CB	CB
2004	47-4099.03	2000	TB
2004R	47-4099.03	2000	TB
1001	39-2011.00	2000	TB
0235	39-2021.00	4000	TB
0236	19-1013.00	6000	TB
1035	43-4081.00	4000	TB
2032CB	11-9081.00	*CB	CB
0943	37-2012.00	2000	TB
0783	49-9041.00	4000	TB
0651	49-9041.00	8000	TB
1110	53-7061.00	4000	TB
1110HY	53-7061.00	2992-4032	HY
0237	49-9041.00	6000	TB
0238	51-8013.00	6000	TB
0239	51-9061.00	4000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0240	27-1013.00	8000	TB
0016	27-1021.00	8000	TB
0259	17-3026.00	8000	TB
1037	49-9041.00	4000	TB
0308HY	49-9041.00	5200-8000	HY
0308R-HY	49-9041.00	3900-6000	HY
0311R	49-9071.00	8000	TB
2031HY	17-3029.09	2736	HY
2058	51-6031.00	2058	TB
1060CB	15-1142.00	*CB	CB
1072CB	43-9022.00	*CB	CB
1132	15-1142.00	2782	TB
1132CB	15-1142.00	*CB	CB
0246	51-4072.00	2000	TB
0941	47-4011.00	6000	TB
0968	51-9061.00	8000	TB
0697	51-9061.00	8000	TB
0581	53-6051.07	4000	TB
0380	51-9061.00	8000	TB
0424	51-9061.00	4000	TB
0992	13-1041.04	6000	TB
0636	51-9061.00	8000	TB
0251	51-4041.00	8000	TB
0254	51-4041.00	10000	TB
0996	17-3023.01	8000	TB
0644	17-3023.01	8000	TB
0775	17-3023.01	8000	TB
0252	17-3023.01	8000	TB
0255	17-3023.01	8000	TB
0909	47-2032.00	8000	TB
0909HY	47-2032.00	3900-6000	HY
0909R-HY	47-2032.00	5200-8000	HY
0909R1	47-2132.00	5920	TB
0265	27-1025.00	4000	TB
0653R-HY	47-2031.01	3900-6000	HY
1038	15-1143.00	5000	TB
0579	33-9021.00	2000	TB
1059CB	15-1199.00	*CB	CB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
1048CB	11-3021.00	*CB	CB
0270	51-6063.00	8000	TB
0258	51-6063.00	2000	TB
0260	51-9071.01	4000	TB
0261	51-7031.00	4000	TB
**0349R	51-4071.00	7328	TB
0262	51-5112.00	8000	TB
0264	47-2031.01	8000	TB
0087R	51-5022.01	7168	TB
0266	51-9051.00	6000	TB
0273	51-6063.00	8000	TB
0850	51-6063.00	8000	TB
0267	19-4091.00	6000	TB
0621	17-3029.00	4000	TB
0268	19-4031.00	2000	TB
0269	19-4031.00	4000	TB
0271	37-3011.00	8000	TB
0574	37-3011.00	2000	TB
0571	37-3011.00	4000	TB
0275	51-7011.00	8000	TB
0272	47-2031.01	6000	TB
0272HY	47-2031.01	3900-6000	HY
0272R	47-2031.01	8000	TB
0691	49-9041.00	6000	TB
0554	51-9083.00	8000	TB
0825	51-4192.00	8000	TB
0274	51-4121.06	8000	TB
0935	51-6041.00	2000	TB
0800	43-6012.00	2000	TB
0280	51-5112.00	4000	TB
0276	27-4011.00	8000	TB
0281	49-9051.00	6000	TB
0282	49-9052.00	8000	TB
0283	49-9051.00	8000	TB
0283R	49-9051.00	7000	TB
0284	49-9051.00	6000	TB
0279	51-9123.00	6000	TB
0286	51-5111.00	10000	TB



# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0683CL	51-5112.00	*CB	CB
0683CL1	51-5112.00	*CB	CB
0683CL2	51-5112.00	*CB	CB
0683CL3	51-5112.00	*CB	CB
0683CL4	51-5112.00	*CB	CB
0683CL5	51-5112.00	*CB	CB
0683CL6	51-5112.00	*CB	CB
0683	51-5112.00	8000	TB
0063	51-5111.00	8000	TB
1047	51-8012.00	8000	TB
0289	49-9049.00	8000	TB
0287	53-4011.00	8000	TB
2032R-CB	11-9081.00	*CB	CB
0290	51-7031.00	8000	TB
0900	45-4021.00	4000	TB
0299	49-3042.00	8000	TB
0632	17-2112.00	8000	TB
1105CL	11-9111.00	*CB	CB
1105CL1	11-9111.00	*CB	CB
1105CL2	11-9111.00	*CB	CB
1105CL3	11-9111.00	*CB	CB
1105CL4	11-9111.00	*CB	CB
1105CL5	11-9111.00	*CB	CB
1105CL6	11-9111.00	*CB	CB
0841	51-6063.00	6000	TB
1050	49-9099.00	4000	TB
0301	51-2031.00	4000	TB
0291	51-2031.00	4000	TB
0291CB	51-2031.00	*CB	CB
0293	49-9044.00	8000	TB
0302	49-9041.00	8000	TB
0305	51-6064.00	6000	TB
0511	51-4081.00	2000	TB
**0292R	49-9041.00	7328	TB
0292	49-9041.00	8000	TB
0938	51-4081.00	8000	TB
0317	51-4081.00	8000	TB
0263	51-4081.00	6000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0321	51-7042.00	8000	TB
0327	51-9196.00	8000	TB
0958	51-4081.00	4000	TB
0659	51-4081.00	8000	TB
0296	51-4041.00	8000	TB
0296CB	51-4041.00	*CB	CB
0296R	51-4041.00	5920	TB
0294	51-4041.00	8000	TB
0295	51-4041.00	8000	TB
0297	49-9041.00	8000	TB
0298	49-3031.00	8000	TB
0191	49-9061.00	4000	TB
0300	51-4041.00	8000	TB
0303	51-7011.00	8000	TB
1115	29-2034.00	1856	TB
0304	43-9051.00	8000	TB
0308	49-9041.00	8000	TB
0022	49-3031.00	8000	TB
0307	49-9041.00	4000	TB
0311	49-9071.00	8000	TB
0306	51-4041.00	8000	TB
0020	49-9041.00	8000	TB
0309	49-2022.00	6000	TB
0310	49-9071.00	4000	TB
1049	47-2061.00	4000	TB
0511R	51-4081.00	2000	TB
1117	29-2034.00	1856	TB
0593	11-9051.00	6000	TB
1061	37-1011.00	4000	TB
0578	41-1011.00	6000	TB
0578CL	41-1011.00	*CB	CB
0578CL1	41-1011.00	*CB	CB
0578CL2	41-1011.00	*CB	CB
0973	47-3011.00	4000	TB
0973HY	47-3011.00	3500-4000	HY
0313	47-2044.00	6000	TB
0313HY	47-2044.00	4500-8000	HY
0313R	47-2044.00	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0771R1	47-2111.00	5840	TB
0292R	49-9041.00	5920	TB
0412R2	47-2152.01	5920	TB
0946	49-9071.00	6000	TB
2003	33-3051.01	4000	TB
0856	43-5061.00	4000	TB
0328	17-2131.00	10000	TB
0316	51-3021.00	6000	TB
0777	17-3027.00	8000	TB
0319	49-3042.00	8000	TB
0153	49-3031.00	8000	TB
0337	49-3043.00	8000	TB
2014	49-2094.00	8000	TB
2014CB	49-2094.00	*CB	CB
1120	23-1021.00	6000	TB
1085	31-9092.00	4000	TB
1085CB	31-9092.00	*CB	CB
1114	29-2071.00	2712	TB
0751	43-6013.00	2000	TB
1111HY	31-9094.00	4000	HY
0323	29-2012.00	4000	TB
0325	51-2041.00	8000	TB
0329	49-2094.00	8000	TB
0940	19-2021.00	6000	TB
0332	49-9012.00	6000	TB
1135HY	19-4021.00	2000-3000	HY
1077CB	13-1041.03	*CB	CB
0333	51-9021.00	6000	TB
0334	51-4035.00	4000	TB
0335	49-9044.00	8000	TB
0335HY	49-9044.00	6500-10000	HY
**0335R	49-9044.00	7328	TB
0335R1	49-9044.00	10000	TB
0335R-HY	49-9044.00	5200-8000	HY
1028	17-2151.00	8000	TB
1029	17-2151.00	8000	TB
0350	49-3043.00	4000	TB
0354	47-5081.00	2000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0358	51-4061.00	8000	TB
0343	51-9199.00	4000	TB
0344	51-9199.00	8000	TB
0339	51-4061.00	4000	TB
0341	51-7031.00	8000	TB
0491	51-4061.00	7424	TB
0363	51-4061.00	8000	TB
0340	51-9195.05	4000	TB
0773	51-9071.01	8000	TB
0780	51-4061.00	8000	TB
0342	51-7031.00	8000	TB
**0342R	51-7031.00	7328	TB
**0491R	51-4061.00	7328	TB
1030	17-3013.00	8000	TB
0345	51-9071.01	6000	TB
0346	51-9071.01	8000	TB
0347	51-9071.01	4000	TB
0116	51-4111.00	8000	TB
0348	51-4072.00	2000	TB
0349	51-4071.00	8000	TB
0351	51-4072.00	8000	TB
0367	51-5111.00	6000	TB
0352	47-2022.00	8000	TB
0353	47-2044.00	6000	TB
0353HY	47-2044.00	4500-8000	HY
0353R	47-2044.00	8000	TB
0355	49-3051.00	6000	TB
0356	49-3052.00	6000	TB
0932	47-2073.00	6000	TB
0931	51-4199.00	8000	TB
0371	51-4022.00	6000	TB
0688	37-2011.00	6000	TB
1071CB	47-5031.00	*CB	CB
0692	47-2111.00	8000	TB
1132HY	15-1142.00	2060-3032	HY
1132R-CB	15-1142.00	*CB	CB
1010	17-3029.00	2000	TB
1010CL	17-3029.00	*CB	CB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
1010CL1	17-3029.00	*CB	CB
1010CL2	17-3029.00	*CB	CB
1010CL3	17-3029.00	*CB	CB
1010CL4	17-3029.00	*CB	CB
1010CL5	17-3029.00	*CB	CB
1010CL6	17-3029.00	*CB	CB
1010CL7	17-3029.00	*CB	CB
1010CL8	17-3029.00	*CB	CB
1010CL9	17-3029.00	*CB	CB
1010CL10	17-3029.00	*CB	CB
1010CL11	17-3029.00	*CB	CB
1010CL12	17-3029.00	*CB	CB
1010CL13	17-3029.00	*CB	CB
1010CL14	17-3029.00	*CB	CB
1010CL15	17-3029.00	*CB	CB
1010CL16	17-3029.00	*CB	CB
1010CL17	17-3029.00	*CB	CB
1010CL18	17-3029.00	*CB	CB
1010CL19	17-3029.00	*CB	CB
1010CL20	17-3029.00	*CB	CB
1010CL21	17-3029.00	*CB	CB
1010CL22	17-3029.00	*CB	CB
1010CL23	17-3029.00	*CB	CB
1010CL24	17-3029.00	*CB	CB
1010CL25	17-3029.00	*CB	CB
1010CL26	17-3029.00	*CB	CB
1010CL27	17-3029.00	*CB	CB
1010R	17-3029.00	5920	TB
0845	51-4011.00	8000	TB
0845R	51-4011.00	4000	TB
0824	31-1014.00	2000	TB
0824CL	31-1014.00	*CB	CB
0824CL1	31-1014.00	*CB	CB
0824CL2	31-1014.00	*CB	CB
0824CL3	31-1014.00	*CB	CB
0824CL4	31-1014.00	*CB	CB
0824CL5	31-1014.00	*CB	CB
0824CL6	31-1014.00	*CB	CB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0824CL7	31-1014.00	*CB	CB
0837	29-2061.00	2000	TB
1033	11-3011.00	4000	TB
0359	49-2011.00	6000	TB
1104	53-5021.02	3000	TB
0063	51-5111.00	7167	TB
0361	51-5112.00	8000	TB
0361R	51-5023.00	7168	TB
0966	49-9021.01	4000	TB
0364	49-3031.00	4000	TB
0364CB	49-3031.00	*CB	CB
0365	47-2073.00	6000	TB
0365HY	47-2073.00	4000-6000	HY
0959	51-9061.00	6000	TB
2049CB	13-1199.03	*CB	CB
1066CB	55-3015.00	*CB	CB
1064CB	53-2022.00	*CB	CB
0089HY	29-2081.00	6000+	HY
0250	51-9083.00	4000	TB
0032	51-9083.00	10000	TB
0377	51-9083.00	8000	TB
0089	29-2081.00	4000	TB
2045CB	17-3029.08	*CB	CB
0368	17-3027.00	8000	TB
0372	55-3014.00	6000	TB
0373	47-4099.00	8000	TB
0373HY	47-4099.00	6000-8000	HY
0373R	47-4099.00	6000	TB
0373R-HY	47-4099.00	4200-6000	HY
0373R1-HY	47-4099.00	5600-8000	HY
0374	51-4081.00	8000	TB
0910	51-6041.00	10000	TB
0375	51-9081.00	4000	TB
0911	51-9082.00	2000	TB
0458	29-2091.00	8000	TB
0378	49-3051.00	4000	TB
0378R	49-3051.00	4000	TB
0384	49-9041.00	4000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0104	49-9011.00	8000	TB
0385R	47-2141.00	5920	TB
0379	47-2141.00	6000	TB
0626	27-1013.00	2000	TB
0383	51-9123.00	6000	TB
2009HY	47-2141.00	4632-6032	HY
0385	47-2141.00	6000	TB
0386	51-9199.00	8000	TB
0381	51-9122.00	6000	TB
0379HY	47-2141.00	4572-7052	HY
0389	51-4035.00	4000	TB
0390	47-2142.00	4000	TB
1003	23-2011.00	6000	TB
0543	29-2041.00	4000	TB
0392	51-5111.00	6000	TB
0394	51-4062.00	8000	TB
0796	51-4062.00	8000	TB
0710	51-6092.00	6000	TB
0857	51-4062.00	10000	TB
0395	51-4062.00	10000	TB
0396	51-4062.00	10000	TB
0397	51-9199.00	6000	TB
0923	51-4062.00	6000	TB
0398	51-7032.00	10000	TB
**0395R	51-4062.00	7328	TB
**0398R	51-7032.00	7328	TB
1042	47-2141.00	4000	TB
2039	21-1093.00	2000	TB
1078CB	43-4161.00	*CB	CB
0982	51-9071.07	6000	TB
0986	51-9071.07	8000	TB
0983	51-9071.07	4000	TB
0987	51-9071.07	8000	TB
0988	51-9071.07	4000	TB
0844	29-2052.00	2000	TB
0844CL	29-2052.00	*CB	CB
0844CL1	29-2052.00	*CB	CB
0844CL2	29-2052.00	*CB	CB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0844CL3	29-2052.00	*CB	CB
0844CB	29-2052.00	*CB	CB
0844R-CL	29-2052.00	*CB	CB
0844R-CL1	29-2052.00	*CB	CB
0844R-CL2	29-2052.00	*CB	CB
2036	31-9097.00	2000	TB
0285	43-9021.00	4000	TB
0399	51-5111.00	10000	TB
0400	51-5111.00	10000	TB
0401	51-5111.00	10000	TB
0402	51-5111.00	10000	TB
0924	49-9061.00	6000	TB
0546	17-3031.02	6000	TB
0912	51-9151.00	6000	TB
0685	51-5111.00	10000	TB
0402	27-4031.00	6000	TB
0405	51-5111.00	12000	TB
0403	27-4021.00	6000	TB
0563	49-9061.00	6000	TB
0407	51-5111.00	8000	TB
2011	31-2022.00	2000	TB
0408	49-9063.00	8000	TB
0793	49-9063.00	6000	TB
1009R1	47-2031.02	8000	TB
1009R1-HY	47-2031.02	5200-8000	HY
0623	53-5021.03	3000	TB
0387	49-9041.00	6000	TB
0985	49-9043.00	4000	TB
0411	47-2132.00	8000	TB
0414	47-2152.01	8000	TB
0412	47-2152.01	8000	TB
0414CL	47-2152.01	8500-10000	HY
0414CL1	47-2152.01	1700-2000	HY
0414CL2	47-2152.01	3400-4000	HY
0414CL3	47-2152.01	5100-6000	HY
0414HY	47-2152.01	8500-10000	HY
0414S-CL	47-2152.01	8500-10000	HY
0414S-CL1	47-2152.01	1700-2000	HY



# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0414S-CL2	47-2152.01	3400-4000	HY
0414S-CL3	47-2152.01	5100-6000	HY
0414S-R	47-2152.01	8000	TB
0417	51-7011.00	6000	TB
0388	49-9063.00	8000	TB
**0414R	47-2152.01	7328	TB
**0412R	47-2152.01	7328	TB
0961	51-9021.00	6000	TB
0393	51-8091.00	8000	TB
0404	51-9195.07	10000	TB
0423R	47-2161.00	8000	TB
0423R1-HY	47-2161.00	5200-8000	HY
0423R2-HY	47-2161.00	3900-6000	HY
0423	47-2161.00	4000	TB
0423HY	47-2161.00	4500-8000	HY
0843	51-4111.00	8000	TB
0660	51-4072.00	8000	TB
0426	51-4111.00	8000	TB
0186	51-9199.00	4000	TB
0427	51-5111.00	12000	TB
0427CB	51-5111.00	*CB	CB
1093	51-2041.00	6000	TB
0430	51-5112.00	8000	TB
0431	51-4193.00	6000	TB
0432	47-2152.02	8000	TB
0432CL	47-2152.02	8500-10000	HY
0432CL1	47-2152.02	1700-2000	HY
0432CL2	47-2152.02	3400-4000	HY
0432CL3	47-2152.02	5100-6000	HY
0432HY	47-2152.02	8500-10000	HY
**0432R	47-2152.02	7328	TB
0432R1	47-2152.02	8500	TB
1107	49-3011.00	4800	TB
0434	49-9041.00	8000	TB
0435	49-9041.00	4000	TB
0406	31-9092.00	4000	TB
0680HY	47-2061.00	4500-8000	HY
0680R-HY	47.2061.00	6000-8000	HY

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0680R	47-2061.00	8000	TB
0437	33-3051.01	4000	TB
0901	51-7041.00	4000	TB
0596	43-5051.00	4000	TB
0439	51-9195.05	6000	TB
0443	49-9041.00	8000	TB
1045	49-3011.00	3000	TB
0440	51-8013.00	8000	TB
0441	49-3053.00	6000	TB
0442	49-2092.00	8000	TB
0410	51-2011.00	6000	TB
0962	51-2023.00	4000	TB
0277	51-9083.00	8000	TB
0928	51-4031.00	8000	TB
0928CB	51-4031.00	*CB	CB
2001	31-1011.00	2000	TB
0452	51-5112.00	8000	TB
0451	51-5112.00	8000	TB
0557R	53-7011.00	8000	TB
1058CB	11-9161.00	*CB	CB
1023	51-9121.00	4000	TB
0643R	47-2111.00	5720	TB
0292R	49-9041.00	5920	TB
1027CB	51-2092.00	*CB	CB
2044	51-9012.00	2000	TB
0913	27-2012.01	6000	TB
0949	15-1131.00	8000	TB
0413	51-9151.00	8000	TB
0288	51-5112.00	10000	TB
0415	51-5111.00	8000	TB
0455	47-2031.01	8000	TB
0456	49-2092.00	8000	TB
0416	47-5012.00	4000	TB
0376	51-9082.00	8000	TB
0418	29-2091.00	8000	TB
2008	33-3051.01	2000	TB
0459	49-2098.00	8000	TB
0006	47-2111.00	6000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0846	51-4061.00	8000	TB
0646	49-2022.00	8000	TB
1006	49-2022.00	8000	TB
1076CB	27-3031.00	*CB	CB
1080CB	29-9012.00	*CB	CB
2010CB	15-1121.00	*CB	CB
0419	49-9041.00	4000	TB
0933	49-9041.00	6000	TB
0950	53-7121.00	6000	TB
0948	13-1023.00	8000	TB
0461	51-9012.00	8000	TB
0936	51-9061.00	4000	TB
0462	17-3026.00	4000	TB
1007	19-4051.02	8000	TB
0465	49-2021.00	6000	TB
0466	49-2097.00	8000	TB
0952	27-4013.00	8000	TB
0468	51-9061.00	8000	TB
2035HY	53-6051.07	1500-2000	HY
0926	27-4014.00	4000	TB
0420	51-9012.00	2000	TB
2015	39-9032.00	4500	TB
2057	51-9199.01	2000	TB
2056	53-1021.01	4000	TB
0852HY	51-8093.02	4000-6000	HY
0852	51-8093.00	6000	TB
0666HY	49-9021.00	7480-8800	HY
**0666R	49-9021.02	7328	TB
0666	49-9021.02	6000	TB
0918	49-9021.02	6000	TB
0471	47-2171.00	4000	TB
0471HY	47-2171.00	6000-8000	HY
0471R1	47-2171.00	6000	TB
0471R2	47-2171.00	8000	TB
0471R1-HY	47-2171.00	5600-8000	HY
0471R2-HY	47-2171.00	4200-6000	HY
0471R3-HY	47-2171.00	4200-6000	HY
0471R4-HY	47-2171.00	5600-8000	HY

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0975	49-2095.00	4000	TB
0687	51-9061.00	8000	TB
0674	49-9041.00	8000	TB
0421	49-2092.00	6000	TB
0997	49-3023.01	4000	TB
0807	49-3092.00	8000	TB
0422	49-9041.00	4000	TB
1005	49-9041.00	6000	TB
0092	51-9151.00	2000	TB
0788	17-3021.00	8000	TB
0564	47-2031.01	4000	TB
0564HY	47-2031.01	3645-4000	HY
0564R	47-2031.01	8000	TB
0564R1	47-2031.01	8000	TB
0564R-HY	47-2031.01	3900-6000	HY
0564R1-HY	47-2031.01	5200-8000	HY
1022	47-2111.00	4800	TB
0593CB	11-9051.00	*CB	CB
0472	51-5111.00	10000	TB
0474	49-9096.00	6000	TB
0473	49-9096.00	4000	TB
2047CB	13-2099.02	*CB	CB
0475	51-4041.00	8000	TB
0425	49-3011.00	8000	TB
0428	51-4023.00	2000	TB
0795	51-9194.00	4000	TB
0480	47-2181.00	4000	TB
0943CB	37-2012.00	*CB	CB
0481	51-5112.00	8000	TB
0429	51-9061.00	8000	TB
0485	49-9041.00	8000	TB
0484	51-9195.07	8000	TB
0433	37-2019.00	2000	TB
0487	51-6041.00	4000	TB
0488	49-9094.00	8000	TB
0707	29-9011.00	6000	TB
0753	41-2022.00	4000	TB
0490	51-4061.00	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0436	51-6052.00	8000	TB
0493	51-9195.03	6000	TB
0495	51-4194.00	8000	TB
0496	51-4111.00	6000	TB
0069R	47-2031.02	8000	TB
0069R-HY	47-2031.02	3900-6000	HY
0069R1-HY	47-2031.02	5200-8000	HY
0497	49-9041.00	8000	TB
0855	51-5111.00	4000	TB
0520	51-9123.00	4000	TB
0502	51-4034.00	8000	TB
0506	51-4034.00	6000	TB
0500	51-4034.00	8000	TB
0444	51-4034.00	6000	TB
0445	43-6014.00	2000	TB
1137	33-3051.01	4000	TB
1109CB	11-9111.00	*CB	CB
0446	49-3021.00	4000	TB
0615	49-9098.00	8000	TB
0615HY	49-9098.00	7500-8000	HY
1075CB	39-9041.00	*CB	CB
0508	49-9041.00	6000	TB
**0508R	49-9041.00	7328	TB
0510R	47-2211.00	5920	TB
0510	47-2211.00	8000	TB
0510HY	47-2211.00	8000-9000	HY
0510R-HY	47-2211.00	6400-7200	HY
**0510R	47-2211.00	7328	TB
0611	51-2041.00	6000	TB
0643R1	51-4192.00	5920	TB
0513	51-4192.00	8000	TB
0979R	47-2031.01	5920	TB
0979	47-2031.01	8000	TB
0514	51-6041.00	6000	TB
0812	51-6041.00	6000	TB
0524	51-9083.00	8000	TB
0526	51-9083.00	8000	TB
0515	51-6052.00	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0447	51-9194.00	10000	TB
0517	47-4099.00	6000	TB
0518	51-9199.00	2000	TB
0942	49-9097.00	8000	TB
0519	51-9031.00	6000	TB
0522	51-9071.07	6000	TB
0448	51-5112.00	10000	TB
0523	51-9194.00	8000	TB
0525	49-3053.00	4000	TB
0449	47-2042.00	6000	TB
0450	19-1031.01	6000	TB
0453	51-9071.01	6000	TB
0527	27-4014.00	8000	TB
0528	49-2022.00	6000	TB
2007	49-2098.00	3600	TB
0530	51-4034.00	6000	TB
0457	51-4031.00	8000	TB
0532	51-4081.00	8000	TB
0533	49-3023.02	8000	TB
0534	51-4081.00	8000	TB
0414R1-HY	47-2152.01	8500-10000	HY
0414S	47-2152.01	8500	TB
0521	27-4011.00	6000	TB
0382	27-1021.00	8000	TB
0647	49-2022.00	8000	TB
0536	51-8021.00	8000	TB
0536R1	51-8021.00	6000	TB
**0536R	51-8021.00	7328	TB
0460	47-2152.01	8000	TB
0785	51-5112.00	8000	TB
0463	51-9199.00	4000	TB
0538	51-5111.00	12000	TB
0467	49-9041.00	8000	TB
0539	51-9195.03	6000	TB
0017	51-4033.00	6000	TB
0312	51-9071.01	8000	TB
0542	51-9195.03	6000	TB
0470	51-9032.00	6000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0540	47-2022.00	6000	TB
0540R	47-2022.00	8000	TB
0540R-HY	47-2022.00	4500-8000	HY
0540R1-HY	47-2022.00	6000-8000	HY
0545	47-2111.00	8000	TB
0726	51-5111.00	10000	TB
0064	51-5111.00	8000	TB
0325	51-2041.00	8000	TB
0669	47-2221.00	6000	TB
0669R	47-2221.00	8000	TB
0669R-HY	47-2221.00	5600-8000	HY
0669R1-HY	47-2221.00	4200-6000	HY
0669HY	47-2221.00	6000-8000	HY
0669R-HY	47-2221.00	5600-8000	HY
0669R1-HY	47-2221.00	4200-6000	HY
1126CB	13-1023.00	*CB	CB
1127CB	13-1023.00	*CB	CB
0553	51-8012.00	8000	TB
0366	43-5061.00	4000	TB
1106	49-2094.00	8000	TB
0478	51-9021.00	4000	TB
2025HY	49-9062.00	4008-6260	HY
1051CB	29-2055.00	*CB	CB
0551	17-3031.01	4000	TB
1069CB	49-9093.00	*CB	CB
0838	37-2011.00	4000	TB
0801	51-8012.00	6000	TB
0558	47-2221.00	4000	TB
0559	51-4111.00	8000	TB
0561	47-2082.00	4000	TB
0560	49-2097.00	8000	TB
0562	27-1012.00	6000	TB
0657	25-9041.00	4000	TB
0552	49-2022.00	4000	TB
2030CB	49-2021.00	*CB	CB
2030CL1	49-2021.00	*CB	CB
2030CL2	49-2021.00	*CB	CB
0618	49-2022.00	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0618R	49-2022.00	4800	TB
2054CB	49-2021.01	*CB	CB
2055CB	49-2021.01	*CB	CB
2052CB	49-2021.01	*CB	CB
2053CB	49-2021.01	*CB	CB
1002	43-5031.00	8000	TB
0951	43-9022.00	6000	TB
0565	49-2097.00	8000	TB
1055	43-3071.00	2000	TB
0567	51-4062.00	8000	TB
0123	51-4062.00	8000	TB
0412R1	47-2152.01	5920	TB
0771R2	47-2111.00	5760	TB
0972	47-2053.00	4000	TB
0972HY	47-2053.00	3500-4000	HY
0972R-HY	47-2053.00	5200-8000	HY
0972R1-HY	47-2053.00	3900-6000	HY
0568R-HY	47-2053.00	3900-6000	HY
0568R1-HY	47-2053.00	5200-8000	HY
0568	47-2053.00	6000	TB
0568HY	47-2053.00	4500-8000	HY
0568R	47-2053.00	8000	TB
0482	19-4041.02	4000	TB
0190	17-3021.00	10000	TB
0483	51-4041.00	10000	TB
0956	19-4041.02	6000	TB
0572	51-9061.00	8000	TB
0489	51-9061.00	2000	TB
0971	47-3011.00	4000	TB
0971HY	47-3011.00	3500-4000	HY
0573	47-2044.00	6000	TB
0573HY	47-2044.00	4500-8000	HY
0573R	47-2044.00	8000	TB
0573R-HY	47-2044.00	6000-8000	HY
0069HY	47-2031.02	5000-7000	HY
0575	51-9023.00	4000	TB
**0636R	51-9061.00	7328	TB
0586	51-4111.00	8000	TB



# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
0586R	51-4111.00	7328	TB
**0586R-CL	51-4111.00	*CB	CB
0205	51-4061.00	8000	TB
**0580R	17-2141.00	7328	TB
**0584R1	17-2141.00	7328	TB
0587	17-3027.00	8000	TB
0580	17-2141.00	8000	TB
0582	51-4194.00	6000	TB
0765	51-4194.00	8000	TB
0588	51-4081.00	6000	TB
**0584R	51-4111.00	7328	TB
0584	51-4111.00	8000	TB
0585	51-4111.00	8000	TB
0690	51-4012.00	6000	TB
0589	49-3031.00	8000	TB
0590	49-2092.00	8000	TB
0174R	47-4021.00	6399	TB
0642R-HY	49-3043.00	5400	HY
0592	49-3023.01	4000	TB
0655	43-5011.00	3000	TB
0847	49-9041.00	6000	TB
0595	37-3013.00	6000	TB
0607	37-3013.00	4000	TB
0805	51-9061.00	4000	TB
0858	49-9051.00	6000	TB
0598	49-3021.00	8000	TB
0014	53-7021.00	6000	TB
0980CL	53-3032.00	3000-4560	HY
0980CL1	53-3032.00	180-198	HY
0980CL2	53-3032.00	160	HY
0980CL3	53-3032.00	1280-1800	HY
0980CL4	53-3032.00	1560-2600	HY
0980HY	53-3032.00	2385-3585	HY
0980R	53-3032.00	8000	TB
0680	47-2061.00	6000	TB
1004	29-2071.00	4000	TB
0600	49-3023.02	4000	TB
0601	51-8013.00	8000	TB

# The Office of Apprenticeship (OA) List of Officially

ocations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
1021	51-4034.00	8000	TB
1034	49-3023.02	4000	TB
0097	51-6093.00	4000	TB
0606	51-6093.00	6000	TB
0412R	47-2152.01	5920	TB
2041HY	47-4011.00	2000-4000	HY
1112CB	31-9096.00	*CB	CB
0492	51-7011.00	8000	TB
1070CB	49-2094.00	*CB	CB
0612	51-5112.00	8000	TB
0494	39-3092.00	4000	TB
0614	51-8031.00	4000	TB
0507R	51-8031.00	3520	TB
0507	51-8031.00	4000	TB
0616	49-9064.00	8000	TB
0619	51-8031.00	6000	TB
0001	19-4099.00	4000	TB
0667	51-5112.00	8000	TB
0622R	51-4121.02	5920	TB
0620	51-4121.06	8000	TB
0622	51-4121.06	6000	TB
0627	51-4121.06	8000	TB
**0622R	51-4121.06	7328	TB
0945	51-4122.00	6000	TB
0498	17-3029.00	8000	TB
0629	47-5021.00	8000	TB
2016HY	21-1094.00	2000	HY
0544HY	33-2011.02	3000	HY
0357	49-9063.00	8000	TB
0499	17-3021.00	8000	TB
2000HY	49-9081.00	4000-6000	HY
0034	11-3051.00	4000	TB
0501	51-9032.00	4000	TB
0504	51-6063.00	8000	TB
2038CB	49-2021.01	*CB	CB
0633	51-2022.00	4000	TB
0505	51-7042.00	2000	TB
2043	13-1511.00	2000	TB

# The Office of Apprenticeship (OA) List of Officially

bations

RAPIDS Code	O*NET Code	Term Length (Hours)	Type of Training
2042	13-1511.00	2000	TB
2023	33-3051.01	2500	TB
0919	51-9061.00	4000	TB
1039HY	13-1071.00	3000-4000	HY
1039R-HY	13-1071.00	3000-3444.5	HY

## AFL-CIO Careers and Apprenticeships

Apprenticeship programs integrate systematic on-the-job training, guided by an experienced master-level practitioner in an occupation, with classroom instruction. The federal government, in cooperation with the states, registers apprenticeship programs that meet federal and state standards. The best programs—which provide multiple industries with highly skilled workers who earn family-sustaining wages—are registered with government agencies, operated by sponsors representing labor and management organizations and funded through collectively bargained contributions to tax-exempt trust funds. (<https://aflcio.org/about-us/careers-and-apprenticeships>)

### A. **Painters and Allied Trades Finishing Trades Institute** (<http://www.ifti.edu>)

1. Drywall Finisher (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/drywall-finisher/>)
2. Floor Coverer (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/floor-coverer/>)
3. Glazier (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/glazier/>)
4. Hydro Blaster/Vacuum Technician (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/hydro-blastervacuum-technician/>)
5. Industrial Coating and Lining Application Specialist (CAS) (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/industrial-coating-and-lining-application-specialist-cas/>)
6. Painter-Decorator (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/painter-decorator/>)
7. Sign and Display (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/sign-and-display/>)
8. Trade Show (<http://www.ifti.edu/what-interests-you/seven-great-careers-paths/trade-show/>)

### B. **Ironworkers:** International Association of bridge, Structural, Ornamental, and Reinforcing Iron Workers (<http://www.ironworkers.org/home>)

1. Welding Certification (<http://www.ironworkers.org/training/welding-certification>)
2. Associate of Applied Science in Apprenticeship Technology for Ironworker Apprentices and Journeymen (<http://www.ironworkers.org/docs/default-source/college-degree-brochures/ivy-tech-brochure.pdf>)

3. Associate of Applied Science in Industrial Training for Ironworker Coordinators and Instructors (<http://www.ironworkers.org/docs/default-source/college-degree-brochures/wcc-ironworker-degree-brochure---june-2011.pdf>)
  4. Qualified Instructor Certificate Program (<http://www.ironworkers.org/training/for-instructors/qualified-instructor-certificate-program>)
  5. Foreman Training for Ironworkers (<http://www.ironworkers.org/training/for-instructors/foreman-training-for-ironworkers>)
  6. Annual Ironworker Instructor Training Program (<http://www.ironworkers.org/calendar/2018/07/10/default-calendar/Instructor-Training-Program>)
  7. <http://www.ironworkers.org/home>
- C. **Heat and Frost Insulators:** International Association of Heat and Frost Insulators and Allied Workers (<http://www.insulators.org>)
- D. **Boilermakers National Joint Apprenticeship Program** (<https://www.bnap.com>)
- E. **Electrical Workers/National Electrical Contractors Association National Joint Apprenticeship Council:** International Brotherhood of Electrical Workers; National Electrical Contractors Association (<http://electricaltrainingalliance.org>)
1. Instrumentation Certification (<http://electricaltrainingalliance.org/training/InstrumentationCertification>)
  2. Cable Splicing Certification (<http://electricaltrainingalliance.org/training/CableSplicingCertification>)
  3. Craft Certification (<http://electricaltrainingalliance.org/training/CraftCertification>)
  4. Solar PV Certification (<http://electricaltrainingalliance.org/training/SolarPvCertification>)
  5. Outside Lineman Apprentice: (<http://electricaltrainingalliance.org/training/outsideLineman>)
  6. Inside Wireman Apprentice: (<http://electricaltrainingalliance.org/training/insideWireman>)
  7. Installer Technician Apprentice: (<http://electricaltrainingalliance.org/training/installerTechnician>)
  8. Residential Wireman Apprentice: (<http://electricaltrainingalliance.org/training/residentialWireman>)

- F. **Bricklayers Masonry Institute:** International Union of Bricklayers and Allied Craftworkers (<http://imiweb.org/training/>)
1. Grout Certification (<http://imiweb.org/training/grout-certification/>)
  2. Advanced Certification in Tile (<http://imtef.org/advanced-certifications-tile/>)
  3. Historic Masonry Certification Program (<http://imiweb.org/training/historic-masonry-certification-program-hmcp/>)
  4. Flashing Upgrade (<http://imiweb.org/training/flashing-upgrade/>)
  5. Rain Screen Upgrade (<http://imiweb.org/training/rain-screen-upgrade/>)
  6. Contractor College (<http://imiweb.org/training/contractor-college/>)
  7. Sustainable Masonry Certification Program: (<http://imiweb.org/training/sustainable-masonry-certification-program-smcp/>)
  8. Supervisor Certification Program: (<http://imiweb.org/training/supervisor-certification-program-scp/>)
- G. **Elevator Constructors National Elevator Industry Educational Program** (<https://www.neiep.org/bst-Default.aspx>)
1. Rigging and Signaling Certification (<https://www.neiep.org/News/Default.aspx?id=efc07b3d-e88a-4dc1-a207-cc0f60589282>)
  2. Elevator Constructor Apprentice (<https://www.neiep.org/Help/Default.aspx?id=ElevatorIndustryFAQ>)
- H. **Plasterers and Cement Masons:** Operative Plasterers' and Cement Masons' International Association (<http://www.metamediatraining.com/ICD/>)
1. Apprenticeship (<http://www.metamediatraining.com/ICD/mod/resource/view.php?id=6>)
- I. **The Sheet Metal Workers International Training Institute** (<https://www.sheetmetal-iti.org/Default>)
1. Apprenticeship (<https://www.sheetmetal-iti.org/apprenticeship>)
  2. Welding Certification (<https://www.sheetmetal-iti.org/advanced-training>)
  3. Testing, Adjusting, and Balancing (<https://www.sheetmetal-iti.org/advanced-training>)
  4. EPA-approved courses for certification in handling ozone depleting gases (<https://www.sheetmetal-iti.org/advanced-training>)

5. HVAC Fire Life Safety (<https://www.sheetmetal-iti.org/advanced-training>)
6. Detailing (<https://www.sheetmetal-iti.org/advanced-training>)
7. Detailing (<https://www.sheetmetal-iti.org/advanced-training>)
8. HVAC (<https://www.sheetmetal-iti.org/advanced-training>)
9. Building Enclosure (<https://www.sheetmetal-iti.org/advanced-training>)
10. Infectious Control Risk assessment (<https://www.sheetmetal-iti.org/advanced-training>)
11. Building Envelope Installer certification ([https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians\\_170909\\_Approved.PDF](https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians_170909_Approved.PDF))
12. Fume Hood Performance testing Technician Certification ([https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians\\_170909\\_Approved.PDF](https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians_170909_Approved.PDF))
13. HVAC Fire Life Safety Level Two Technician Certification ([https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians\\_170909\\_Approved.PDF](https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians_170909_Approved.PDF))
14. Indoor Air Quality Technician Certification ([https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians\\_170909\\_Approved.PDF](https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians_170909_Approved.PDF))
15. Mechanical Acceptance Test Technician Certification ([https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians\\_170909\\_Approved.PDF](https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians_170909_Approved.PDF))
16. Total Building Energy Audit Technician Certification ([https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians\\_170909\\_Approved.PDF](https://www.sheetmetal-iti.org/docctr/TAB/ITI%20Certification%20Manual%20for%20Technicians_170909_Approved.PDF))

J. **Plumbers and Pipe Fitters:** United Association Union of Plumbers, Fitters, Welders, and Service Techs (<http://www.ua.org/apprenticeship>)

1. Apprenticeship (<http://www.ua.org/apprenticeship>)
2. UA Welder Certification (<http://www.ua.org/pdfs/Welding.pdf>)
3. UA/NCCCO Crane Signaller Certification ([http://www.ua.org/media/90300/Signal\\_Person-Flier-2-2-.pdf](http://www.ua.org/media/90300/Signal_Person-Flier-2-2-.pdf))

4. UA Green System Awareness Certification Program ([http://www.ua.org/pdfs/Green\\_Technology.pdf](http://www.ua.org/pdfs/Green_Technology.pdf))
5. UA/MCAA Foreman Certification (
6. UA/EPRI Industrial Rigging Certification ([http://www.ua.org/media/90297/Rigging\\_Flier\\_2.pdf](http://www.ua.org/media/90297/Rigging_Flier_2.pdf))
7. UA/EPRI Valve Technician Certification Program (<http://www.ua.org/education>)
8. UA/EPRI Instrumentation Technician Certification Program (<http://www.ua.org/education>)
9. AWS Certified Welding Inspector (<http://www.ua.org/education>)
10. UA Energy Audit Certification (<http://www.ua.org/education>)
11. UA/ASSE Backflow Certification (<http://www.ua.org/education>)
12. UA OSHA Certification (<http://www.ua.org/education>)
13. UA Medical Gas Technician Certification Program (<http://www.ua.org/education>)
14. EPA Section 608 Technician Certification Program (<http://www.ua.org/education>)
15. UA Nuclear Mechanic Program (<http://www.ua.org/education>)
16. Authorized Testing Representative (<http://www.ua.org/education>)
17. UA Plastic Piping Installer (<http://www.ua.org/education>)
18. UA Non-Destructive Testing(<http://www.ua.org/education>)
19. UA STAR Certification (<http://www.uastar.info>)
- K. United Union of Roofers and Waterproofers and Allied Workers (<http://www.unionroofers.com/Index.aspx>)
  1. Apprenticeship (<http://www.unionroofers.com/Training-and-Education/Apprenticeship.aspx>)
- L. **Operating Engineers:** International Union of Operating Engineers (<https://www.iuoe.org/training>)
  1. Operating Engineers Certification Program (<https://www.iuoe.org/training/operating-engineers-certification-program>)



2. Heavy Equipment Operator ([https://www.iuoe.org/training/iuoe-job-corps#Stationary\\_Engineer](https://www.iuoe.org/training/iuoe-job-corps#Stationary_Engineer))
  3. Heavy Equipment Mechanic ([https://www.iuoe.org/training/iuoe-job-corps#Stationary\\_Engineer](https://www.iuoe.org/training/iuoe-job-corps#Stationary_Engineer))
  4. Asphalt Paving ([https://www.iuoe.org/training/iuoe-job-corps#Stationary\\_Engineer](https://www.iuoe.org/training/iuoe-job-corps#Stationary_Engineer))
  5. Stationary Engineer ([https://www.iuoe.org/training/iuoe-job-corps#Stationary\\_Engineer](https://www.iuoe.org/training/iuoe-job-corps#Stationary_Engineer))
- M. **Machinists:** International Association of Machinists and Aerospace Workers (<https://www.goiam.org>)
1. Apprenticeship (<https://www.goiam.org/departments/headquarters/apprenticeship/>)
- N. **United Auto Workers:** Apprenticeships
1. Ford-UAW Apprenticeship Program (<http://uawford.org/apprentice/>)
  2. UAW-Chrysler Apprentice Program (<http://www.uaw-chrysler.com/training/apprentice.cfm>)
  3. UAW-GM Center for Human Resources (<https://www.uawgmjas.org/j/>)
- O. **UNITE HERE! Local 11 Hospitality Training Academy** (N/A)
- P. **United Steel Workers:** Institute for Career Development (<https://www.icdlearning.org>)
1. Apprenticeship (<https://www.icdlearning.org>)

# NORTH DAKOTA

JOB SERVICE NORTH DAKOTA

**OCCUPATIONAL LICENSING REVIEW  
2018-2019**

The 2018 - 2019 Job Service North Dakota  
Occupational Licensing Review was  
sponsored by Job Service North Dakota and supported by  
The Knee Center for the Study of Occupational Regulation  
at Saint Francis University



The Knee Center for the Study of Occupational Regulation

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If we focus on the headline statistic of the unemployment rate, it would appear that North Dakota continues to have one of the healthiest labor markets in the United States. According to the Bureau of Labor Statistics, the unemployment rate in North Dakota was 2.7% in September of 2018—a full percentage point lower than the national average. [i] The headline statistic does not tell the whole story, however. According to a recently completed statewide workforce survey, 28 percent of job openings go unfilled for longer than three months.[ii] In addition, almost half of all hiring managers see an inability to hire and retain workers as a barrier to business growth. [iii] What is keeping workers from entering North Dakota? The labor market institution of occupational licensing could be a contributing factor.

Occupational licensing laws require aspiring workers to complete minimum levels of training or education, pass exams, pay fees, and meet other requirements before they are permitted to work by law. The professions affected by occupational licensing range from doctors and dentists to massage therapists and barbers. Occupational licensing today is the most important labor market institution in the United States. It has gone from affecting 5% of the workforce in the 1950s to more than 20% today.[iv] In North Dakota in 2015, occupational licensing was estimated to directly affect 26.6% of the workforce—almost 5 percentage points higher than the national average.[v] By creating barriers to prospective job seekers, could occupational licensing be imposing a barrier for job seekers?

In the pages that follow, we compare the occupational licensing requirements for eight high-growth occupations in North Dakota. Our comparison group consists of: Colorado, Iowa, Idaho, Kansas, Minnesota, Montana, North Dakota, Nebraska, Nevada, Oklahoma, Oregon, South Dakota, Utah, Washington, Wisconsin, and Wyoming. The comparison states either border or are in close proximity to North Dakota or are members of the Western Governors Association. We excluded Arizona, California, and Texas since they contain large cities and urban populations. We excluded New Mexico as a result of large population of state and federal government workers in the state. Hawaii and Alaska were also excluded due to their differences with and distance from North Dakota.

Using four entry requirements of occupational licensing, we established a classification scheme for the burden occupational licensing places upon workers in North Dakota. The entry requirements used for the ranking were:

- 1) The number of required exams
- 2) Continuing education fees
- 3) Initial licensing fees
- 4) Renewal Fees

We compared North Dakota to the average of the sixteen comparison states. Our classification system is as follows:

- **"Red"** Above Average Burden": 3 or more of the 4 categories of occupational licensing requirements are higher in North Dakota than the average for the comparison group. North Dakota should strongly consider scaling back or removing licensing requirements to facilitate entry into the profession.
- **"Yellow"** Average Burden": 1 or 2 of the categories of occupational licensing requirements are higher in North Dakota than the average for the comparison group. North Dakota may consider scaling back or removing licensing requirements to facilitate entry into the profession.
- **"Green"** Below Average Burden": All categories of occupational licensing requirements are similar in North Dakota than the average for the comparison group. Occupational licensing requirements are likely not creating barriers to entry into the profession that are more burdensome than comparison states.

Our findings suggest that:

1) Licensing requirements for limited x-ray machine operators and occupational therapist assistants in North Dakota present an above average burden relative to comparison states.

2) Licensing requirements for licensed addiction counselors, licensed practical nurses (LPNs), physical therapists assistants, and preschool teachers are presenting barriers similar to comparison states.

3) Licensing requirements for certified nursing aides (CNAs) and paraprofessionals are less burdensome than comparison states.

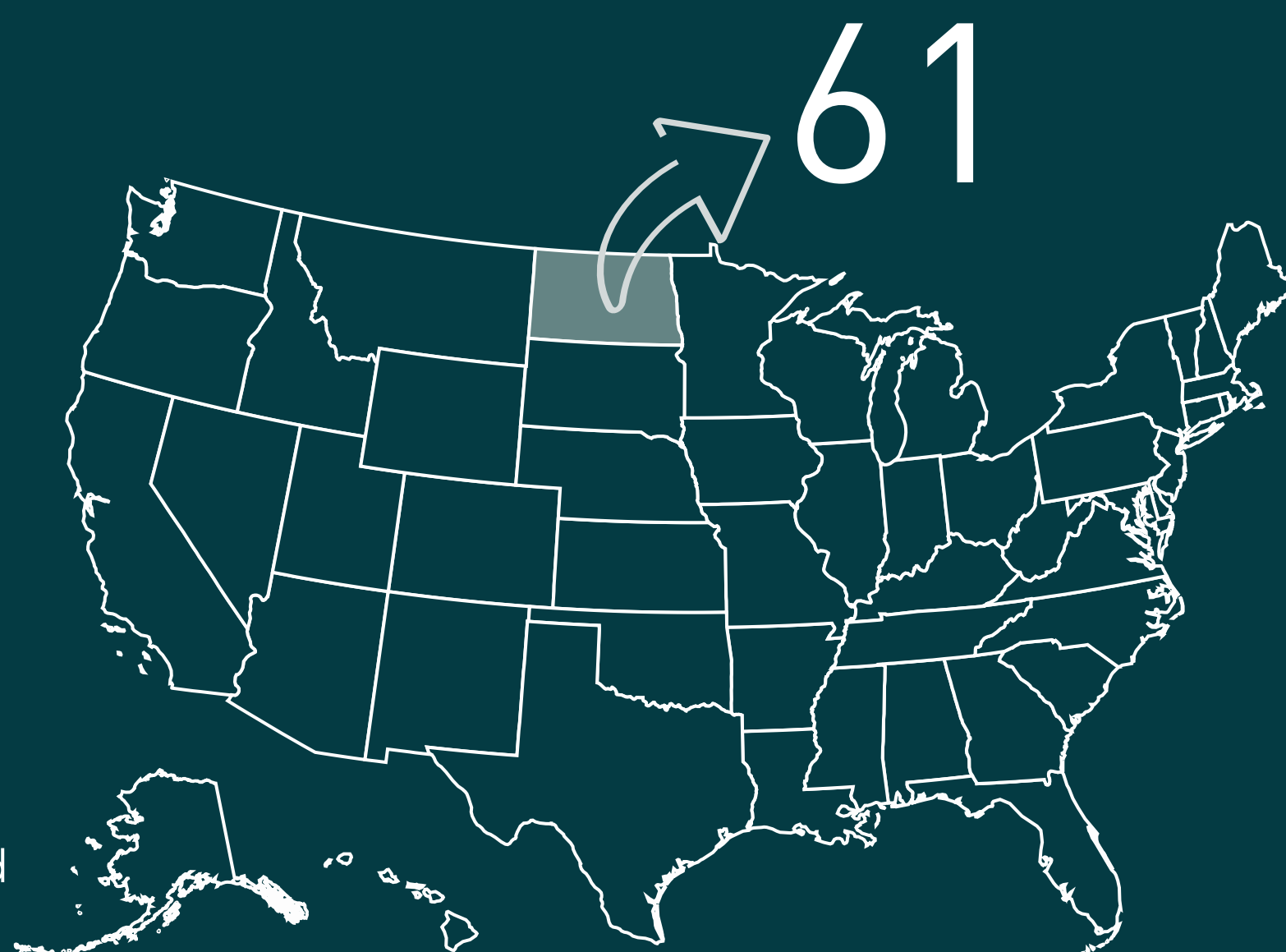
4) North Dakota occupational licensing laws present more burdens to individuals with criminal records than bordering state Minnesota.

5.) North Dakota occupational licensing laws present more barriers to veterans than in five other states (Colorado, Idaho, Kansas, Minnesota, and Utah) within the comparison group.



# Total Number of Licensing Boards, Commissions, and Agencies

1. Abstracters' Board of Examiners
2. Addiction Counseling Examiners Board
3. Attorney General's Office - North Dakota State Government
4. Board of Physical Therapy
5. Board of Barber Examiners
6. Board of Counselor Examiners
7. Board of Hearing Aid Specialists
8. Board of Massage
9. Board of Occupational Therapy Practice
10. Board of Podiatric Medicine
11. Commission of Combative Sports
12. Dietetic Practice Board
13. Education Standards And Practices Board
14. Game And Fish Advisory Board
15. Health Council
16. Milk Marketing Board
17. NDSU Agriculture and Extension
18. North Dakota Real Estate Appraise Qualifications And Ethics Board
19. North Dakota Aeronautics Commission
20. North Dakota Atmospheric Resource Board
21. North Dakota Board of Athletic Trainers
22. North Dakota Board of Clinical Laboratory Practice
23. North Dakota Board of Reflexology
24. North Dakota Board of Social Work Examiners
25. North Dakota Department of Health
26. North Dakota Department of Human Services
27. North Dakota Environmental Health Advisory Board /Association
28. North Dakota Geologic Survey - North Dakota Industrial Commission
29. North Dakota Marriage and Family Therapy Licensure Board
30. North Dakota Medical Imaging and Radiation Therapy Board of Examiners
31. North Dakota Real Estate Commission
32. North Dakota Secretary of State
33. North Dakota State Board of Law Examiners
34. North Dakota State Board of Optometry
35. Peace Officer Standards and Training Board
36. Private Investigative And Security Board
37. Racing Commission, North Dakota
38. State Banking Board
39. State Board of Accountancy



40. State Board of Animal Health
41. State Board of Architecture and Landscape Architecture
42. State Board of Chiropractic Examiners
43. State Board of Cosmetology
44. State Board of Dental Examiners
45. State Board of Examiners For Nursing Home Administrator
46. State Board of Examiners on Audiology And Speech-Language Pathology
47. State Board of Funeral Service
48. State Board of Integrative Health Care
49. State Board of Medicine
50. State Board of Nursing
51. State Board of Pharmacy
52. State Board of Plumbing
53. State Board of Psychologist Examiners
54. State Board of Registration for Professional Engineers and Land Surveyors
55. State Board of Registration for Professional Soil Classifiers
56. State Board of Board Respiratory Care
57. State Board of Board Veterinary Medical Examiners
58. State Board of Water Well Contractors
59. State Credit Union Board
60. State Electrical Board
61. The North Dakota Department of Agriculture's Livestock Development Division

# Comparison Data Section for the Eight Focus Target Occupations Selected by North Dakota

This comparison analysis includes **16** of the 50 U.S. states. The comparison states either border or are in close proximity to North Dakota or are members of the Western Governors Association.

# Certified Nurse Aide, CNA (Nursing Assistant)

## Licensure Requirements

**\$ \$25.00 Initial Fee**



**Postsecondary Non-Degree Training**



**2 Examinations**

**\$\$ No Renewal Fee**



**Continuing Education is not a requirement for license renewal**

**Low Burden  
to Entry**

**Initial Licensing Fee: \$25.00 Initial Fee**  
Initial fee due with the application \$25.00

### **Degree Requirement: Postsecondary Non-Degree Training**

Applicants must complete a department-approved certified nurse aide training program consisting of a minimum of seventy-five hours and a department-approved competency evaluation or a department-approved competency evaluation.

### **Examination Requirement: 2 Exams**

Applicants must submit verification of passing scores on both the written and skills CNA tests.

### **Licensure Renewal Fee: No Renewal Fee.**

There is NO FEE required for Certified Nurse Aide (CNA) renewal. Your expiration date will change with each renewal. Expiration dates are based on the last date worked, as verified by your employer, at the time of renewal. In order to renew your certification, you must have worked a total of 8 hours in North Dakota performing nursing or nursing related services within a continuous 24 month period, for pay, under the supervision of a licensed nurse. The time can be broken down into two 4 hour blocks, or four 2 hour blocks and so on.

**Continuing Education:** Individuals who have not performed at least eight (8) hours of nursing or nursing related services for pay within their current registration period (previous 24 consecutive months) are NOT eligible for renewal and must complete a new competency evaluation process to obtain current registration as a CNA.

