

**STEARNS-BENTON WORKFORCE COUNCIL
YOUTH COUNCIL AGENDA
Tuesday, 20 May 2014 at 3:15 – 4:15 p.m.
Meeting Location: MN WorkForce Center, St. Cloud, Room 1-482**

“The mission of the Youth Council is to lead and bring together community resources to focus on youth becoming capable and satisfied workers”

3:15 p.m. 1. INTRODUCTIONS/ROLL CALL

3:17 p.m. 2. APPROVE AGENDA ACTION

3:18 p.m. 3. CONSENT AGENDA ACTION

A. Approve Minutes of 4/15/14	Attachment 3.A.
B. Approve 2015 Youthbuild Plan	Attachment 3.B.
C. HECAP Plan	Attachment 3.C.

3:20 p.m. 4. INITIATIVES

- A. Employer Data Base
 - 1) Presentation by S. Fabian of Project Discover Portal
 - 2) Cradle to Career Discussion – K. Zavala and J. Greeney-Schill
- B. Career EdVenture – Superintendent Meeting 4/25 – E. Williams
- C. Cradle to Career – J. Greeney-Schill

3:55 p.m. 5. NEW BUSINESS

- A. Employment Disparities
 - 1) Education Week, 3/21/14, “Nation Falls Short on Educational Equity, Data Show: Disparities seen from pre-K to high school.” (Attachment 5.A.1.)
 - 2) Local Data– Luke Greiner, DEED Regional Labor Market Analyst (Attachment 5.A.2.)

4:27 p.m. 6. INFORMATIONAL/OTHER

- A. Partners for Student Success – J. Greeney-Schill, E. Williams
- B. Next Youth Council Meeting: No Summer Meetings planned – Career One Awards 7/24/14 – noon lunch, awards at 1:00 p.m. at SCSU Atwood

4:30 p.m. 7. ADJOURN

This agenda is prepared to furnish information about an upcoming meeting of the Stearns-Benton Workforce Council Youth Council. It does not claim to be complete and is subject to amendment. STEARNS-BENTON EMPLOYMENT & TRAINING COUNCIL DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, GENDER, MARITAL STATUS, STATUS WITH REGARD TO PUBLIC ASSISTANCE, SEXUAL ORIENTATION, FAMILIAL STATUS, DISABILITY, OR AGE.

REASONABLE ACCOMMODATIONS: All Stearns-Benton Workforce Council meetings are accessible to the handicapped. Attempts will be made to accommodate any other individual need for special services. Please contact ADA/AA Coordinator Kathy Zavala at (320) 308.5702 (V/TTY) as early as possible so necessary arrangements can be made. If you need the agenda in an alternative format, please contact Stearns-Benton Employment & Training Council, Kathy Zavala, Executive Director at 320.308.5702, (E-mail: kzavala@sbetc.org)

**STEARNS-BENTON WORKFORCE COUNCIL
YOUTH COUNCIL AGENDA**

Tuesday, 15 April 2014 at 3:15 – 4:15 p.m.

Meeting Location: MN WorkForce Center, St. Cloud, Room 1-482

1. INTRODUCTIONS/ROLL CALL

Council Members: Eric Williams, Jean Abeln, John Burgeson, Dan Deavel, Les Engel, Sandy Fabian, Jayne Greeney-Schill, Jeff Haviland, Greg Boelter, Casey Hudek, Dave Norling, Mark Sakry, Roseann Stang. Guests: Dondra Roland. SBETC Staff: David Green, Holly Lesnau, Kathy Zavala. E. Williams, Chair, called the meeting to order at 3:13 p.m.

2. APPROVE AGENDA

ACTION: Upon motion by G. Boelter, seconded by J. Haviland, the agenda was unanimously approved as presented.

3. CONSENT AGENDA

ACTION: Upon motion by M. Sakry, seconded by D. Norling, the consent agenda of the minutes of 3/18/14 and the Summer Youth Competitive Plan, were unanimously approved.

4. INITIATIVES

- A. Internship Informational Session: 4/4/14 at 1-2:30 p.m.** K. Zavala reported on this event, distributing the evaluation results (handout). This event is planned to be included in a Talent Summit being developed by the Greater St. Cloud Development Corporation's Talent Corps tentatively scheduled for October 2014.
- B. Ad Hoc Report re: STW & Employer Data Base** – J. Greeney-Schill, S. Fabian, K. Zavala. S. Fabian and K. Zavala distributed a handout and discussed their recommendations regarding a marketing campaign strategy for World's Best Workforce followed by discussion. S. Fabian and K. Zavala reported on the Employer Data Base. Several possible "hosts" of this information are being explored. S. Fabian will present on the Project Discover Portal at the May meeting.
- C. Edventure-Common Branding and Content – MWCA** – K. Zavala (Attachment 4.C.) K. Zavala reported that the use of this brand has been approved by the Northeast Workforce Service Area. Brief discussion followed.
- D. HECAP Report** – D. Green reviewed a handout reporting a total unduplicated count of youth served in District 742 1/1 – 4/3/14 of 273 students.
- E. Outreach to Schools Report** - D. Green reviewed a handout reporting a total unduplicated count of students served in Albany, Foley, Melrose, Paynesville, ROCORI, Sauk Rapids-Rice and West Central Area Learning Center – Melrose for 1/27 – 4/8/14 of 374 students.
- F. Partners for Student Success/STRIVE** – J. Greeney-Schill & M. Sakry provided an update to this initiative which includes St. Cloud, Sartell-St. Stephen, Sauk Rapids-Rice Districts may soon include ROCORI.
- G. Cradle to Career** – J. Greeney-Schill provided an update on this Community Priority, supported by United Way's Betty Schnettler. E. Williams will refer someone from the Benton-Stearns Service Co-op to the group based on a priority they identified that fits with that of Cradle to Career.
- H. Superintendent Meeting with DEED Deputy Commissioner and Division Director of Workforce Development, 4/25/14.** E. Williams reported that Cynthia Bauerly, the DEED Deputy Commissioner has resigned and is moving to the Minnesota Department of Revenue. Tom Norman, the Workforce Development Division Director from DEED