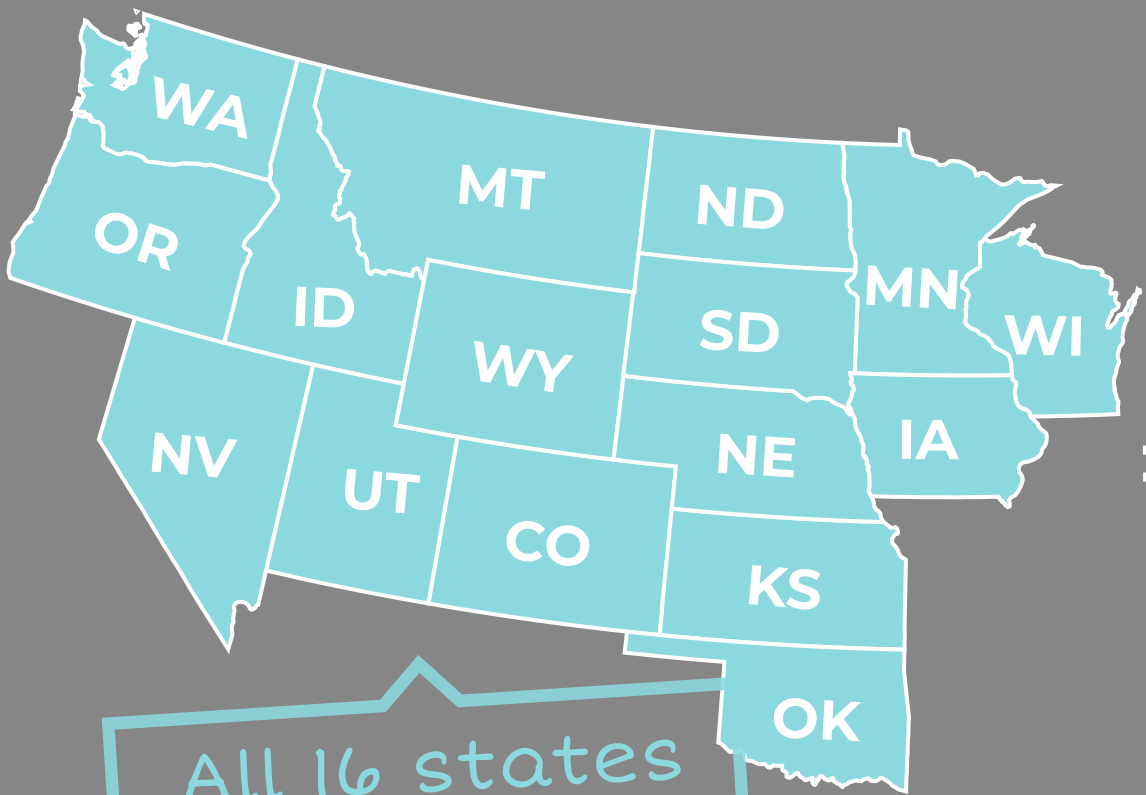
**Licensure by Endorsement:** Applicant must submit verification from the licensing authority in another state/jurisdiction that you are licensed in good standing.



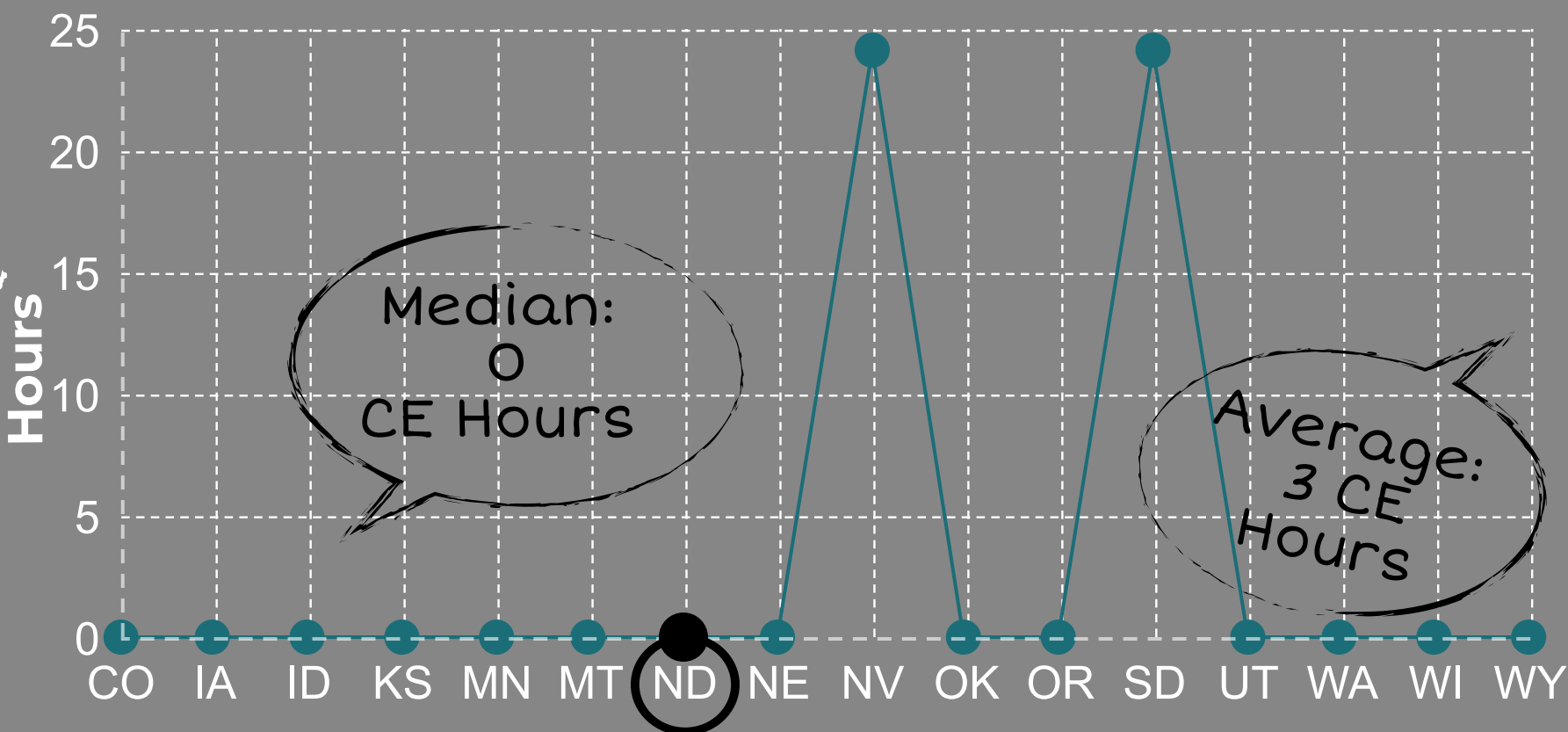
# Certified Nurse Aide (Nursing Assistant) Peer Group Comparison

pg. 5

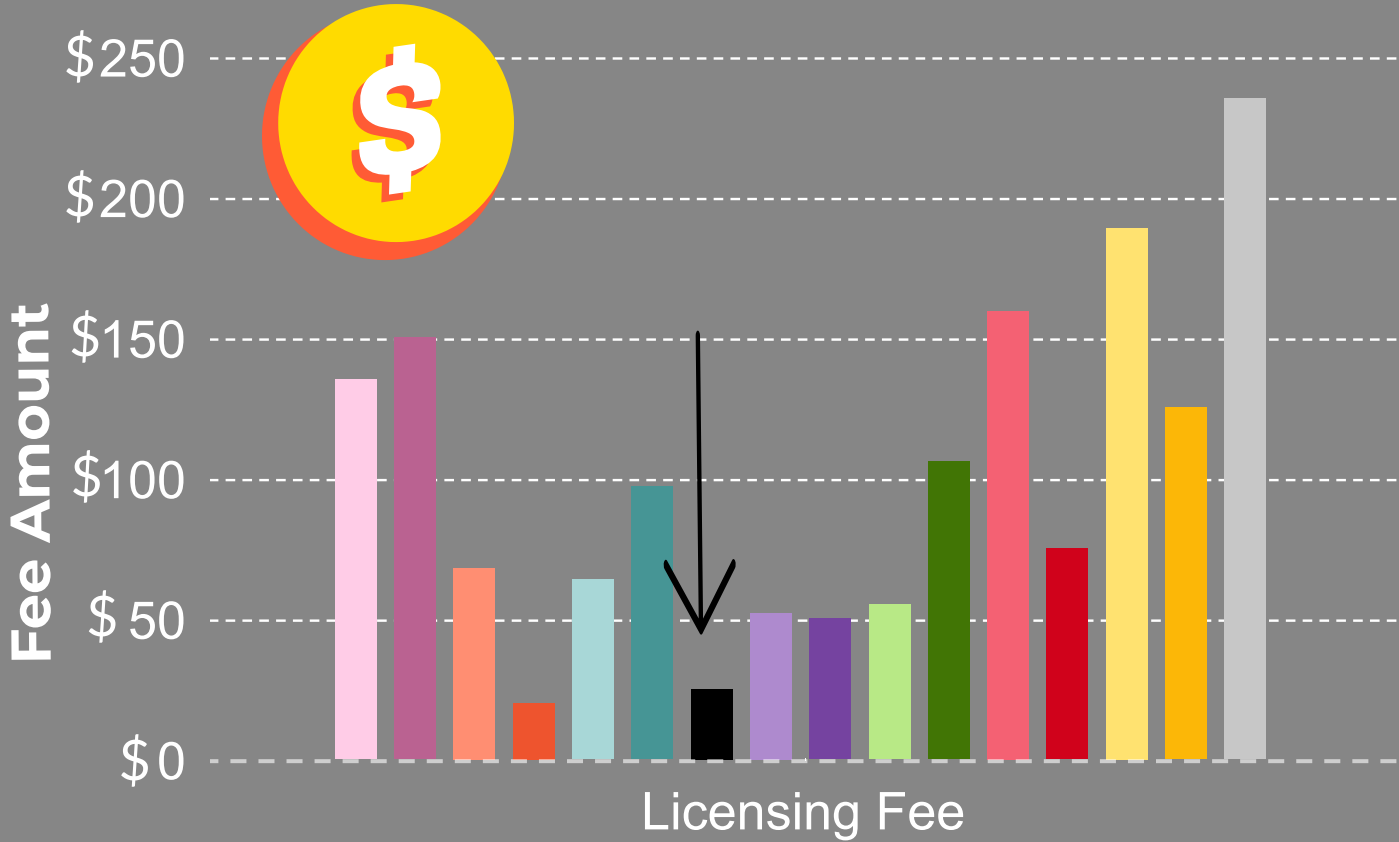
## Continuing Education Requirement on a Biennial Scale



All 16 states  
out of the  
comparison  
group require  
2 exams



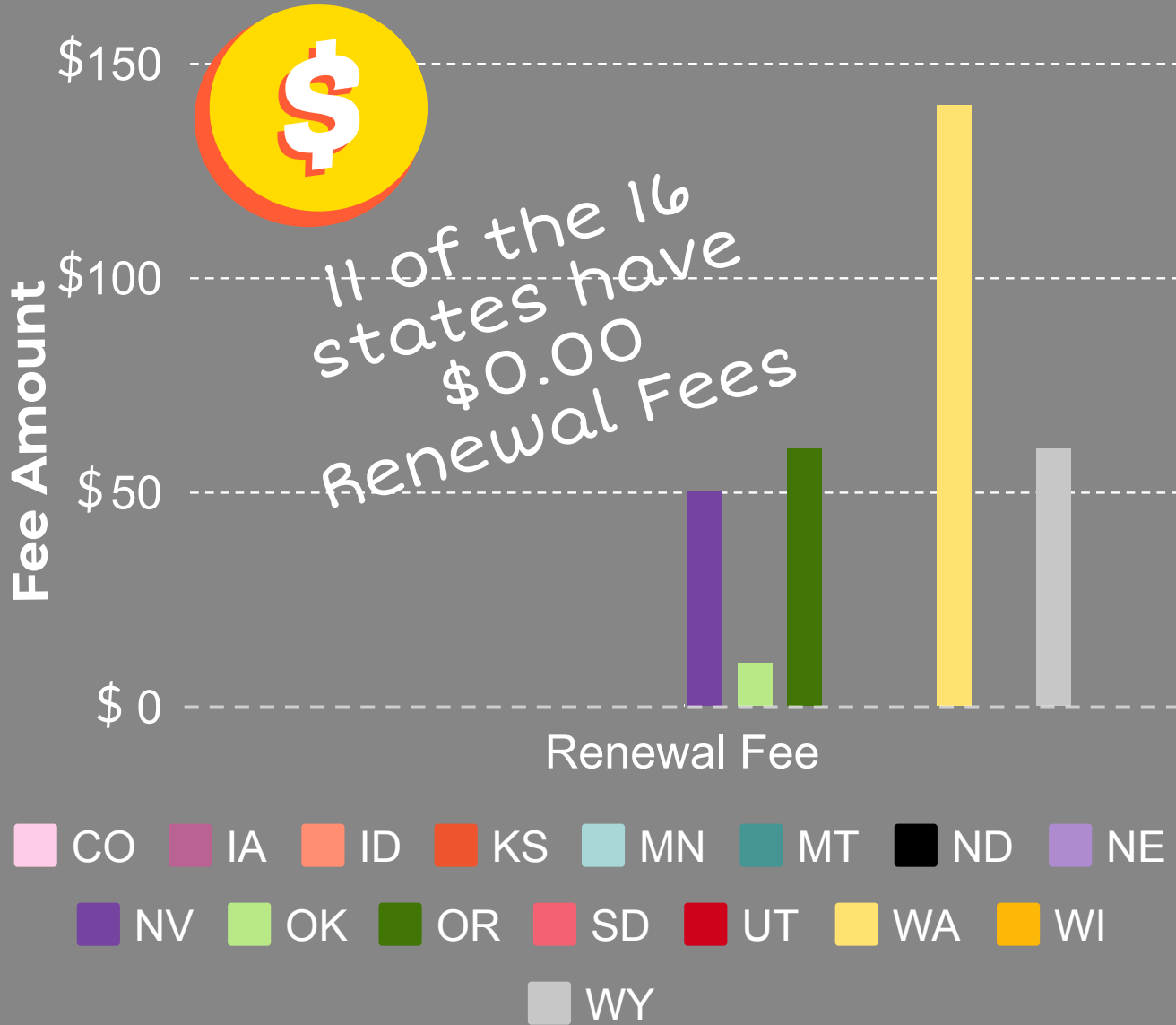
## Initial Fees



**North Dakota Fee: \$25.00**  
**Fee Average: \$100.34**  
**Fee Median: \$86.00**

**North Dakota Fee: \$0.00**  
**Fee Average: \$20.00**  
**Fee Median: \$0.00**

## Renewal Fees on a Biennial Scale



# Licensed Addiction Counselor, LAC

## Licensure Requirements

**\$ \$100.00 - \$300.00 Initial Fee**



**Master's Degree**



**1 Examination**

**\$\$ \$300.00 Biennial Renewal Fee**



**40 Hours of Continuing Education**

**Average Burden  
to Entry**

### **Initial Licensing Fee: \$100.00 - \$300.00 Initial Fee**

License fee is based on date application was received by board office.

On or after January 1 (even year) and before July 1 (even year): \$300

On or after July 1 (even year) and before January 1 (odd year): \$250

On or after January 1 (odd year) and before July 1 (odd year): \$150

On or after July 1 (odd year) and before January 1 (even year): \$100

### **Degree Requirement: Master's Degree**

Applicants must have a minimum of a Master's Degree in a behavioral science field from an accredited post secondary institution.

### **Examination Requirement: 1 Exam**

Applicant must take and pass the master addiction counselor examination administered by the national association for alcoholism and drug abuse counselors.

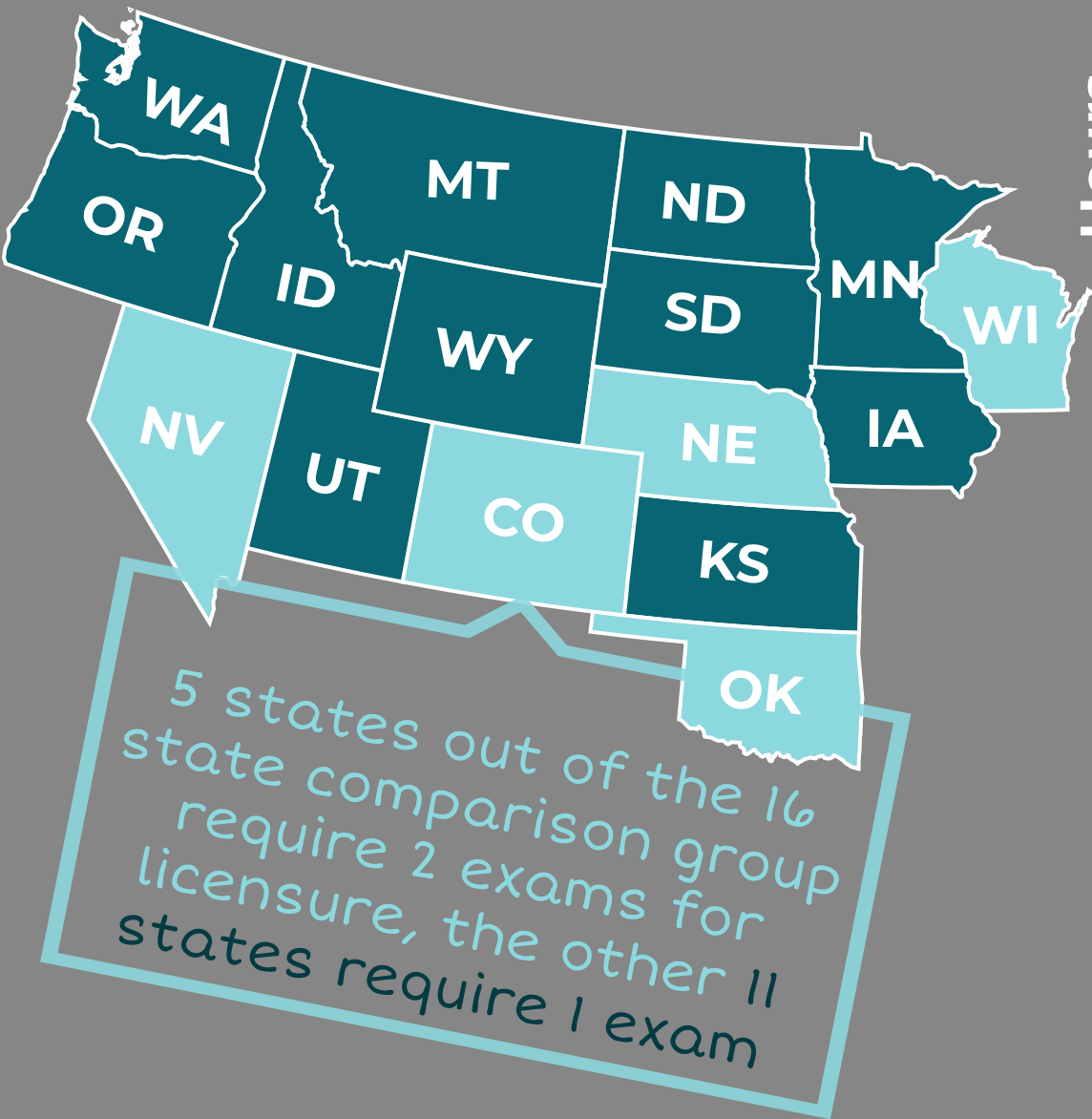
### **Licensure Renewal Fee: \$300.00 Biennial Renewal Fee**

### **Continuing Education: 40 hours every 2 years**

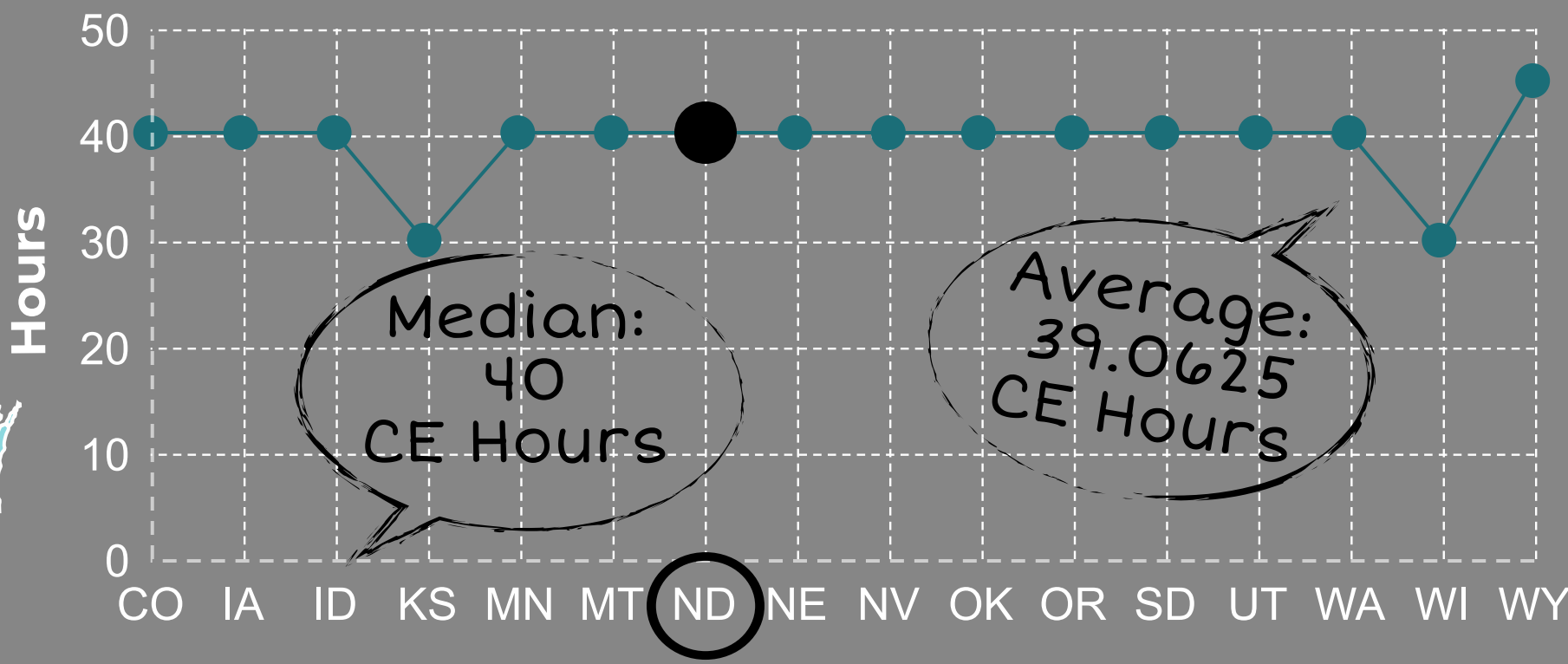
To maintain licensure, licensed addiction counselors, licensed clinical addiction counselors, and licensed master addiction counselors are required to complete forty hours of continuing education for the two-year licensing period, at least six hours of which must be on the topic of professional ethics.

**Licensure by Reciprocity:** The board may grant reciprocity, on such terms and conditions as it may determine necessary, to an applicant for licensure who is in good standing as a licensed, approved, or certified addiction counselor, licensed clinical addiction counselor, or licensed master addiction counselor under the laws of another jurisdiction that imposes at least substantially the same requirements that are imposed under this chapter. For the purposes of reciprocity as set forth in subsection 2 of North Dakota Century Code section 43-45-05.1:

# Licensed Addiction Counselor Peer Group Comparison

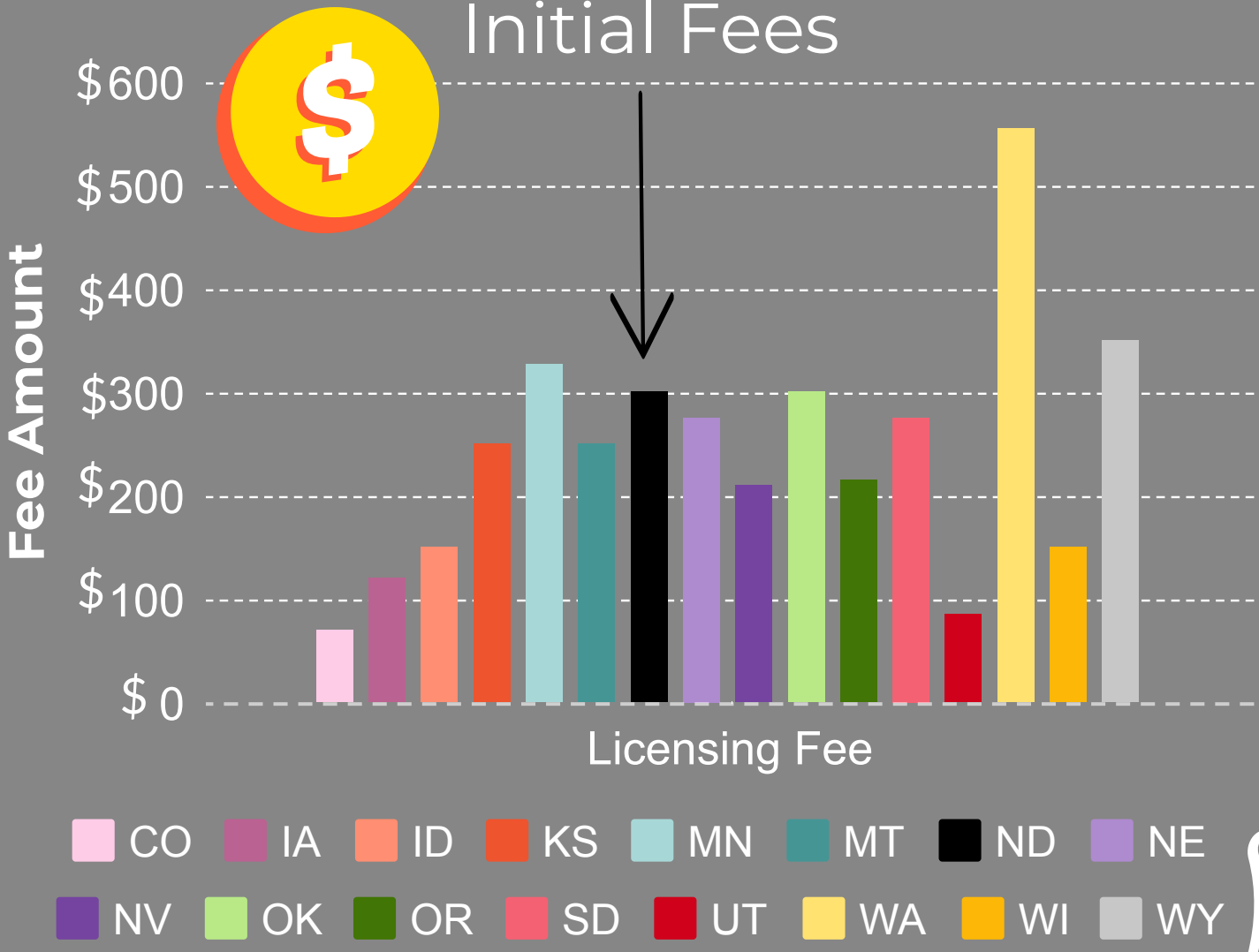


### Continuing Education Requirement on a Biennial Scale

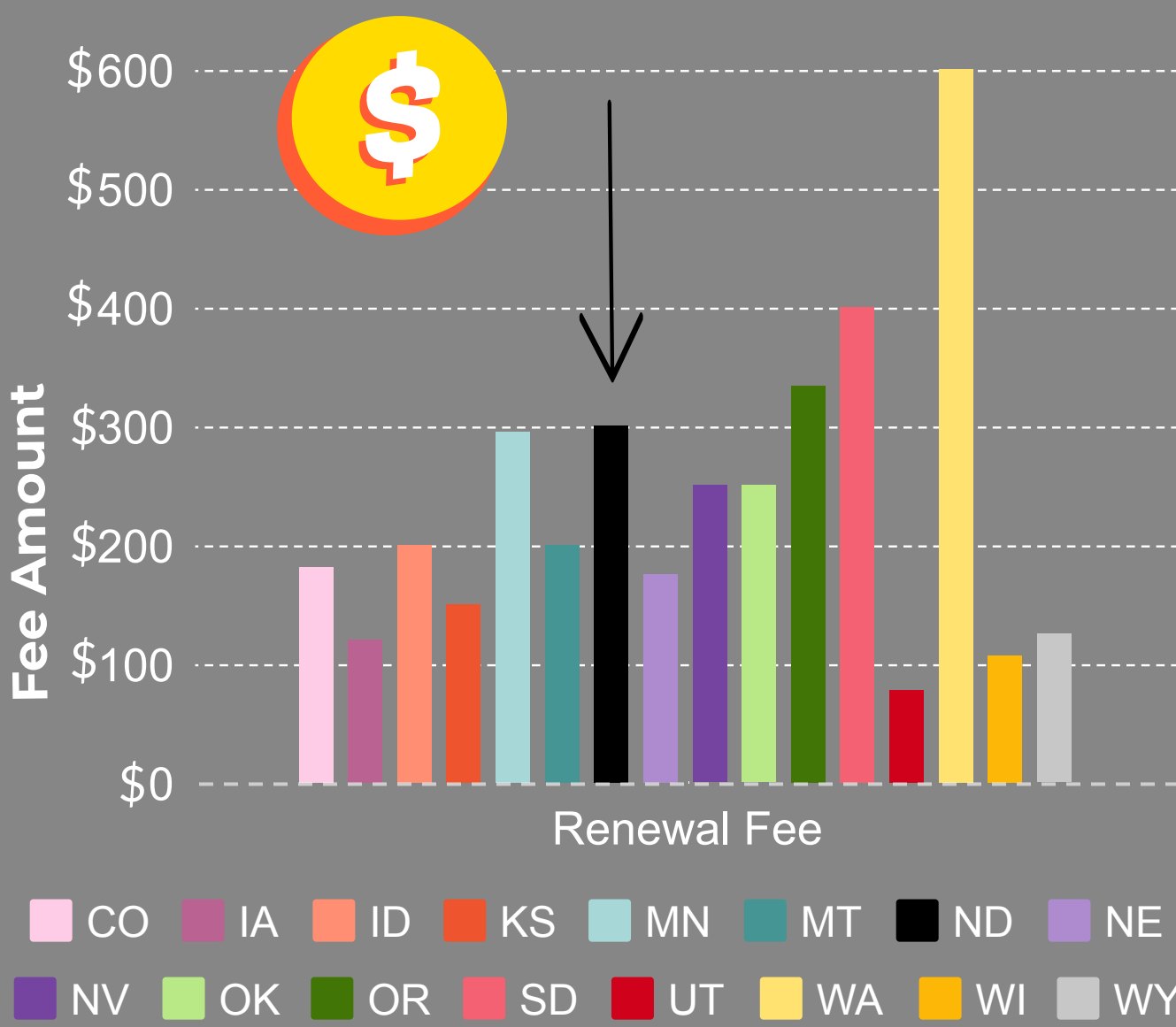


**North Dakota Fee: \$300.00**  
**Fee Average: \$235.31**  
**Fee Median: \$200.00**

### Initial Fees



### Renewal Fees on a Biennial Scale



**North Dakota Fee: \$300.00**  
**Fee Average: \$242.63**  
**Fee Median: \$250.00**



# Licensed Practical Nurse, LPN

## Licensure Requirements



**\$130.00 Initial Fee**



**Postsecondary Non-Degree Training**



**1 Examination**



**\$110.00 Biennial Renewal Fee**



**12 Hours of Continuing Education**

**Average Burden  
to Entry**

### **Initial Licensing Fee: \$130.00 Initial Fee**

Initial license fee \$130.00

### **Degree Requirement: Postsecondary Non-Degree Training**

All applicants must complete of a board-approved in-state nursing education program that prepares the graduate for the level of licensure sought; or submit an official transcript that verifies completion of an out-of-state nursing education program that is approved by the state board of nursing of the jurisdiction in which the program is headquartered and that prepares the graduate for the level of licensure sought.

### **Examination Requirement: 1 Exam**

1. The National Council Licensure Examination for Practical Nurses (NCLEX-PN)

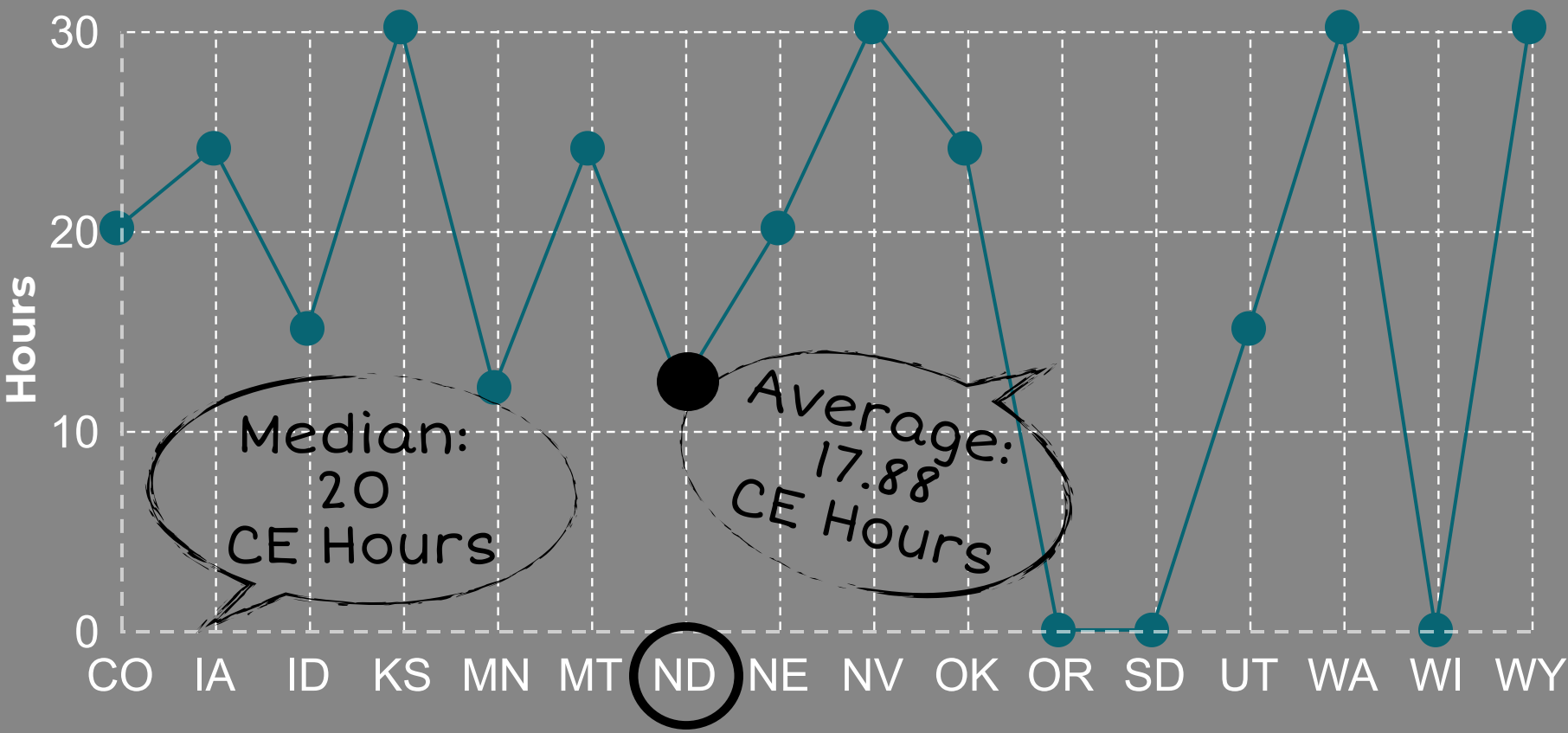
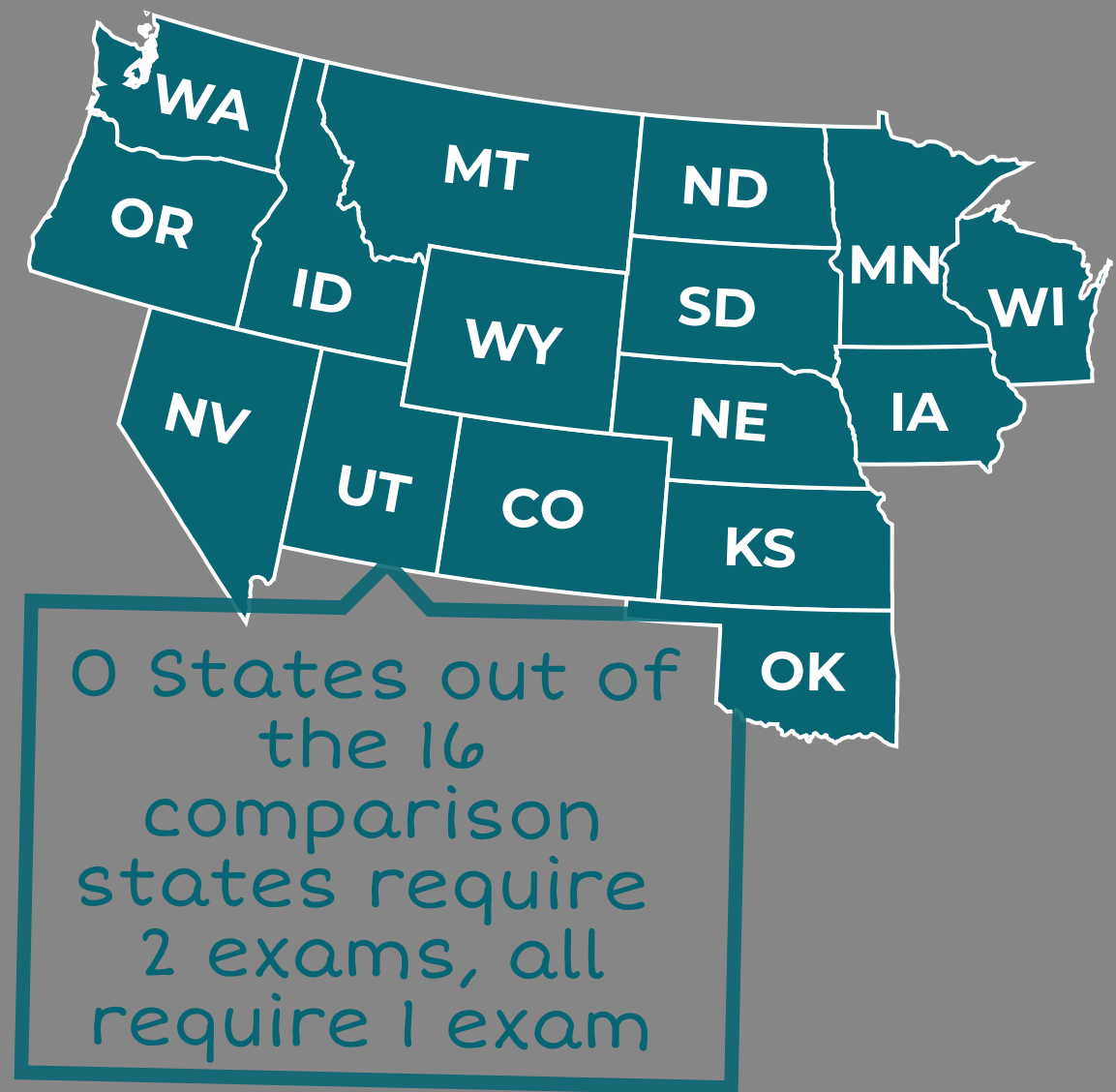
### **Licensure Renewal Fee: \$110.00 Biennial Renewal Fee**

**Continuing Education: 12 contact hours:** The Board determined that continuing education for purposes of relicensure must meet or exceed twelve (12) contact hours within the preceding two (2) years.

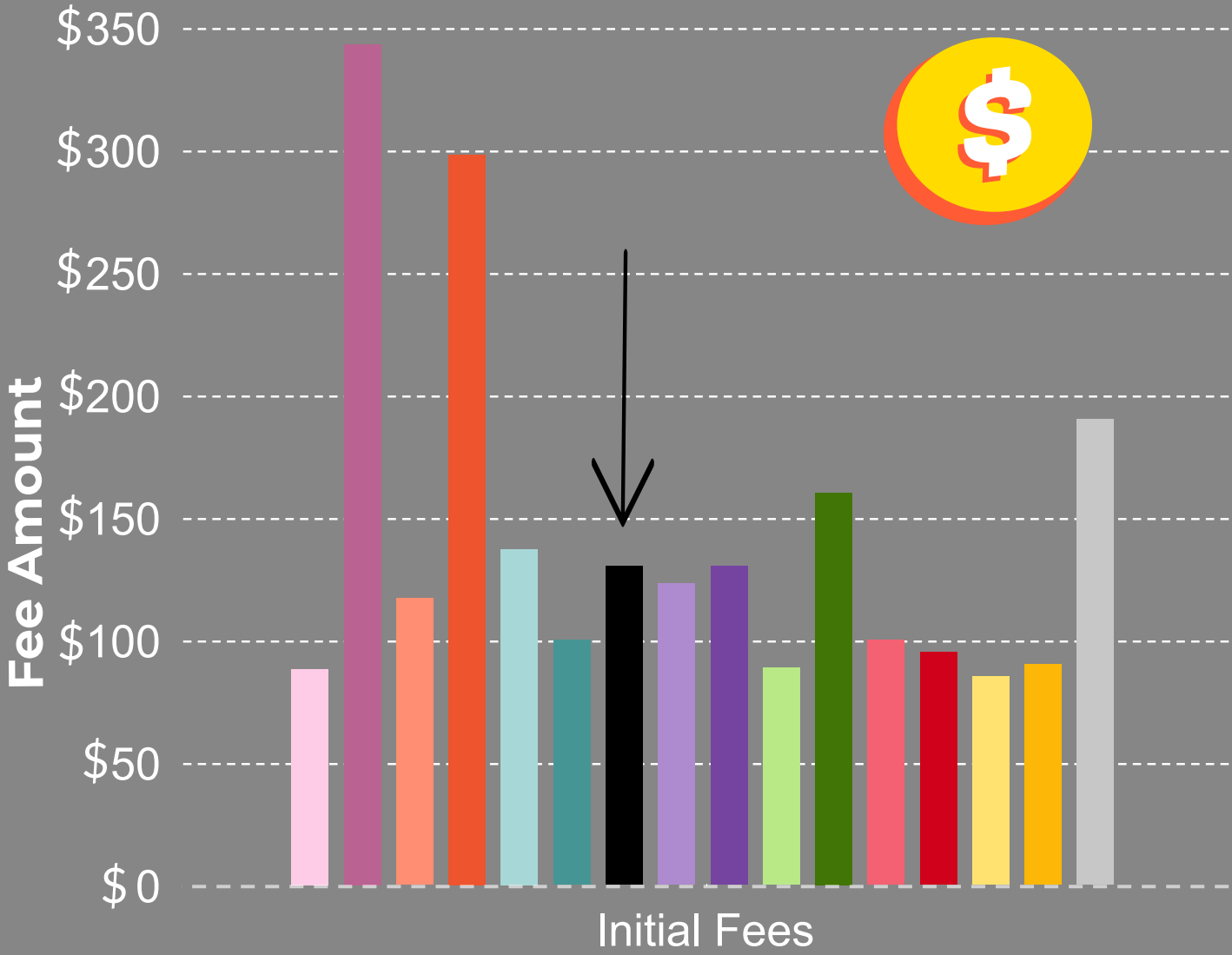
**Licensure by Endorsement:** An applicant can apply for licensure through endorsement by submitting an application and appropriate proof of licensure in another United States state or territory.

# Licensed Practical Nurse Peer Group Comparison

## Continuing Education Requirement on a Biennial Scale

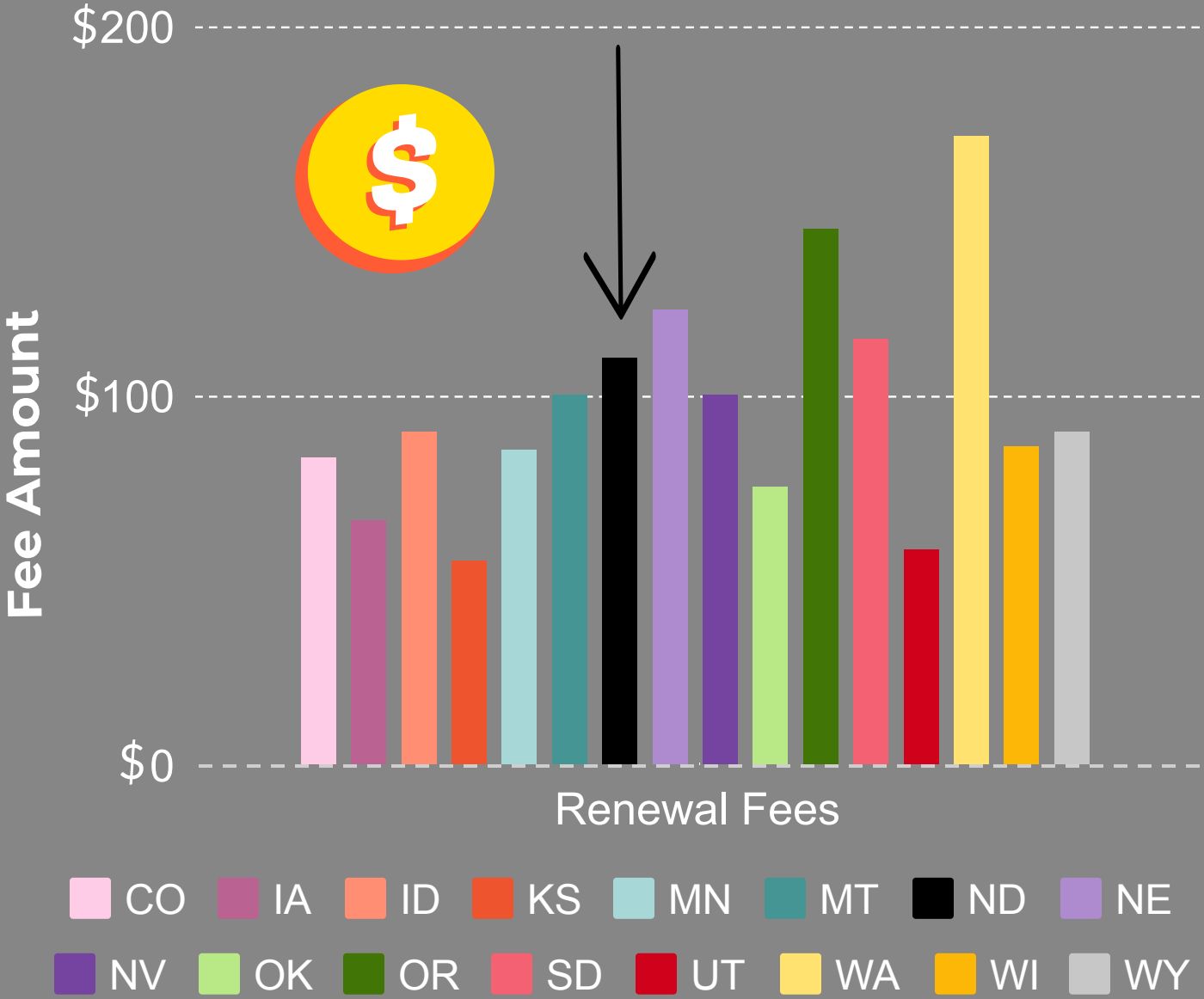


## Initial Fees



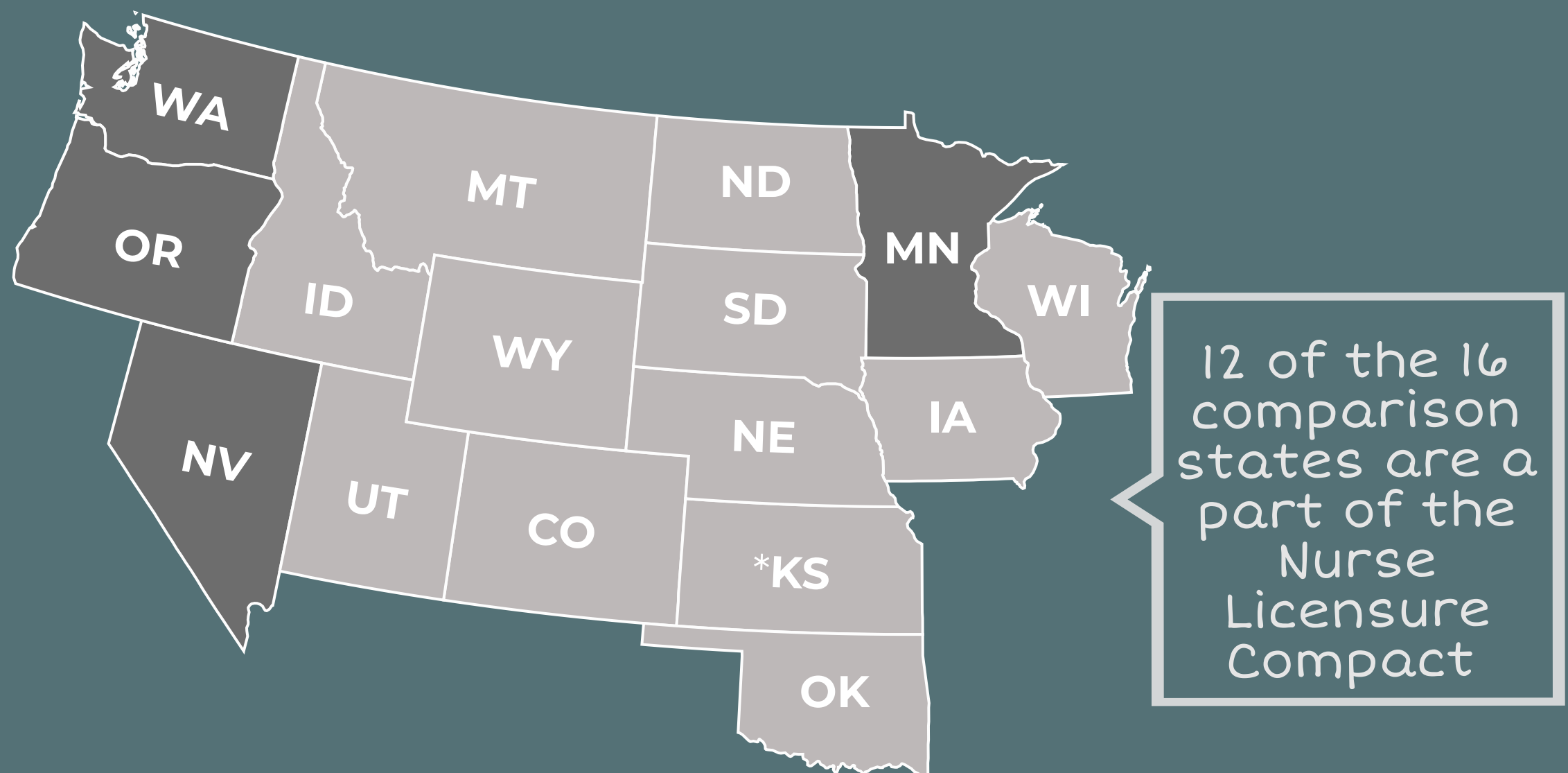
North Dakota Fee: \$110.00  
Fee Average: \$96.94  
Fee Median: \$90.00

## Renewal Fees on a Biennial Scale



North Dakota Fee: \$130.00  
Fee Average: \$142.16  
Fee Median: \$120.00

# Nurse Licensure Compact Peer Group Comparison



<https://www.ncsbn.org/nurse-licensure-compact.htm>

## The Purpose of the Nurse Compact Agreement:

The general purposes of this compact are to:

- A.** Facilitate the states' responsibility to protect the public's health and safety;
- B.** Ensure and encourage the cooperation of party states in the areas of nurse licensure and regulation;
- C.** Facilitate the exchange of information between party states in the areas of nurse regulation, investigation, and adverse actions;
- D.** Promote compliance with the laws governing the practice of nursing in each jurisdiction;
- E.** Invest all party states with the authority to hold a nurse accountable for meeting all state practice laws in the state in which the patient is located at the time care is rendered through the mutual recognition of party state licenses.

CHAPTER 43-12.4 NURSE LICENSURE COMPACT

Military Spouses who are Nurses Maintaining or changing a primary state of legal residency is at the discretion of the nurse. Should a nurse maintain legal residency in a NLC state and hold a multistate license and the military family is stationed in other NLC states, the nurse may practice under the home state multistate license in the other NLC states without obtaining additional licensure in those states.

\* Kansas will be a member state starting July 1st 2019



# Limited X-Ray Machine Operator

## Licensure Requirements

\$ \$100.00 Initial Fee



Postsecondary Non-Degree Training



1 Examination

\$\$ \$75.00 Biennial Renewal Fee



12 Hours of Continuing Education

**Above Average  
Burden to Entry**

**Initial Licensing Fee: \$100.00 Initial Fee**

### **Degree Requirement: Postsecondary Non-Degree Training**

Applicants must complete

**1. Didactic requirements** include the successful completion of 80-hour Department approved class: This must be a single training program providing didactic instruction in accordance with Part 1 of Appendix H of Chapter 33-10-06. A certificate of completion will be issued, which must be made available to the Department upon request.

**2. Clinical Experience and Supervision:** Individuals must complete the clinical experience section as outlined in Part 2 of Appendix H of Chapter 33-10-06 of the North Dakota Radiological Health Rules. The individual must complete three months of clinical training during which time they may perform X-ray examinations only under direct supervision. **OR** Individual must complete at least 120 hours of clinical training at a facility where there is routinely fifty or more limited scope x-ray examinations performed per week. During this time they may perform X-ray examinations only under direct supervision.

### **Examination Requirement: 1 Exam**

North Dakota applicants must pass the ARRT limited scope exam

**Licensure Renewal Fee: \$75.00 Biennial Renewal Fee**

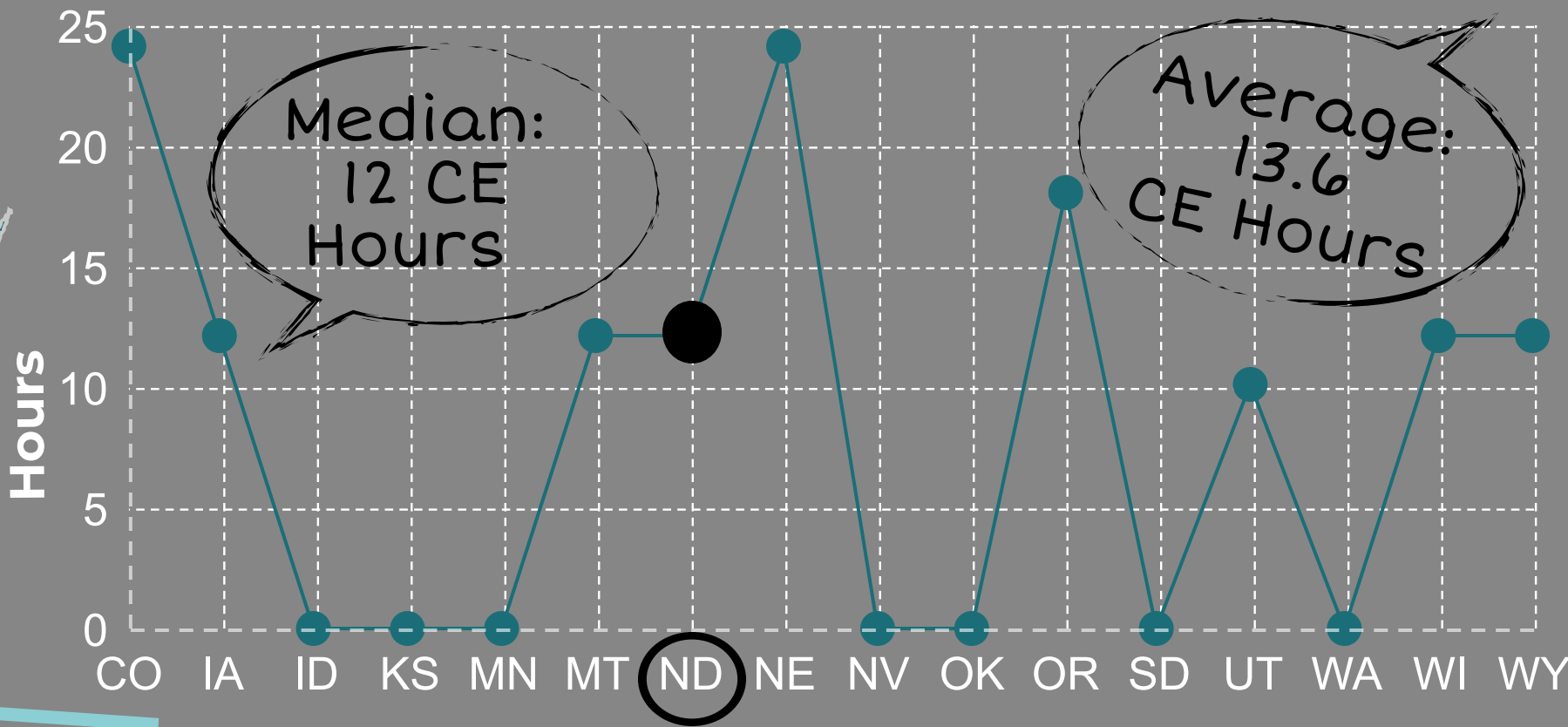
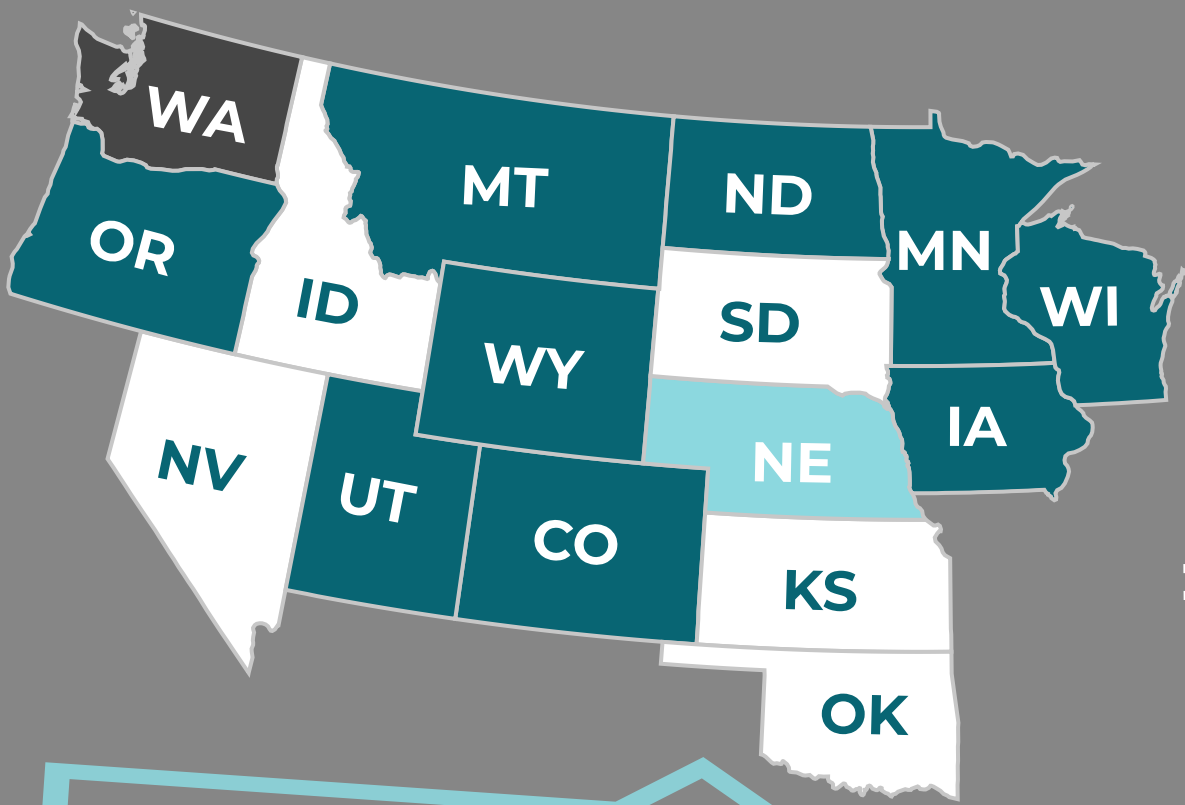
**Continuing Education: 12 continuing education hours** are needed every 2 years for licensure renewal

**Licensure by Endorsement: No Reciprocity or Endorsement Available**



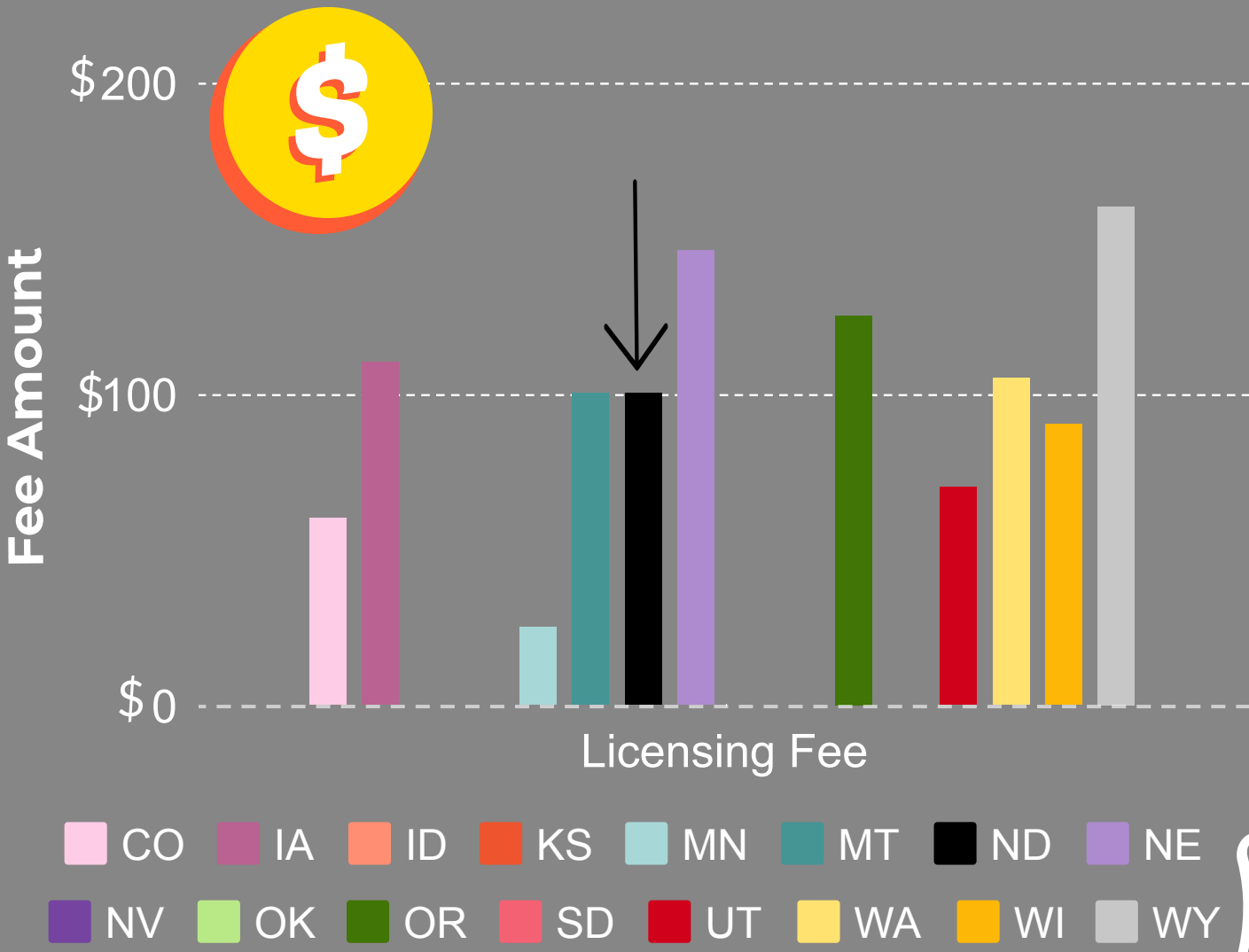
# Limited X-Ray Machine Operator

## Continuing Education Requirement on a Biennial Scale



Out of the 16 state comparison group,  
5 States have no licensure,  
1 State has no exam requirement  
9 States have 1 exam requirement  
1 State 1-2 exam requirement

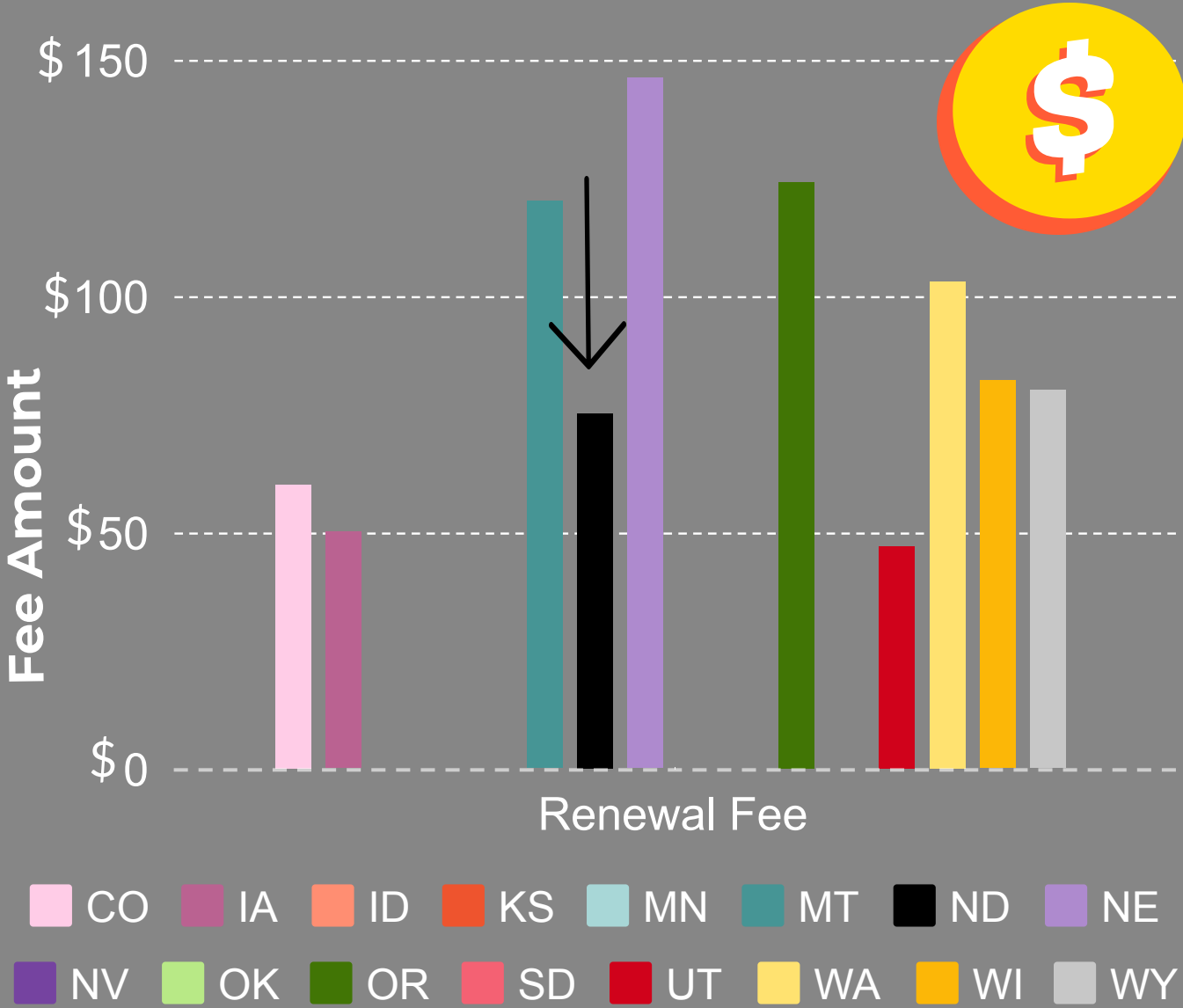
## Initial Fees



North Dakota Fee: \$100.00  
Fee Average: \$99.18  
Fee Median: \$100.00

North Dakota Fee: \$75.00  
Fee Average: \$88.70  
Fee Median: \$81.00

## Renewal Fees on a Biennial Scale



# Occupational Therapist Assistant, OTA

## Licensure Requirements

**\$ \$105.00 - \$160.00 Initial Fee**



**Associate's Degree**



**2 Examinations**

**\$ \$110.00 Biennial Renewal Fee**



**20 Hours of Continuing Education**

**Above Average  
Burden to Entry**

### **Initial Licensing Fee: \$ 160.00 Initial Fee**

After 6/30 even year and before 7/1 odd year \$160.00

After 6/30 and on or before 12/31 odd year \$105.00

On or after 1/1 even year \$160.00

### **Degree Requirement: Associate's Degree**

An applicant must be a graduate of an American Occupational Therapy Association (AOTA) accredited Associate's program.

### **Examination Requirement: 2 Exams**

1. Applicants must submit verification of passing score on National Board for Certification in Occupational Therapy (NBCOT) examination.

2. Applicant also must pass a jurisprudence exam. This exam is for all new and reciprocity applicants ONLY. This is an exam over the laws and rules governing OT Practice in ND.

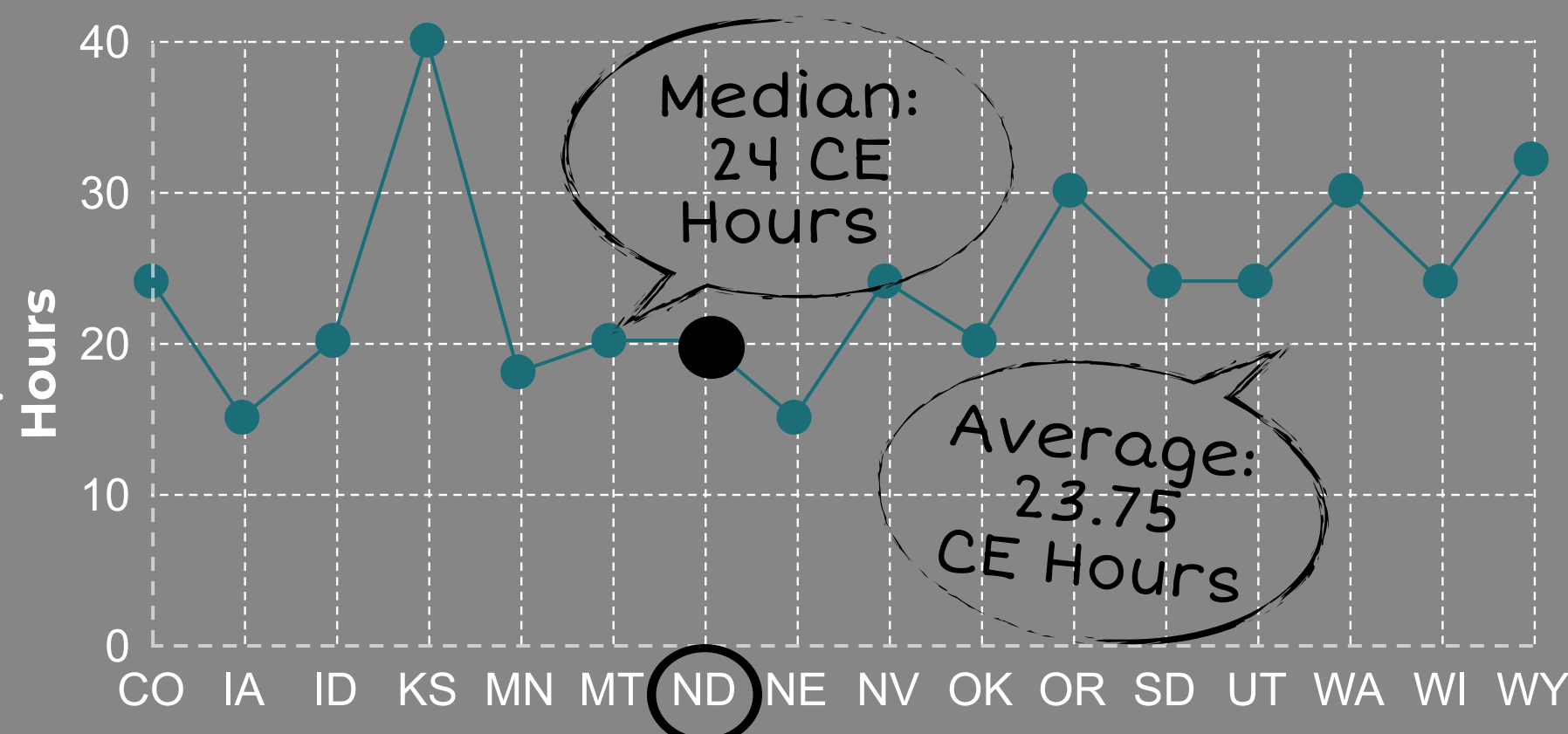
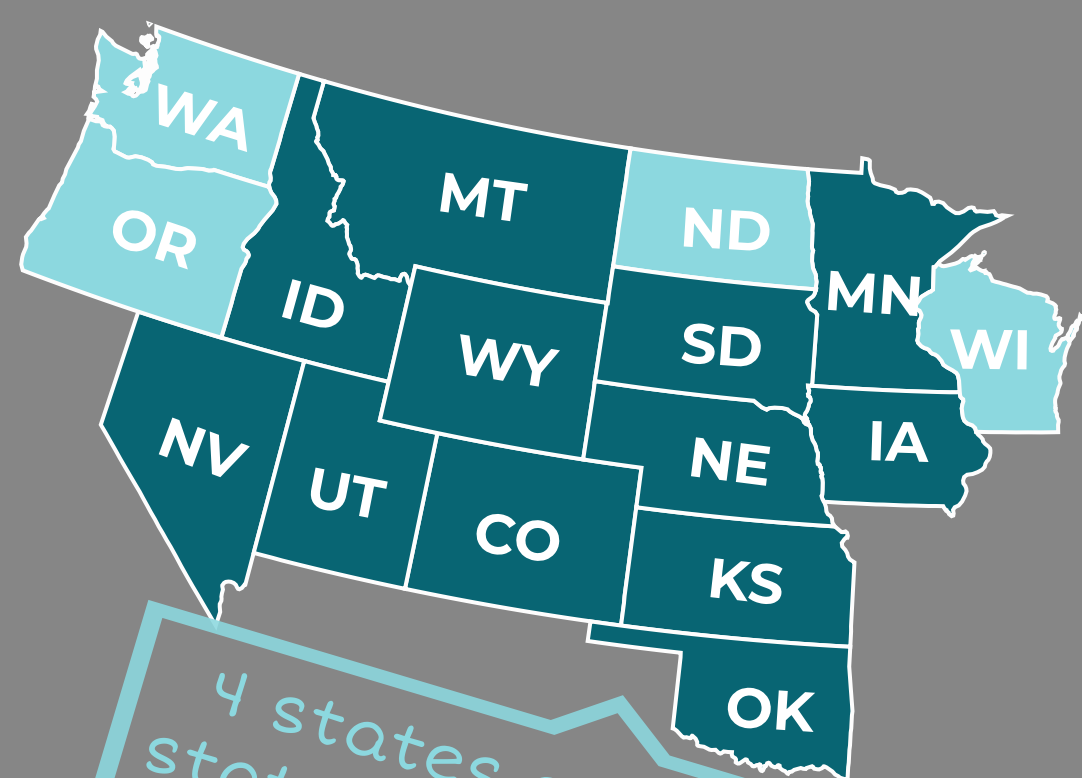
### **Licensure Renewal Fee: \$110.00 Biennial Renewal Fee** (even-numbered years)

**Continuing Education: 20 contact hours** within the twenty-four months prior to the completed application, must be completed, for renewal of licensure.

**Licensure by Reciprocity:** Applicant must submit verification from the licensing authority in another state/jurisdiction that you are licensed in good standing. You must request this from ALL states you have held licensure even if the license has expired.

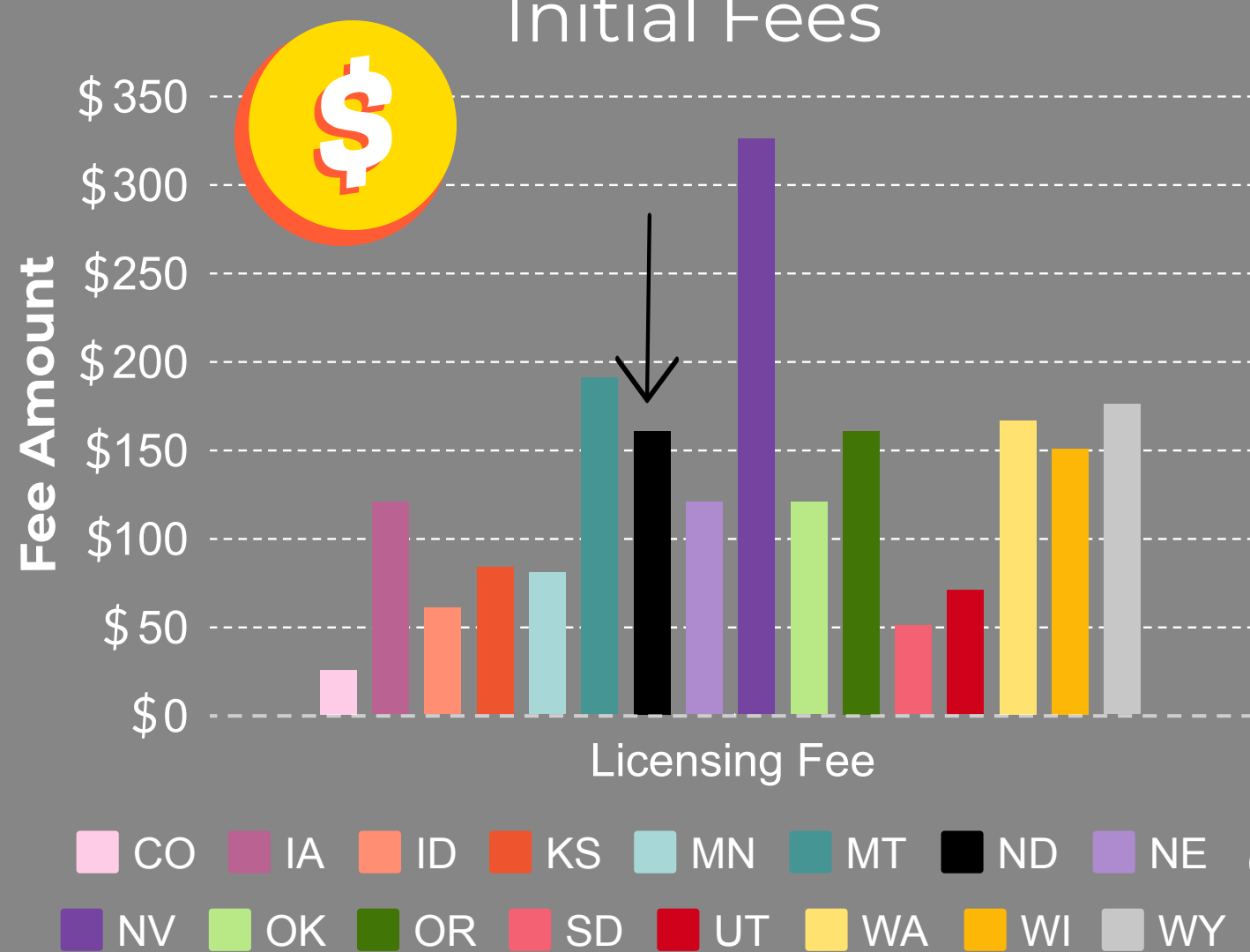
# Occupational Therapist Assistant Peer Group Comparison

## Continuing Education Requirement on a Biennial Scale



4 states out of the 16 state comparison group require 2 exams for licensure, the other 12 states require 1 exam

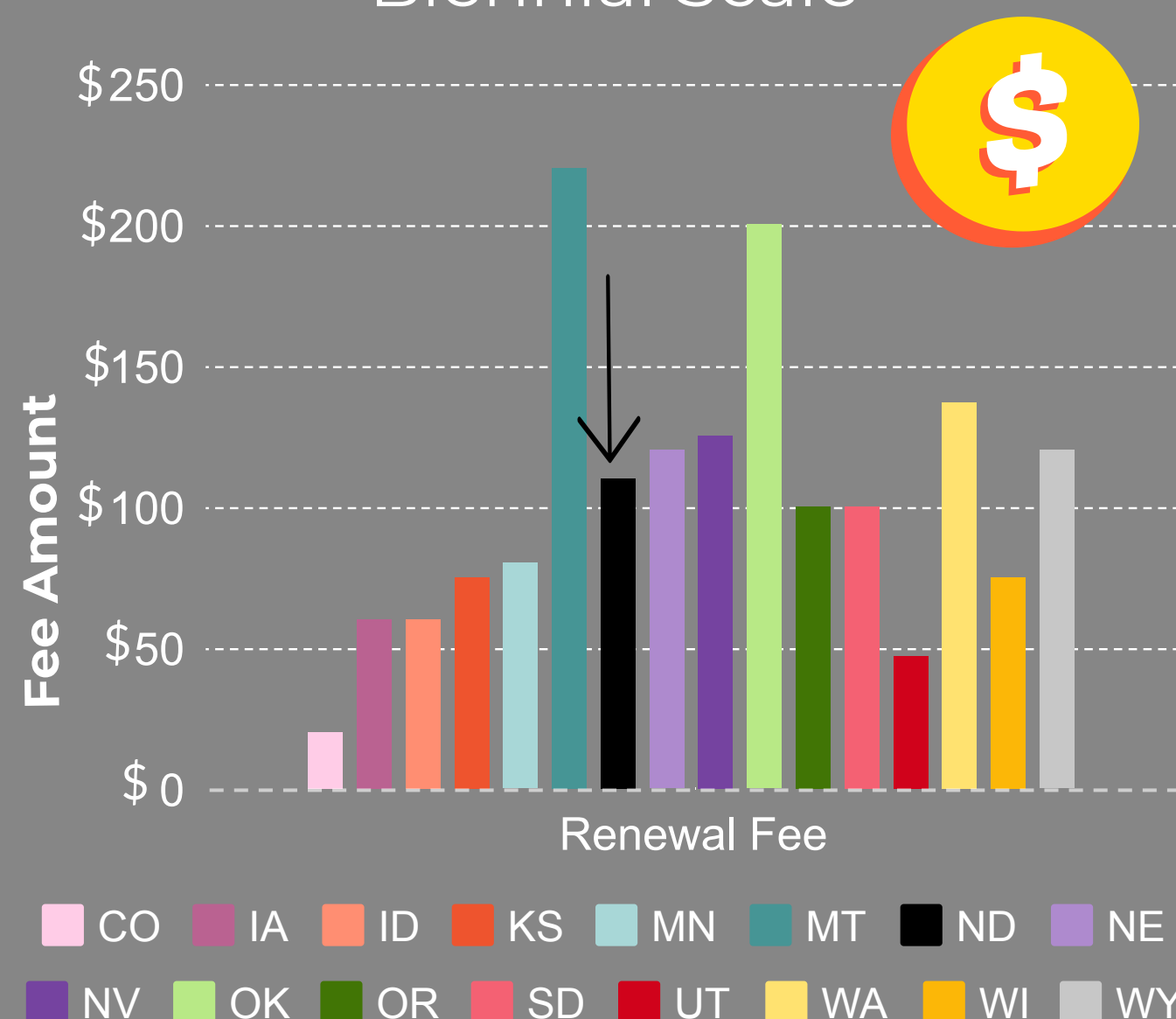
### Initial Fees



**North Dakota Fee: \$160.00**  
**Fee Average: \$128.38**  
**Fee Median: \$120.00**

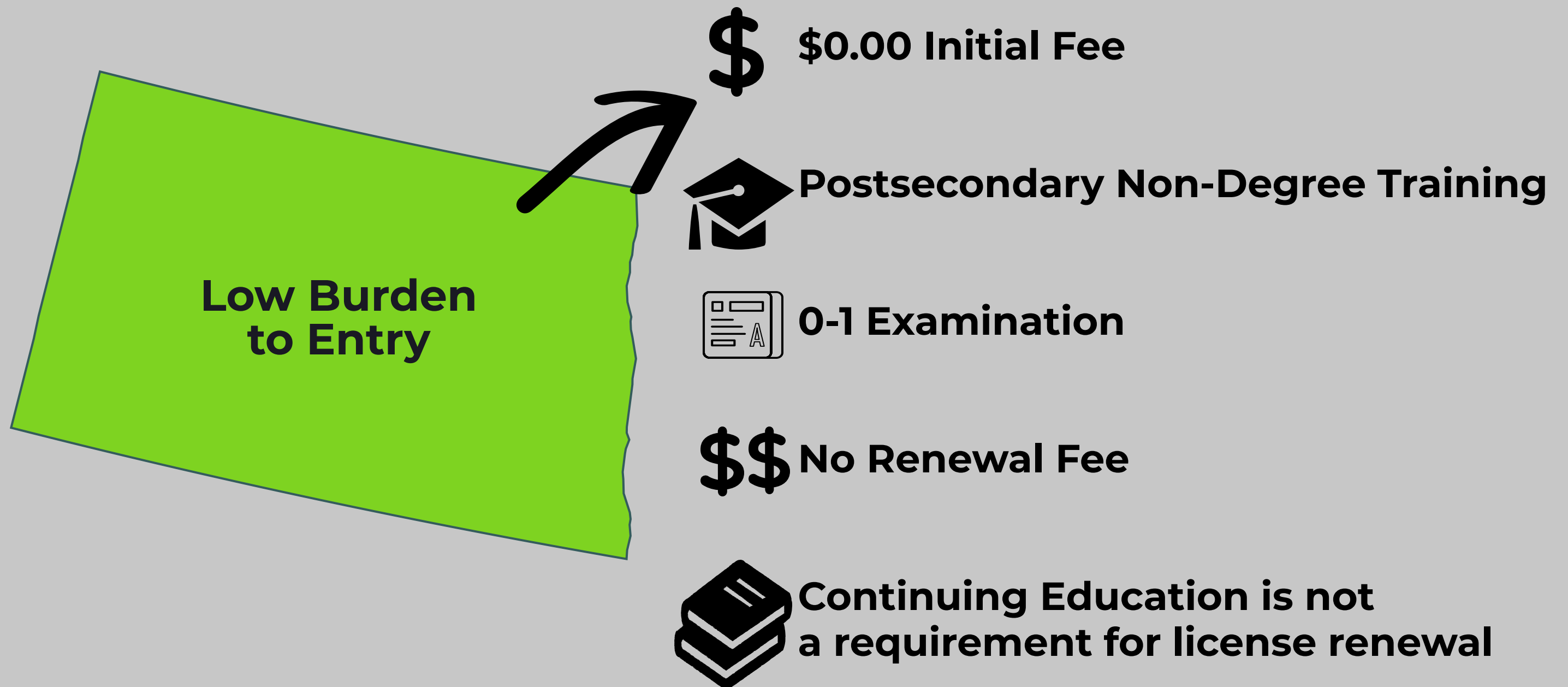
**North Dakota Fee: \$110.00**  
**Fee Average: \$103.06**  
**Fee Median: \$100.00**

### Renewal Fees on a Biennial Scale



# Paraprofessional Certification/Teacher Aide

## Licensure Requirements



### **Initial Licensing Fee: No initial licensing fee**

### **Degree Requirement: Postsecondary Non-Degree Training**

As part of the Every Student Succeeds Act (ESSA), Title I paraprofessionals must have a secondary school diploma or its recognized equivalent and meet one of the following three requirements to be employed in a Title I program:

- 1) Obtained a working knowledge in reading, mathematics, and writing by completing two years of study (48 semester hours) at an accredited institution of higher education
- 2) Obtained an associate's (or higher) degree
- 3) Met a rigorous and objective standard of quality, which includes a North Dakota approved assessment of skills in reading, mathematics, and writing.

### **Examination Requirement: 0-1 Exam**

The North Dakota Department of Public Instruction (NDDPI) has approved five options for meeting the assessment requirement for paraprofessionals under the NCLB Act. Any paraprofessional without an Associates Degree or 48 semester hours of higher education must meet the qualifications by taking one of the state approved assessments. The applicant must complete and pass each assessment in reading, mathematics, and writing. The five options are The ParaPro Assessment test, The Praxis Core Academic Skills for Educator (CORE) test, The ACT WorkKeys test, The ParaEduat or PD Now test

### **Licensure Renewal Fee: No licensure renewal.**

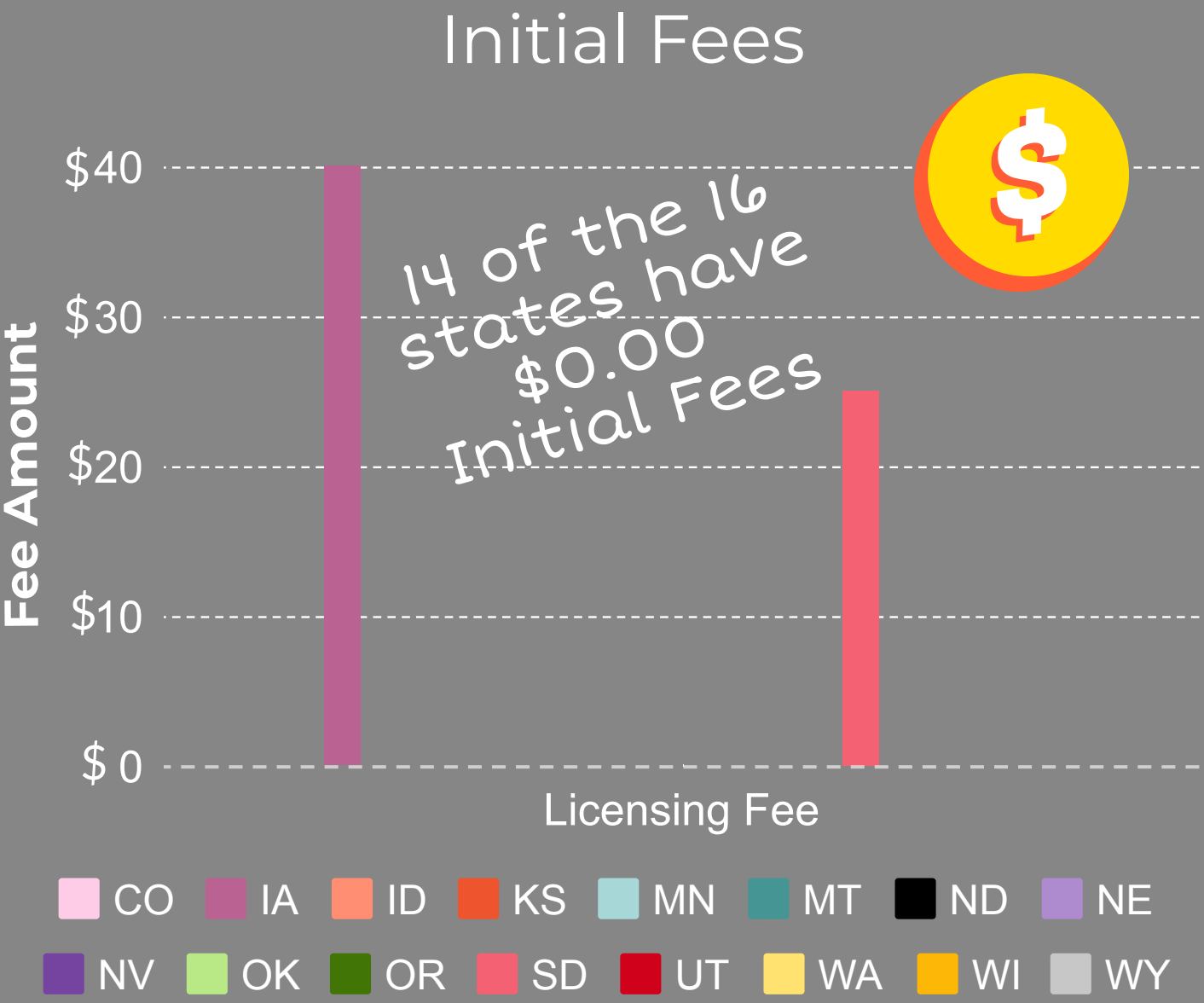
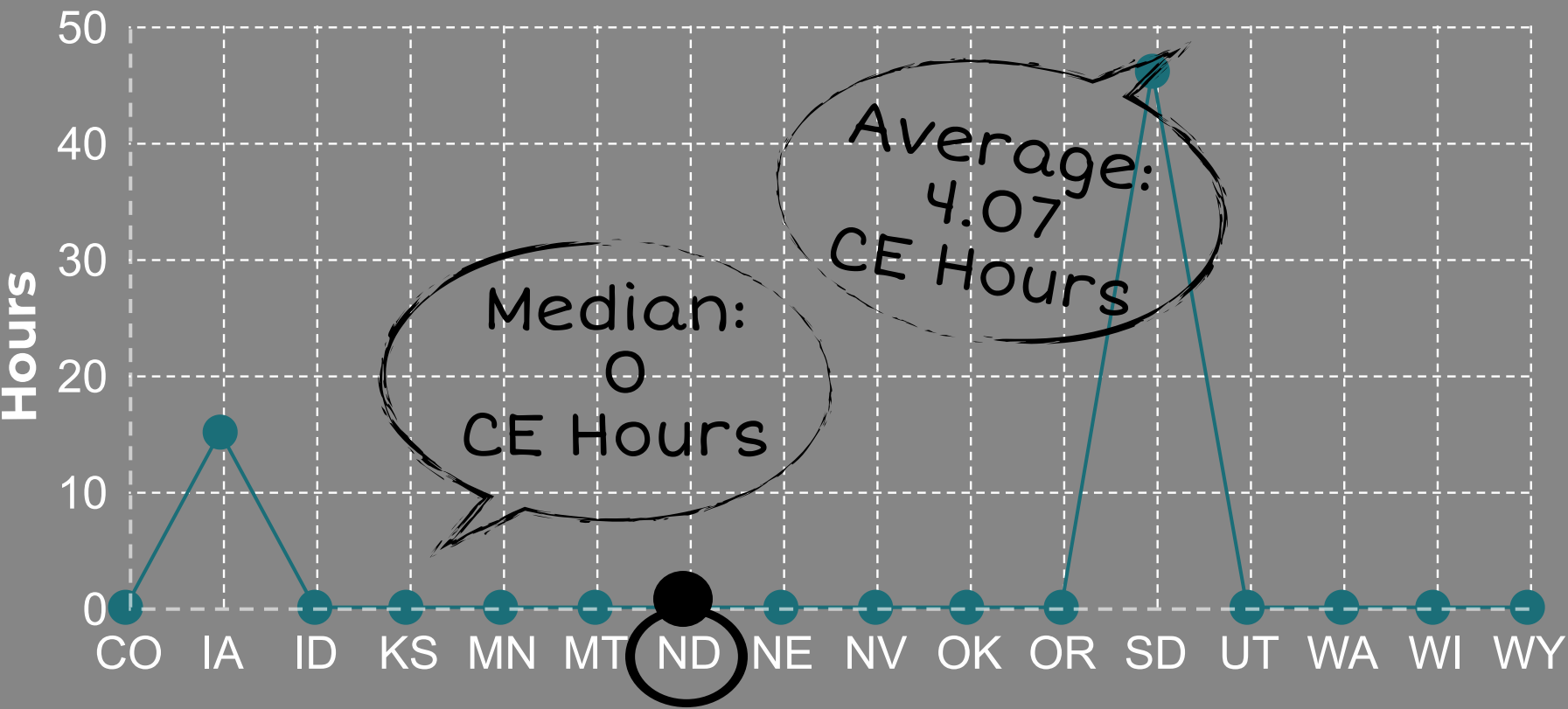
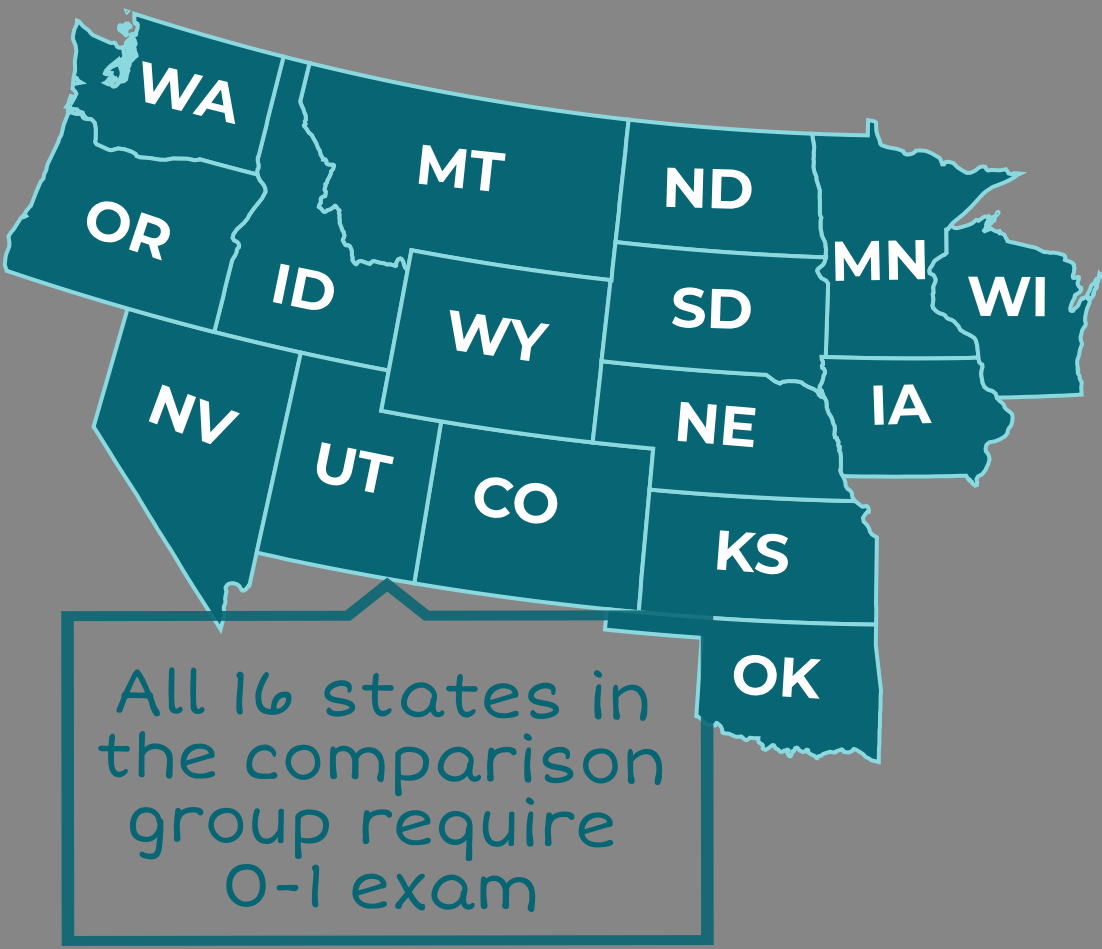
### **Continuing Education: No Continuing Education Requirement**

### **Licensure by Endorsement: No Reciprocity or Endorsement**

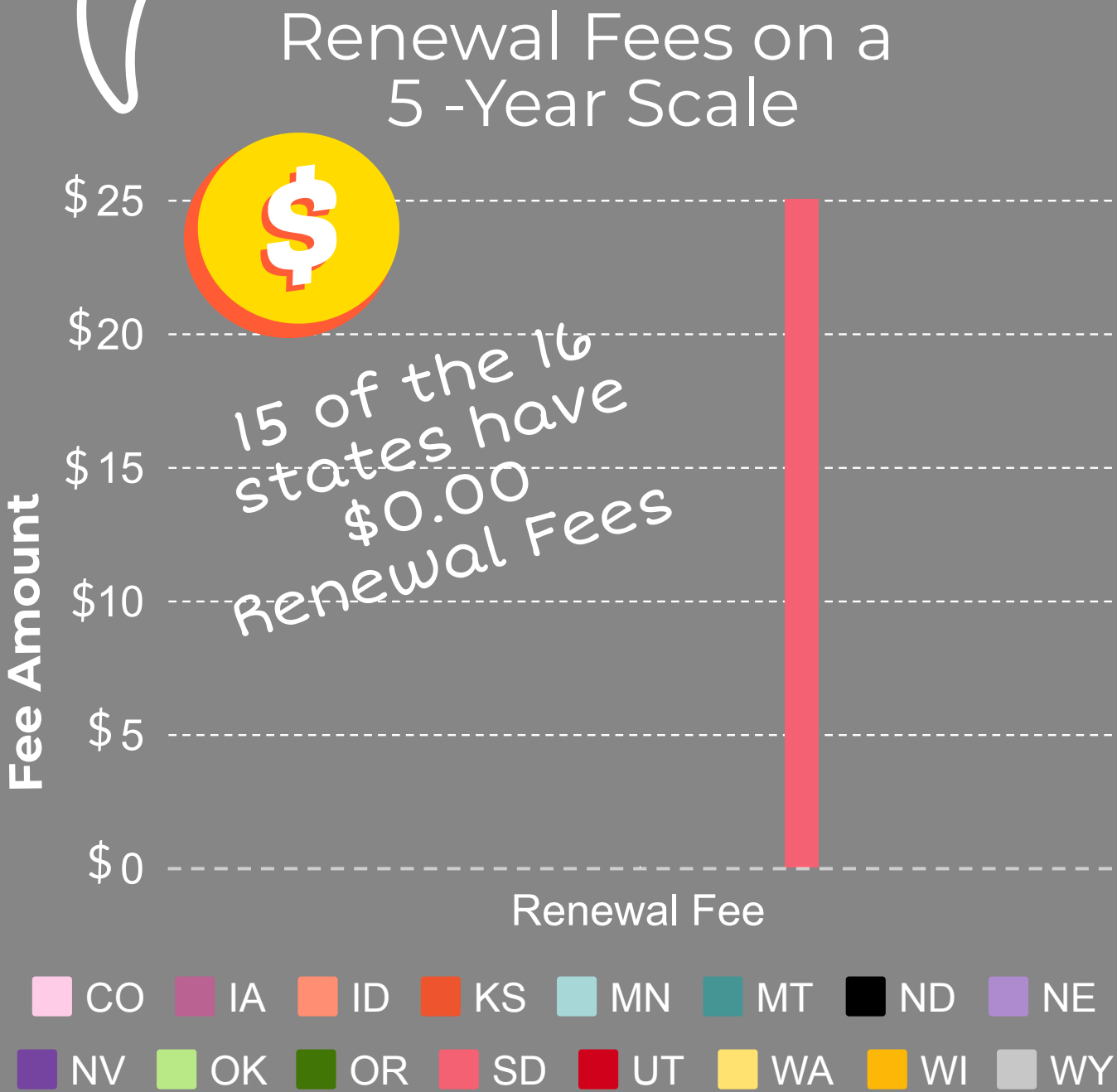


# Paraprofessional Certification/Teachers Aide Peer Group Comparison

## Continuing Education Requirement on a 5 -Year Scale



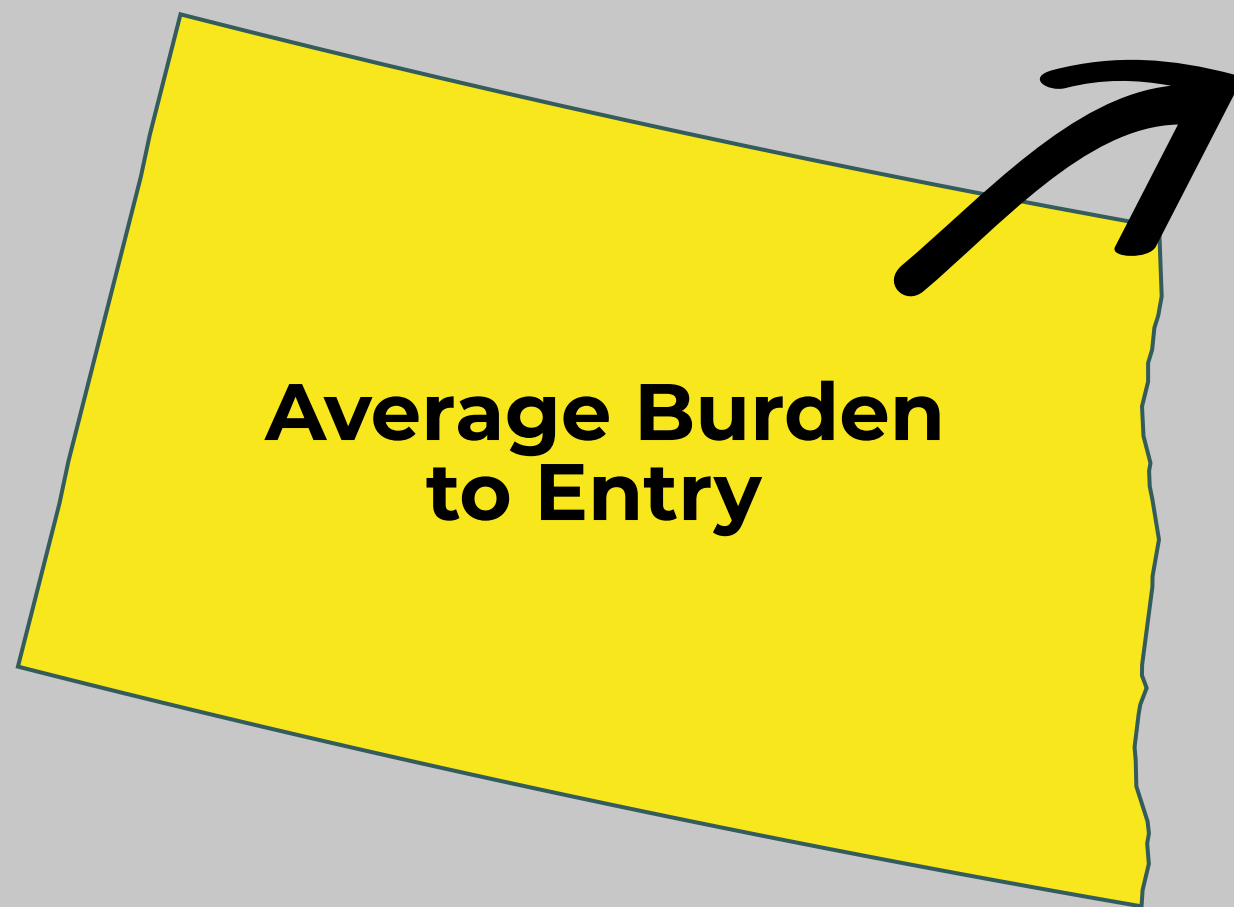
North Dakota Fee: \$0.00  
Fee Average: \$1.56  
Fee Median: \$0.00



North Dakota Fee: \$0.00  
Fee Average: \$4.06  
Fee Median: \$0.00

# Preschool Teacher (Except Special Education)

## Licensure Requirements



**\$144.50 Initial Fee**



**Bachelor's Degree**



**2 Examinations**



**\$50.00 Biennial Renewal Fee**



**Continuing Education is not a requirement for license renewal**

**Initial Licensing Fee: Total initial fee of \$144.50** includes an initial application fee of \$30.00, a fingerprinting fee of \$44.50 and a licensing fee \$70.00

### **Degree Requirement: Bachelor's Degree**

Applicants must complete a minimum of a four-year bachelor's degree from a state agency-approved teacher education program.

### **Examination Requirement: 2 Exams**

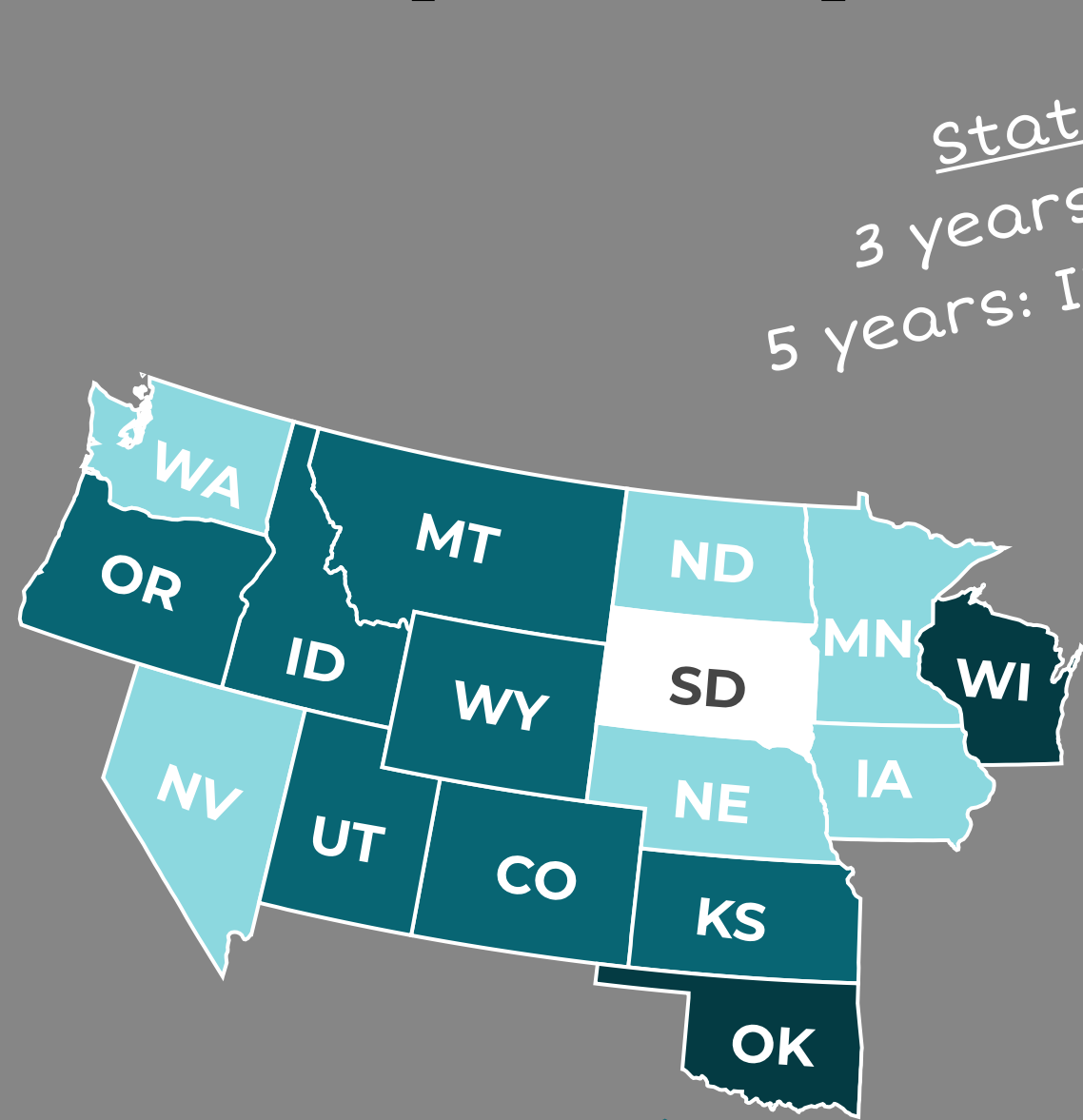
Required Praxis I for all licensure, Required Praxis II for all core academic areas and elementary education.

### **Licensure Renewal Fee: \$50.00 Biennial Renewal Fee**

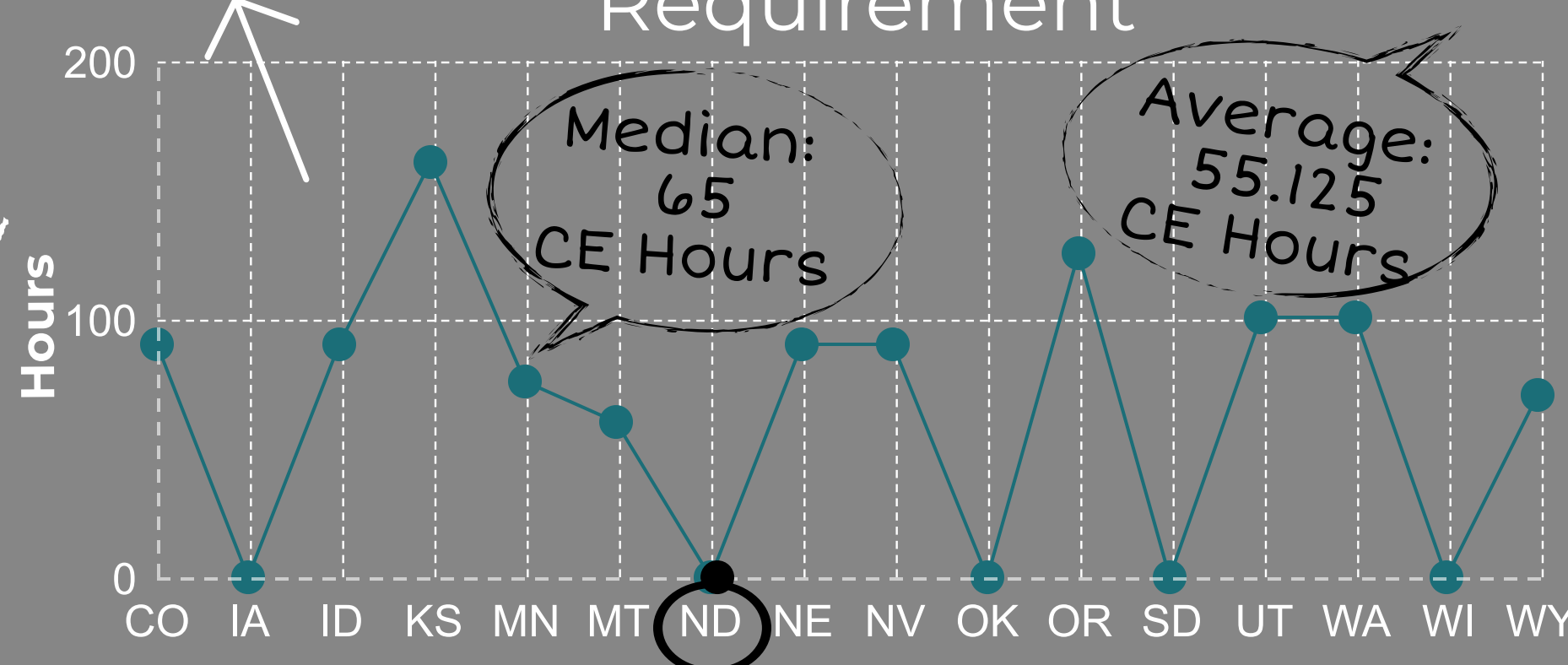
**Continuing Education: No Continuing Education Requirement.** If you currently hold a 2 year license, no continuing education required, if you hold a 5 year license, the re-education requirement is 6 semester hours of college coursework.

**Licensure by Reciprocity: Out-of-State Reciprocal License (Two-Years):** Issued to individuals who graduated from an out-of-state university but do not hold a teaching license in another state. A transcript analysis is completed and a plan of study is developed for each individual indicating the coursework and testing needed. This license can be issued twice, so the educator has a total of four years to complete all requirements.

# Preschool Teacher (Except Special Education)



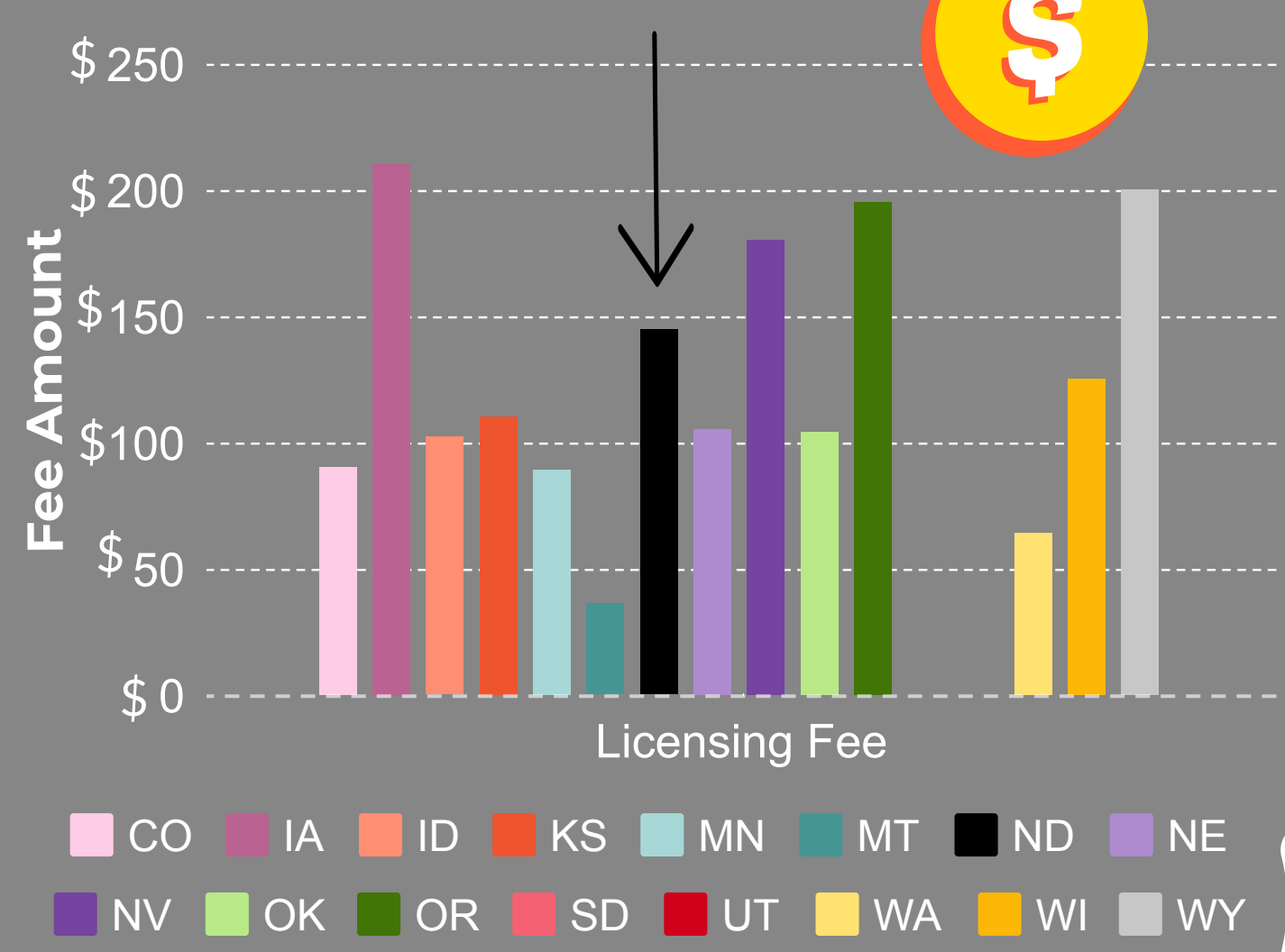
## Continuing Education Requirement



Out of the 16 state comparison group,  
1 State has no licensure,  
7 states have 1 exam required  
6 states 2 exam required  
2 states have 3 exams required

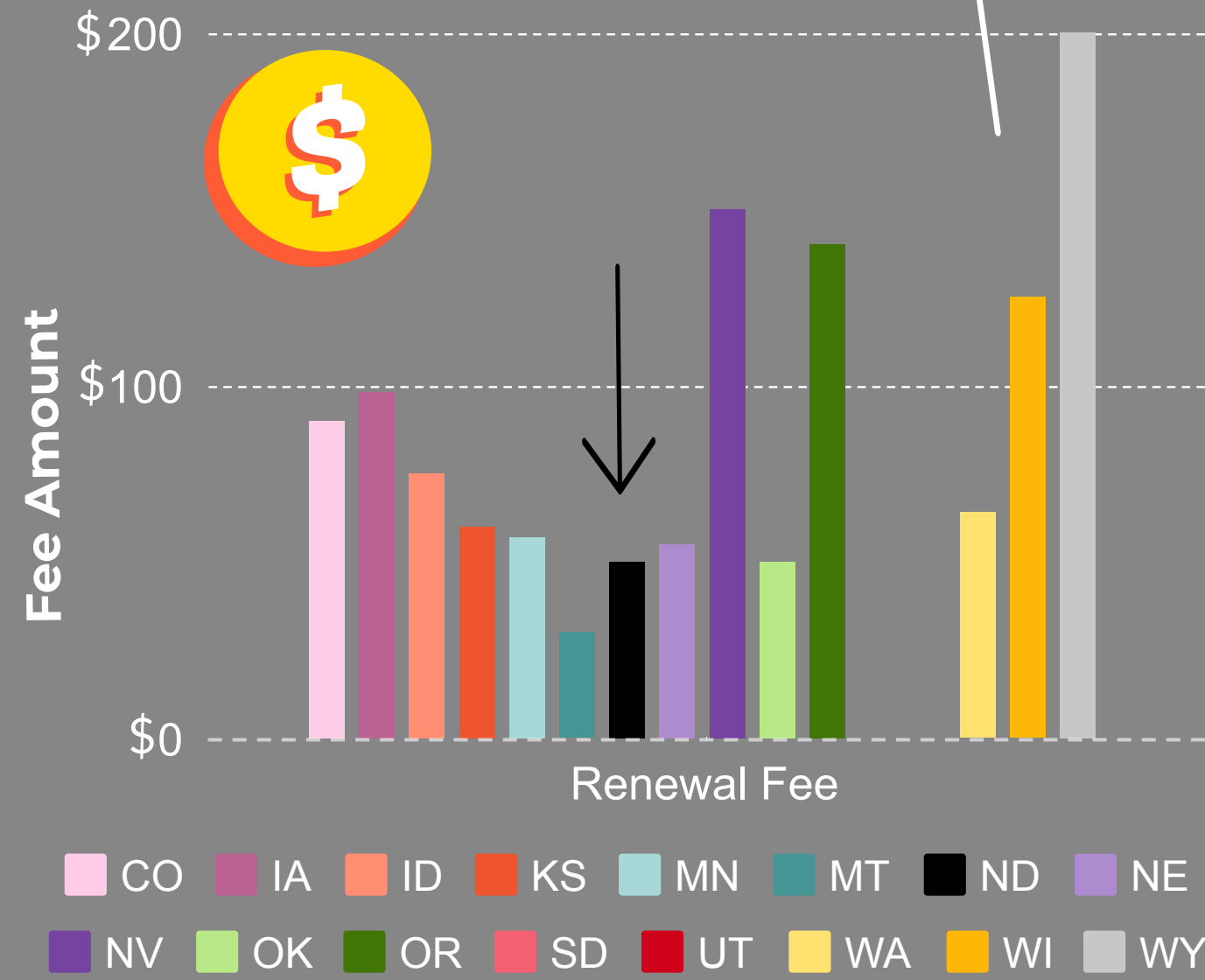
**North Dakota Fee: \$50.00**  
**Fee Average: \$82.93**  
**Fee Median: \$64.00**

## Initial Fees



States Renewal Cycles  
2 years: ND and IA  
3 years: CO and MN  
5 years: ID, KS, MT, NE, NV, OK, OR, WA, WI and WY

## Renewal Fees



**North Dakota Fee: \$144.50**  
**Fee Average: \$116.96**  
**Fee Median: \$105.00**



# Physical Therapist Assistant, PTA

## Licensure Requirements

**\$ \$240.00 Initial Fee**

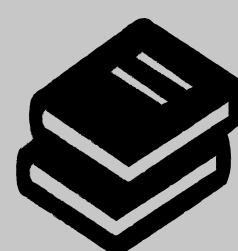


**Associate's Degree**



**2 Examinations**

**\$ \$60.00 Biennial Renewal Fee**



**25 Hours of Continuing Education**

**Average Burden  
to Entry**

### **Initial Licensing Fee: \$240.00 Initial Fee**

Initial fee payment can be made online using a credit card or enclose a check for \$240 payable to the ND Board of PT, \$200 for the non-refundable application fee and \$40 for the criminal background check

### **Degree Requirement: Associate's Degree**

An applicant must be a graduate of a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited Associate's program.

### **Examination Requirement: 2 Exams**

1. Applicants must submit verification of passing score on National Physical Therapy Exam (NPTE) examination.

2. Applicant also must pass a juris-prudence exam. Juris-Prudence: This is an open book exam which can be completed by using up the Rules & Regulations and ND PT Practice Act.

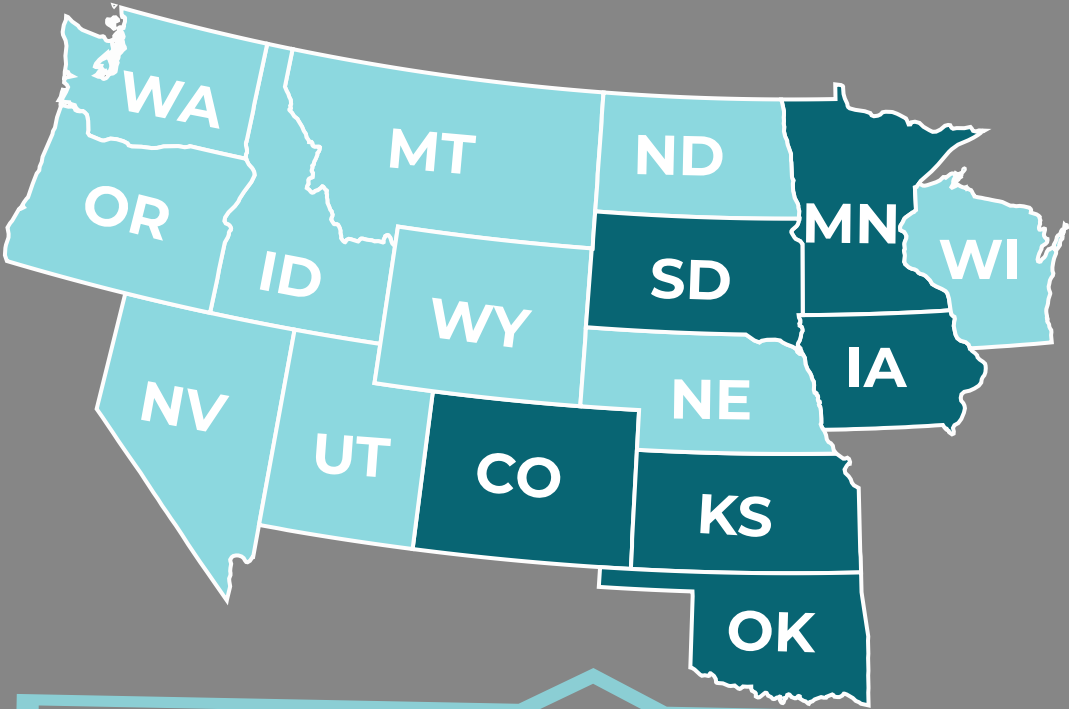
### **Licensure Renewal Fee: \$60.00 Biennial Renewal Fee**

**Continuing Education: 25 contact hours** within the twenty-four months prior to the completed application, must be completed, for renewal of licensure.

**Licensure by Endorsement:** CHAPTER 43-26.1 PHYSICAL THERAPISTS Section 43-26.1-06. Licensure by endorsement .The board shall issue a license to a physical therapist or physical therapist assistant who has a license in good standing from another jurisdiction that imposes requirements for obtaining and maintaining a license which are at least as stringent as the requirements imposed in this state.

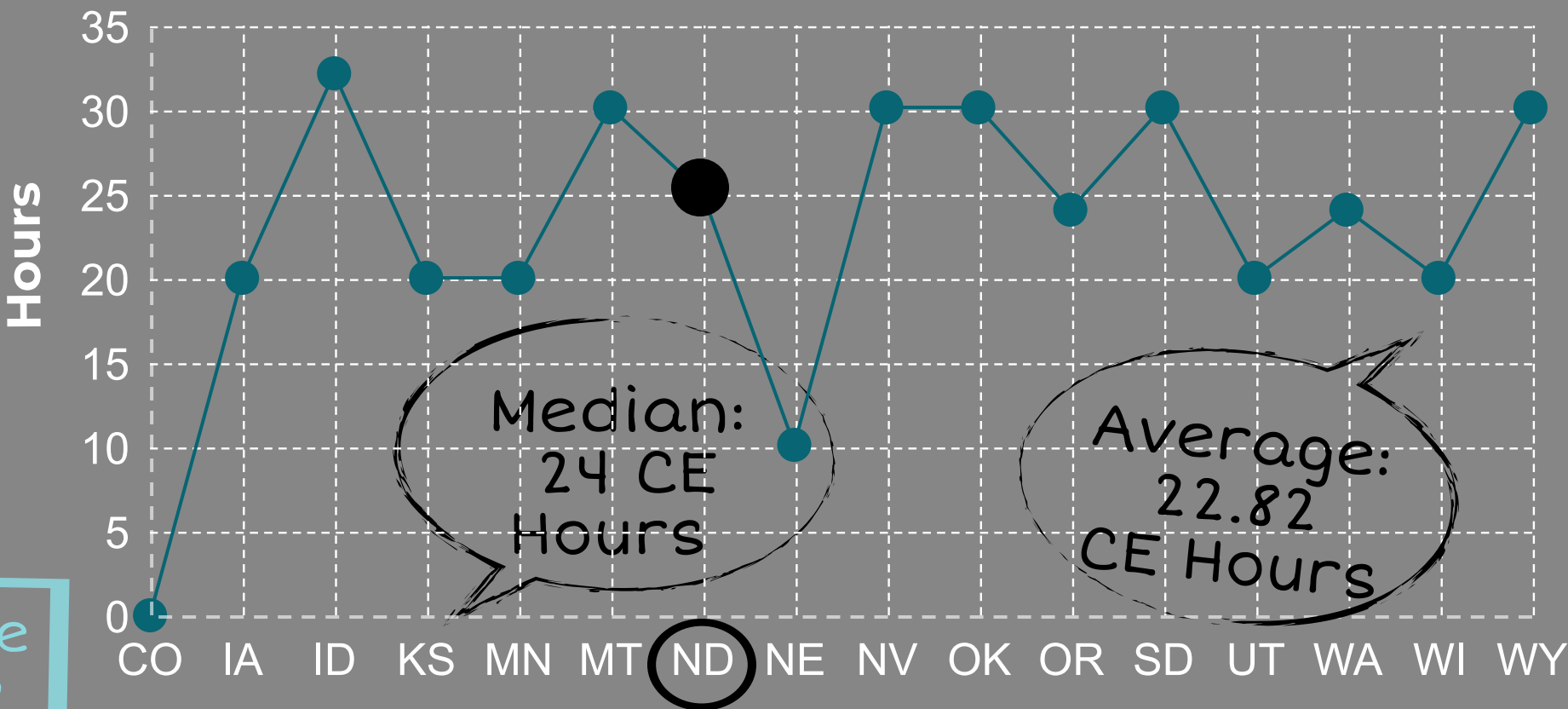


# Physical Therapist Assistant Peer Group Comparison

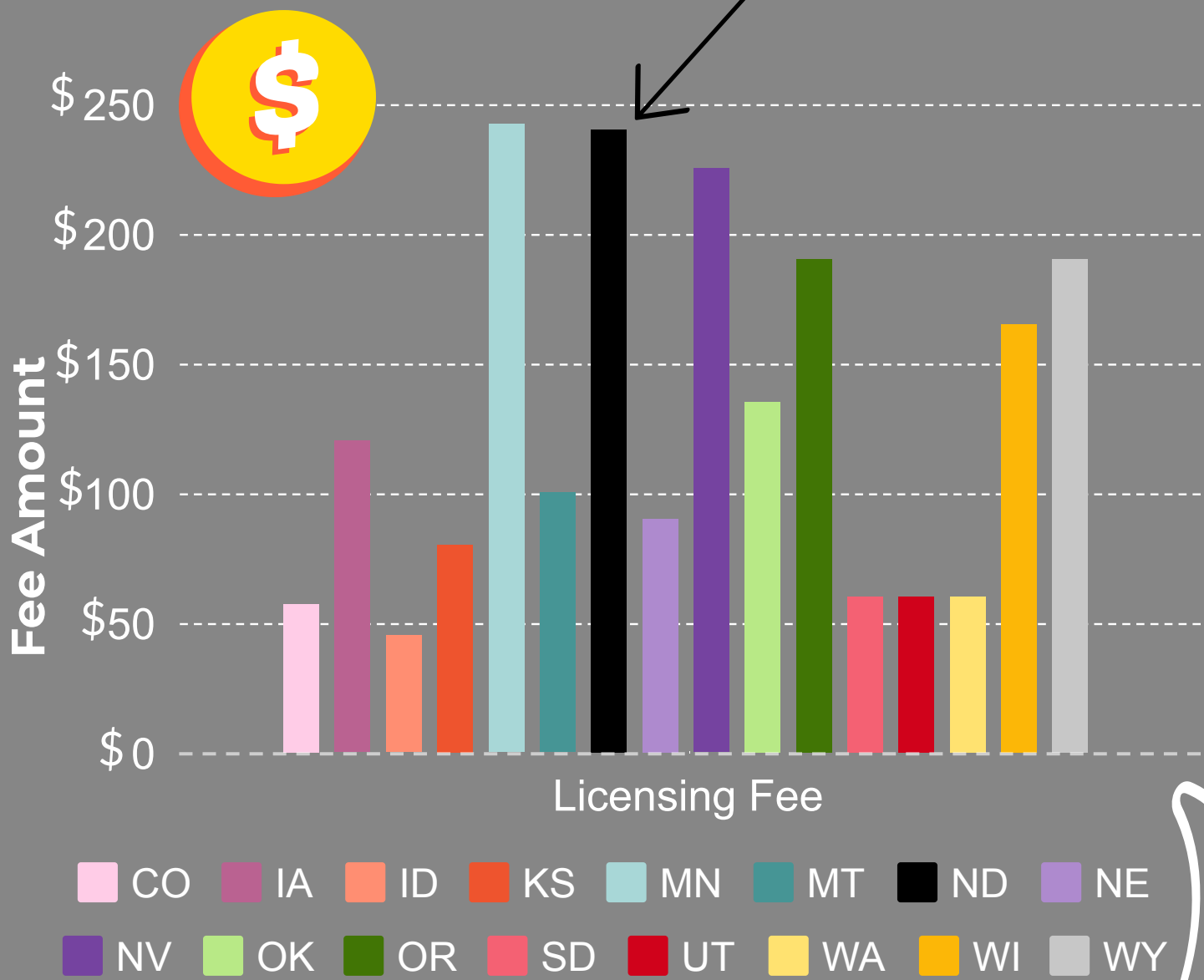


10 states out of the 16 state comparison group require 2 exams for licensure, the other 6 states require 1 exam

## Continuing Education Requirement on a Biennial Scale



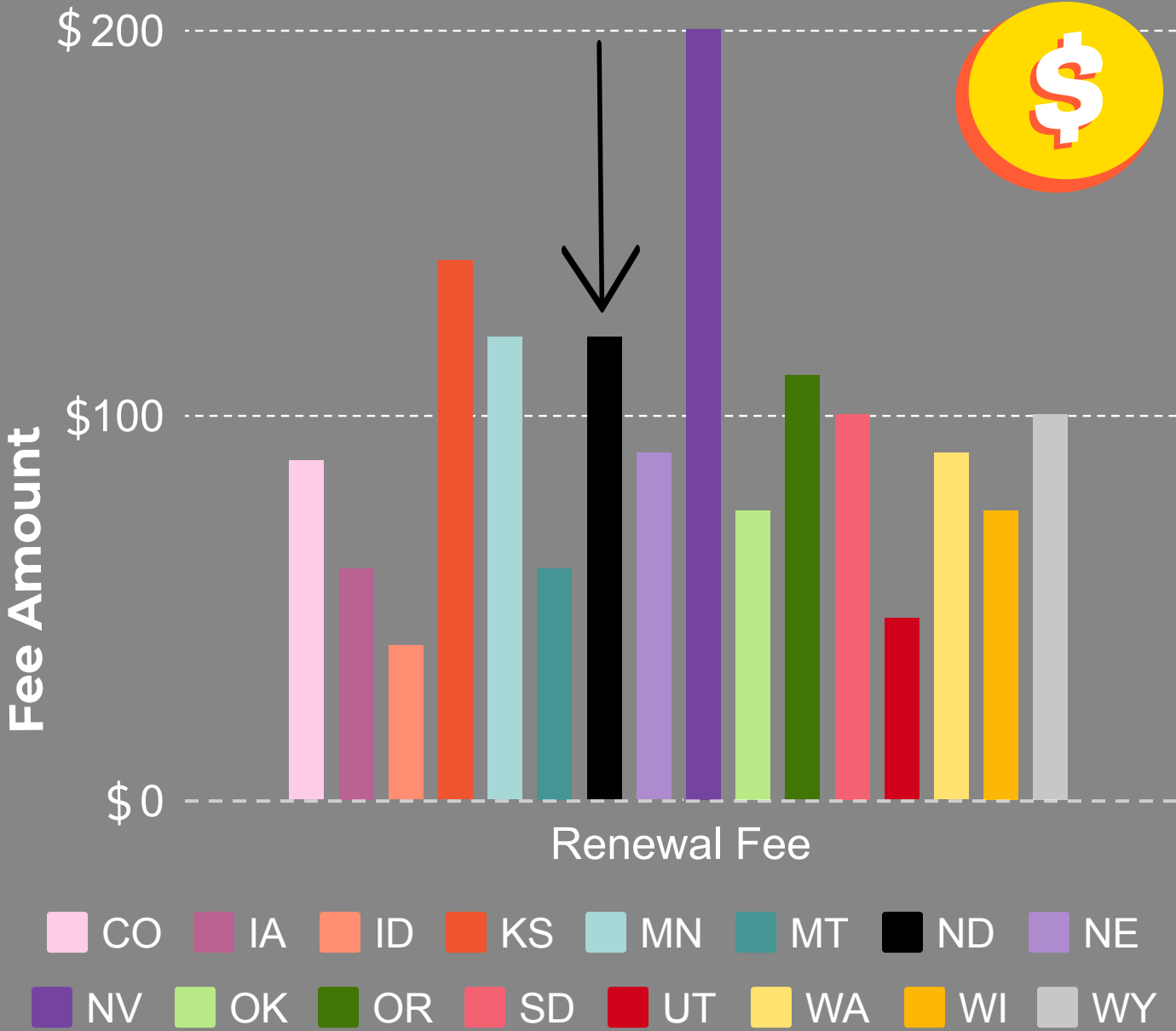
## Initial Fees



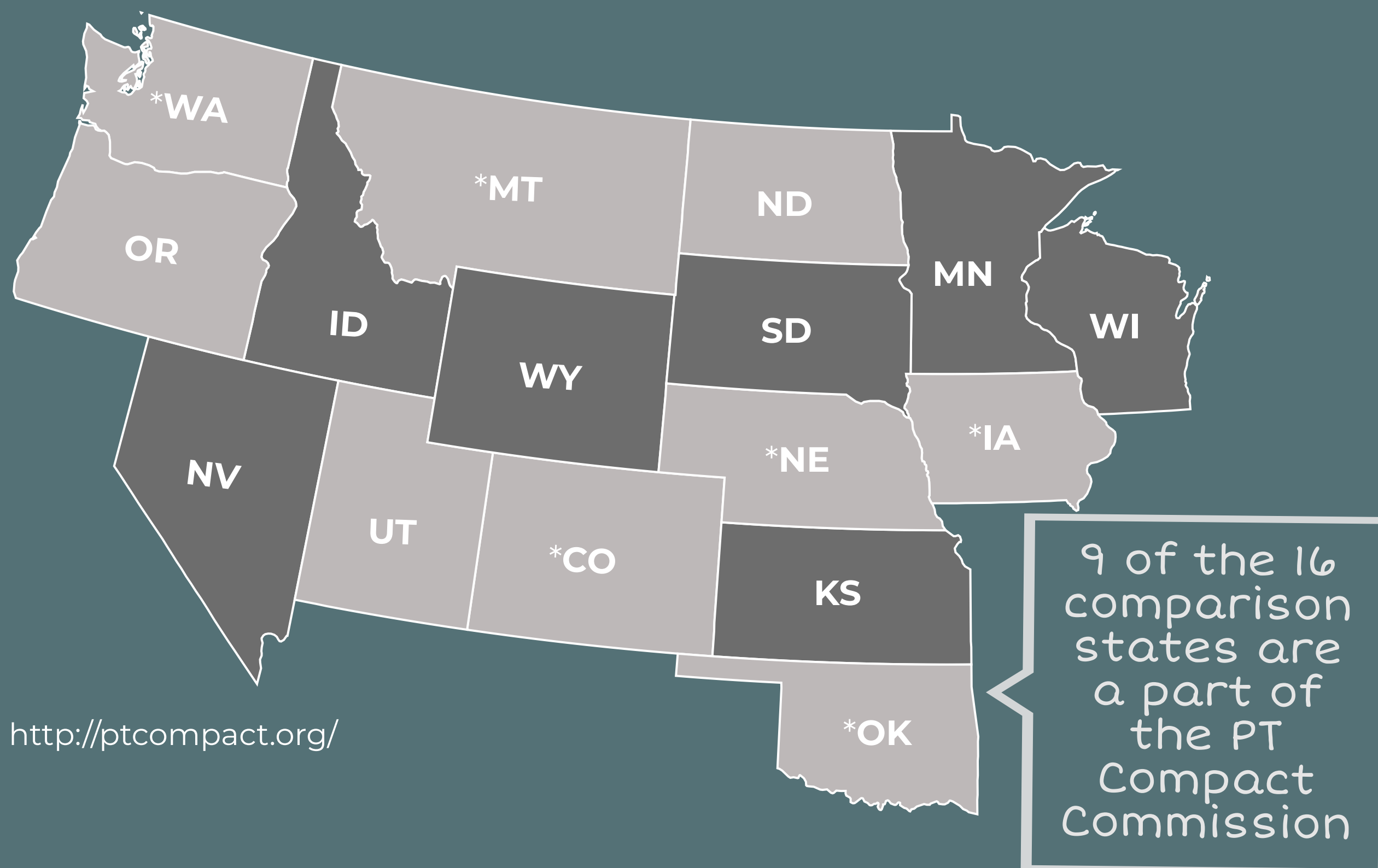
North Dakota Fee: \$240.00  
Fee Average: \$128.69  
Fee Median: \$110.00

North Dakota Fee: \$60.00  
Fee Average: \$94.69  
Fee Median: \$90.00

## Renewal Fees on a Biennial Scale



# Physical Therapy Compact Commission Peer Group Comparison



## What is the Physical Therapy Licensure Compact?

The Physical Therapy Licensure Compact (PTLC) is a state-based solution to the challenges of interstate licensure portability for physical therapists (PTs) and physical therapist assistants (PTAs).

It will improve patient access to physical therapy services by giving eligible licensees in participating states a faster, less expensive alternative to traditional licensure.

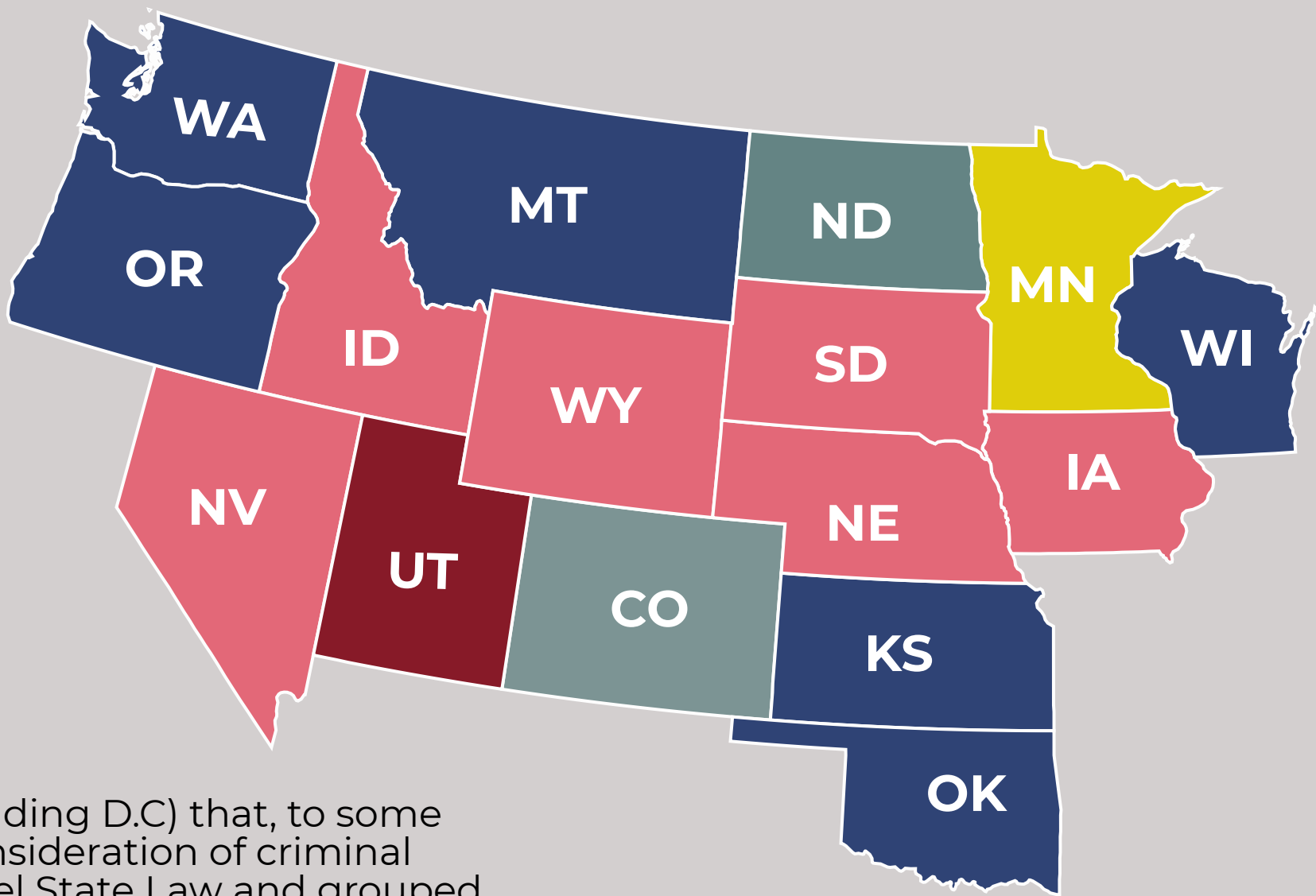
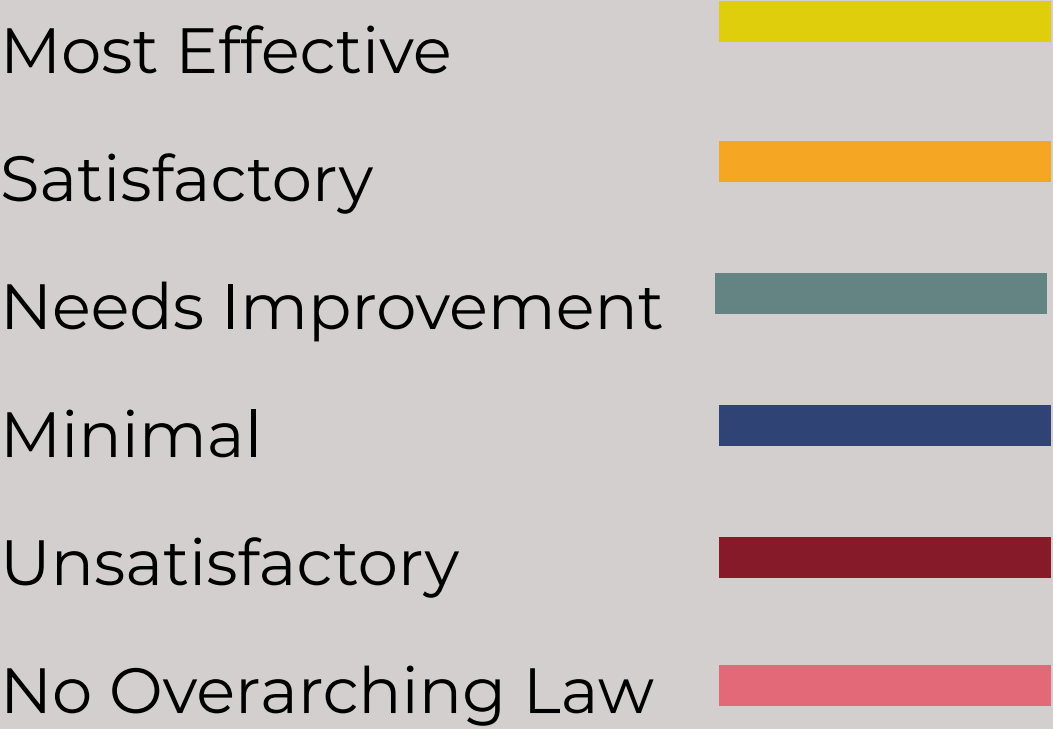
## What Impact Does the PTLC have on Current Scope of Practice?

The PTLC is separate legislation from the Physical Therapy Practice Act and does not change the scope of practice of PTs and PTAs. Any PT or PTA must abide by the practice act in the state where he/she is practicing.

\* Enacted Legislation – Not Yet Issuing or Accepting Compact Privileges

# Criminal Justice Review

**Effectiveness**





NELP graded 40 overall state licensing laws (including D.C) that, to some degree, restrict occupational licensing boards consideration of criminal records. The laws are graded against NELP's Model State Law and grouped into five tiers, from best ("Most Effective") to worst ("Unsatisfactory")

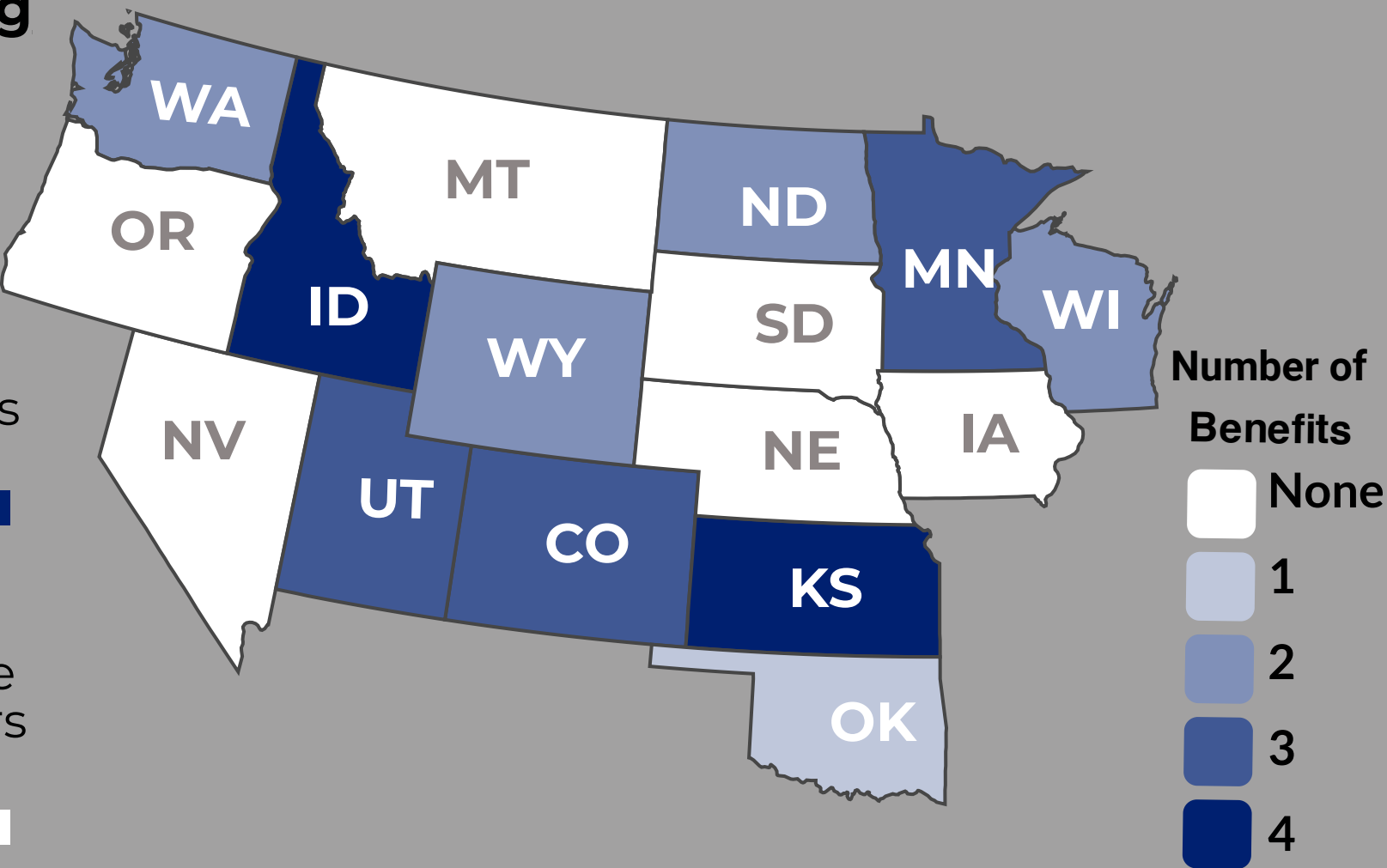
North Dakota is one of two states in our comparison group (including Colorado) to be classified by the National Employment Law Project (NELP) as "needs improvement." According to the report, North Dakota law prevents blanket bans based on conviction and receives a high grade for this statutory language. NELP recommends, however, that North Dakota adds explicit prohibition of: 1) denying occupational licensing for unrelated convictions; 2) considering lesser offenses and older offenses; and 3) denying licenses for rehabilitated applicants. By contrast, North Dakota's eastern neighbor Minnesota receives NELP's highest grade and already meets most of the recommended prohibitions recommended to North Dakota. Minnesota is used by NELP as a model for reform of occupational licensing laws to make sure that individuals with criminal records do not face unnecessary barriers to employment.

# Military Policy Review

**States with and without Overarching  
Licensure Policy Impacting  
Active Military, Veterans and  
Spouses:**

States **with** overarching policy from the General Assembly or Veteran/Military Affairs impacting the licensure process for active military, veterans and spouses. 

States **without** overarching policy from the General Assembly or Veteran/Military Affairs impacting the licensure process for active military, veterans and spouses. 



From the above comparison group, ten states have overarching laws with policies designed to benefit military personnel and their spouses.

There are five benefits that these states offer to veterans, active military, and their spouses through these overarching policies:

- 1. Waiving renewal fees and continuing education for license holders on active duty
- 2. Allowing reciprocity or waving requirements for military spouses
- 3. Allowing applicants to use relevant military training in place of education
- 4. Reducing licensing fees for active military and recent veterans
- 5. Expediting the applications of active military and recent veterans

Currently, North Dakota has laws encourage licensing boards to offer two of the five benefits:

- Waiving renewal fees and continuing education requirements for active military personnel
- Allowing reciprocity or granting exceptions to licensing requirements for military spouses

\*Idaho and Kansas have the highest number of benefits offered through their military licensing policy. They have four of the five possible military benefits excluding reducing licensing fees.



# Notes Section:

## Certified Nurse Assistants, CNA Notes:

- 1. Oklahoma: There is no fee for Long Term Care (LTC) renewal. Home Health Aide (HHA), Developmentally Disabled Direct Care Aide (DDDCA), Residential Care Aide (RCA), Adult Day Care Aide (ADCA, or Certified Medication Aide (CMA) all require a \$10.00 renewal fee, the renewal cycle is every 2 years
- 2. Certified Medication Aides must complete at least eight (8) hours of continuing education units (CEUs) within the last twelve (12) months of your certification, excluding the first year renewal of certification. All other nurse aides must provide documentation of at least eight (8) hours of nursing or health related services for compensation (paid work) during the preceding 24 months of your certification.
- 3. Washington's renewal cycle is annual with a \$70.00.
- 4. South Dakota's continuing education cycle is annual at a 12 hour requirement

## Licensed Addiction Counselor, LAC Notes:

- 1. Idaho, Iowa and Oregon only issue Professional Counselors or Mental Health Counselor licenses. The data in this report are on those occupations.
- 2. Idaho, Montana, Oklahoma, Oregon, South Dakota, and Washington's renewal cycles are on an annual scale. The fees presented in the renewal fee table are multiplied by 2 to reflect a biennial renewal cycle.
- 3. Idaho, Montana and Oklahoma have annual submissions of continuing education. The hours of continuing education table are multiplied by 2.

## Licensed Practical Nurse, LPS Notes:

- 1. Iowa is on a triennial renewal cycle: Original Renewal Fee: \$99.00.
- 2. Iowa's Continuing Education requirement is 36 hours every three years
- 3. Washington is on an annual renewal cycle: Original Renewal Fee: \$85.00.
- 4. Washington's Continuing Education is submitted every three years with 45 hours of CE needed every three years.

## Nursing Licensure Compact Notes:

- 1. This map does not reflect all 50 states plus D.C

## Limited X-Ray Operators Notes:

- 1. Montana's renewal cycle is annual with a fee of \$60.00
- 2. Wyoming's renewal cycle is annual with a fee of \$40.00
- 3. Montana's continuing education cycle is annual, with a requirement of 6 hours per year
- 4. Wyoming's continuing education cycle is annual, with a requirement of 6 hours per year

## Occupational Therapist Assistant, OTA Notes:

- 1. Idaho is on an annual renewal cycle: Original Renewal Fee \$30.00
- 2. Montana is on an annual renewal cycle: Original Renewal Fee \$110.00
- 3. Oklahoma is on an annual renewal cycle: Original Renewal Fee \$100.00
- 4. South Dakota is on an annual renewal cycle: Original Renewal Fee \$50.00
- 5. Wyoming is on an annual renewal cycle: Original Renewal Fee \$60.00

## Preschool Teacher Notes:

- 1. Oregon's first initial renewal of licensure is after 3 year and then every 5 years after the first initial renewal.
- 2. For first initial renewal of license 75 hours of continuing education is require, then for every 5 years 125 hours of continuing education is required.

## Physical Therapist Assistant, PTA Notes:

- 1. Idaho is on an annual renewal cycle, Original Renewal Fee is \$20.00
- 2. Kansas is on an annual renewal cycle, Original Renewal Fee is \$70.00
- 3. Minnesota is on an annual renewal cycle, Original Renewal Fee is \$60.00
- 4. Nevada is on an annual renewal cycle, Original Renewal Fee is 100.00
- 5. South Dakota is on an annual renewal cycle, Original Renewal Fee is \$50.00
- 6. Washington is on an annual renewal cycle, Original Renewal Fee \$45.00
- 7. Wyoming is on an annual renewal cycle, Original Renewal Fee is \$50.00
- 8. North Dakota's is on an annual renewal cycle: Original Renewal Fee: \$60.00.
- 9. Oklahoma is on an annual renewal cycle: Original Renewal Fee: \$35.00.

# Sources:

- North Dakota Public Data Access, 2018, [www.ndcourts.gov/court/committees/barbd/Information.htm](http://www.ndcourts.gov/court/committees/barbd/Information.htm).
- “Boards and Commissions.” Burgum Signs "Constitutional Carry" Bill into Law | North Dakota Office of the Governor, 2018, [www.governor.nd.gov/boards/](http://www.governor.nd.gov/boards/).
- “CSOR The Knee Center for the Study of Occupational Regulation Database.” CSORSFU, 2018, [www.csorsfu.com/](http://www.csorsfu.com/).
- “Licensing.” Attorney General, 2018, [attorneygeneral.nd.gov/licensing-and-gaming/licensing](http://attorneygeneral.nd.gov/licensing-and-gaming/licensing).
- “Livestock Licensing.” Nd.gov - The Official Portal for North Dakota State Government, 2018, [www.nd.gov/ndda/livestock-development-division/livestock-licensing](http://www.nd.gov/ndda/livestock-development-division/livestock-licensing).
- Rodriguez, Michelle Natividad, and Beth Avery. “UNLICENSED & UNTAPPED: REMOVING BARRIERS TO STATE OCCUPATIONAL LICENSES FOR PEOPLE WITH RECORDS.” National Employment Law Project , 2016, [www.nelp.org/publication/unlicensed-untapped-removing-barriers-state-occupational-licenses/](http://www.nelp.org/publication/unlicensed-untapped-removing-barriers-state-occupational-licenses/).
- “Secretary of State |.” Secretary of State |, 2018, [sos.nd.gov/](http://sos.nd.gov/).
- “ North Dakota POST." - North Dakota Peace Officer Standards and Training Home Page, 2018, [www.post.nd.gov/](http://www.post.nd.gov/).

## North Dakota Occupational Licensure Sources

- **Certified Nurse Aide, CNA (Nursing Assistant)**  
[https://www.ndhealth.gov/hf/North\\_Dakota\\_certified\\_nurse\\_aide.htm](https://www.ndhealth.gov/hf/North_Dakota_certified_nurse_aide.htm)
- **Licensed Addiction Counselor, LAC**  
<http://www.ndbace.org/laws-and-rules.html>
- **Licensed Practical Nurse, LPN**  
<https://www.ndbon.org/>
- **Nurse Licensure Compact**  
<https://www.ndbon.org/Compact/Overview.aspx><https://www.ncsbn.org/nurse-licensure-compact.htm>
- **Limited X-Ray Machine Operator**  
[https://deq.nd.gov/aq/radiation/Limited\\_Scope.aspx](https://deq.nd.gov/aq/radiation/Limited_Scope.aspx)
- **Occupational Therapist Assistant, OTA**  
<https://www.ndotboard.com/licenserequirements.asp>
- **Paraprofessional Certification / Teacher Aide**  
<https://www.nd.gov/dpi/SchoolStaff/FTP/TitleI/Para/>
- **Preschool Teacher (Except Special Education)**  
<https://www.nd.gov/espb/licensure/license-information/types-licenses>
- **Physical Therapist Assistant, PTA**  
<https://www.ndbpt.org/compact.asp>  
<http://ptcompact.org/>

For more information or data on a particular occupation or state  
please visit  
[www.CSORSFU.com](http://www.CSORSFU.com)

# Military Policy Sources:

## **Colorado:**

- H.B 16-1197, 2016 Reg. Sess. (CO. 2016)  
<http://leg.colorado.gov/bills/hb16-1197>
- H.B 11-1100, 2011 Reg. Sess (CO 2011)  
<http://www.leg.state.co.us/CLICS/CLICS2011A/csl.nsf/StatusAll?OpenFrameSet>
- Home Page  
<https://www.colorado.gov/pacific/dora-military/career-pathways-0>

## **Idaho:**

- Title 67, Chpt 26, Sec 67-2601-2620 (ID 2012)  
<https://legislature.idaho.gov/statutesrules/idstat/Title67/T67CH26/>

## **Kansas:**

- Kansas Statutes. Chpt 48, Art 34, Sec 1-8 (KS 2018)  
[https://www.ksrevisor.org/statutes/ksa\\_ch48.html](https://www.ksrevisor.org/statutes/ksa_ch48.html)

## **Minnesota:**

- Minnesota Statutes Chpt 326 Sec 55-66 (MN 2018)  
<https://www.revisor.mn.gov/statutes/cite/326>
- Minnesota Statutes Chpt 197, Sec 4552 (MN 2018)  
[https://www.revisor.mn.gov/statutes/2018/cite/197.4552?keyword\\_type=all&keyword=military+licensing](https://www.revisor.mn.gov/statutes/2018/cite/197.4552?keyword_type=all&keyword=military+licensing)

## **North Dakota:**

- North Dakota Chpt 43-51 PROFESSIONAL AND OCCUPATIONAL LICENSING  
<https://www.nd.gov/veterans/laws/professional-and-occupational-licensing>

## **Oklahoma:**

- Oklahoma Title 59, Sec 4100.5. (OK 2014)  
<http://www.oklegislature.gov/osstatuestitle.html>

## **Utah:**

- S.B. 227, 2018 Reg Sess, (UT 2018)  
<https://le.utah.gov/~2018/bills/static/SB0227.html>



**Washington:**

- S.B 6290 Chpt 45, 62nd Leg, 2012 Reg Sess (WA 2012)  
<http://lawfilesexext.leg.wa.gov/biennium/2011-12/Pdf/Bills/Session%20Laws/Senate/6290.SL.pdf>
- S.B 5359, Chapt 184, 65th Leg, 2017 Reg Sess (WA 2017)  
[https://custom.statenet.com/public/resources.cgi?id=ID:bill:WA2017000S5359&ciq=ncsl&client\\_md=3b0a7533ca7848998a8038d31035f3f8&mode=current\\_text](https://custom.statenet.com/public/resources.cgi?id=ID:bill:WA2017000S5359&ciq=ncsl&client_md=3b0a7533ca7848998a8038d31035f3f8&mode=current_text)

**Wisconsin**

- S.B 338, 2011 W.A 209, 100th Leg, 2011 Reg Sess (WI 2011)  
<http://docs.legis.wisconsin.gov/2011/related/acts/209>
- Home Page:  
<https://dva.wi.gov/Pages/educationEmployment/FeeWaiver.aspx>

**Wyoming:**

- WY Tittle 33, Chpt 1, Art 1, ( WY 2018)  
<https://www.wyoleg.gov/StateStatutes/StatutesDownload>



## WORKFORCE DEVELOPMENT COUNCIL

Minutes of the

### WORKFORCE DEVELOPMENT COUNCIL ADMINISTRATIVE COMMITTEE

Thursday, October 18, 2018

Job Service Customer Service Office and Via conference call

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James Whirlwind Soldier called the meeting to order at 10:30 am.

**Members present:** James Whirlwind Soldier, Michelle Kommer, Robyn Throlson,

**Staff present:** Susan Gunsch, Tammy Barstad, Ruth Lacher

**Guests present:** Arnie Strebe, Kaylyn Bondy, Greg Gallagher, Margie Zalk Enerson, Billie Jo Lorus, Phil Wisecup

#### Lumina Grant Progress

Greg Gallagher presented an overview of the North Dakota Attainment Project including the purpose, project history, and issues for resolution. The purpose is to develop a framework and strategy to meet state-defined attainment goals. The project began in May 2016 with Envision 2030 Education Summit, progressed to an adopted 65% attainment goal, as well as key areas requiring action.

Margie Zalk Enerson presented the outreach and marketing plan for the project outlining research, communications and plan implementation.

Michelle Kommer suggested that the Consensus Council incorporate workforce data from the economic impact studies, employer survey, labor market availability studies, and final Workforce Development Council Recommendations Summary (when available). There may be greater impact if efforts are combined to retain/recruit employees as well as increase certificate attainment to meet the needs of North Dakota employers.

#### Next Steps

- Workgroups will meet on November 14, 2018 at Bismarck State College to discuss the identified issues in the project report.
- Susan Gunsch will share the labor market availability regional reports and employer survey results with Greg Gallagher for use by the Consensus Council.
- Phil Wisecup is willing to brief the Workforce Development Council on the project before it goes before the legislature.
- A team of individuals will attend a Lumina Foundation presentation in Minneapolis/St Paul October 22 through 24, 2018.

The meeting adjourned at 11:57 am.



## WORKFORCE DEVELOPMENT COUNCIL

### Minutes of the

## WORKFORCE DEVELOPMENT COUNCIL ADMINISTRATIVE COMMITTEE

Thursday, November 15, 2018

Job Service Customer Service Office and Via conference call

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James Whirlwind Soldier called the meeting to order at 10:30 am.

**Members present:** James Whirlwind Soldier, Michelle Kommer, Robyn Throlson, Valerie Fischer

**Staff present:** Susan Gunsch, Tammy Barstad, Ruth Lacher

**Guests present:** Greg Gallagher, Margie Zalk Enerson, Phil Wisecup

**It was moved by Robin Throlson, seconded by Michelle Kommer, and carried on a voice vote that the minutes of the October 18, 2018 and September 28, 2018 Administrative Committee minutes be approved as distributed.**

### Lumina Grant Progress

Phil Wisecup provided a brief on the timeline from the meeting held November 14, 2018 and will brief the state board on December 6, 2018 and provide a final report to the Lumina Foundation the end of January 2019. The group will continue to work with this WDC administrative committee meeting, continuing after the legislative session.

Greg Gallagher spoke on three documents identified as key reports that fit with the discussions: NDUS five Taskforces Summary – discusses issues on enrollment, student engagement, technical training, workforce development issues; WDC Summary Report – provided a lay of the land on workforce issues and overlaps that of the Five Taskforces Summary; and, the third is from an ad hoc committee formed from University Systems. Emerging themes fell along the lines of definitions, high quality credentials, and data sources, linking and get the best understanding from them. The perspective is to concentrate on existing initiatives, looking at an appropriations request down the road, more likely in 2021 or 2023.

The Consensus Council and the Workforce Development Council might benefit from an exchange of letters of support that demonstrates an interest to collaborate. The Consensus Council will create a format for one letter that both councils would sign or two separate letters that follow the same format.

**It was moved by Valerie Fischer, seconded by Robyn Throlson, and carried on a voice vote that the Greg and Phil prepare letters of support between the Consensus Council and the Workforce Development Council.** This letter(s) will be an action item on the December 19, 2018 Administrative Committee agenda.

Margie reviewed a structured plan for handling data for the research project that was presented to at the meeting yesterday. The plan is a 3-part approach: research with higher education, a long-term approach looking for grant funding for the research, and plan implementation.

The Lumina Foundation has moved toward more focused technical assistance grants. North Dakota may be in the running for a good technical assistance grant depending on the work that comes from the current grant. MN recently received \$750,000 Lumina grant for community colleges.

### **Next Steps**

Phil and Greg will come to the December 19 meeting with a draft of the letter(s) expressing support between the Consensus Council and the Workforce Development Council.

James Whirlwind Soldier is resigning from the Workforce Development Council. He has moved to Minnesota and no longer qualifies to be a member.

Adjourn 11:16 am – It was moved by Robyn Throlson, seconded by Michelle to adjourn the meeting.

## LUMINA GRANTEE BUDGET REPORT

**ORGANIZATION NAME: North Dakota University System**

**Date: January 28 2019**

Budget Categories		Approved Lumina Support				Total Lumina Support	Actual Expenditures	Variance (Budget less Actual)
		Year 1						
#	<b>Direct Project Costs</b>							
	<b>Personnel Expenses</b>							
	Salaries* (Lisa Feldner, Chief of Staff, 8%)					\$ -		
	Benefits (27% of COS salary)					\$ -		
	<i>SUBTOTAL: Personnel Expenses</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>Other Direct Expenses</b>							
	Materials and Supplies*	\$ 1,000				\$ 1,000	\$ 43	\$ 957
	Equipment Rental/Purchase*	\$ 1,000				\$ 1,000	\$ -	\$ 1,000
	Travel *	\$ 8,000				\$ 8,000	\$ 2,256	\$ 5,744
	Meetings/Conferences*	\$ 16,000	\$ -	\$ -	\$ -	\$ 16,000	\$ 6,478	\$ 9,522
	Consultants*	\$ 40,000				\$ 40,000	\$ 56,250	\$ (16,250)
	Evaluation*	\$ 7,000				\$ 7,000	\$ 4,290	\$ 2,710
	Communication*	\$ 25,000				\$ 25,000	\$ 26,683	\$ (1,683)
	Subcontracts or subgrants	\$ 2,000				\$ 2,000	\$ 3,500	\$ (1,500)
						\$ -		\$ -
	<i>SUBTOTAL: Other Direct Expenses</i>	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	\$ 99,500	\$ 500
#	<b>Indirect Costs (if requested)</b>							\$ -
	<b>Indirect Expenses **</b>							\$ -
	<i>SUBTOTAL: Indirect Expenses</i>	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
#	<b>GRAND TOTAL</b>	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	\$ 99,500	\$ 500

**NOTE: Please prepare your budget so that the total project budget is rounded to the nearest \$100.**

\*Please attach an itemized list of all anticipated direct project expenses. \*\* Refer to Section IV in the grant proposal form.