will still be coming. After discussion, it was determined that K. Zavala will refocus the agenda to one of sharing EdVenture and the reporting on HECAP and Outreach to Schools – what SBETC is doing to assist with the World’s Best Workforce. E. Williams will inquire about the possibility of the Minnesota Commissioner of Education, Dr. Brenda Cassellius, attending the meeting. K. Zavala will draft an agenda and materials and send to E. Williams.

5. NEW BUSINESS

- A. **Skills Guidelines – Discussion – Ties to Initiatives (#4)?** K. Zavala reported that this is on the workplan for the Youth Council for the April/May meetings and suggested that this area is also being addressed in the initiatives reported on earlier. It was the consensus of the members that the initiatives do address the work of the Council in this area.
- B. **SBETC WIA Youth Allocation -8.7%** K. Zavala reported that the annual federal Workforce Investment Act Youth Allocation is down. She described the factors used in the calculations, stating that Minnesota is doing better in a recovery and in other factors than many other states; that this workforce service area does better than other parts of the state of Minnesota. The participant plan and budget will be developed using this allocation.
- C. **Letter of Support Request** (Attachment 5.C.) J. Greeney-Schill reported on this grant submittal, requesting funds to hire three additional counselors to help with the 8th and 9th grade students while SBETC would help with 10th, 11th and 12th grade students on the annual review of their Individualized Learning Plans (ILPs).
ACTION: Upon motion by S. Fabian, seconded by D. Norling, it was unanimously decided that the Youth Council submit a letter of support for this grant. K. Zavala will draft the letter for the signature of E. Williams, Youth Council Chair.
- D. **DEED Joint Planning – Youth Committee** (Attachment 5.D.) K. Zavala reported that Workforce Service Areas, DEED divisions and representatives of other organizations are involved in joint planning. She highlighted the Common Goals and Youth Priority of Goals identified to date and will bring items forward to the Youth Council as they develop.
- E. **Employment Disparities** (Attachment 5.E.) K. Zavala reviewed the information provided by Luke Greiner, DEED Regional Labor Market Analyst. Discussion followed including questions about the inclusion of Somali residents in the data, etc. K. Zavala will ask L. Greiner to attend the May meeting of the Youth Council and to provide additional data/information.
- F. **DOL Support to Youth Councils** (Attachment 5.F.) K. Zavala reviewed a communication received from DOL committing support and technical assistance as well as identification and promotion of best practices of Youth Councils.

6. INFORMATIONAL/OTHER

- A. **Youth Resource Guide, 3/8/14 – on Governance Tab at www.workforceu.com** (Attachment 6.A.) Informational and ideas for World’s Best Workforce programming.
- B. **St. Cloud Area Career Academy Programs** (Attachment 6.B.) J. Greeney-Schill provided additional information about these programs.
- C. **Next Youth Council Meeting: 20 May 2014 at 3:15 p.m. – YouthBuild Plan, HECAP Plan, S. Fabian presentation on Project Discover Employer portal, L. Greiner data about Employment Disparities – Youth.**

7. ADJOURN

There being no other business, E. Williams declared the meeting adjourned at 4:09 p.m.

ACTIONS:

1. Agenda and Minutes of 3/18/14 approved;
2. Summer Youth Competitive Plan approved;
3. Employer Data Base – S. Fabian will present at the next meeting about the one developed through Project Discover;
4. K. Zavala to draft 4/25/14 agenda focusing on SBETC contributions to World's Best Workforce; E. Williams to invite MN Education Commissioner to the meeting;
5. Skills guidelines will develop through Council Initiatives;
6. Youth Council submitting letter of support to District 742 grant request for three school counselors;
7. Employment Disparities – Youth – L. Greiner will be asked to provide additional data at the May Council meeting.

Executive Director

Date

AGENDA COVER SHEET

Agenda Item: Approval of FY 2015 Youthbuild Plan based on planning estimate received

Background: SBETC has received its fiscal year 2015 (7/1/14 – 6/30/15) Youthbuild planning allocation in the amount of \$73,000. The previous year's funding was the same.

SBETC is awaiting legislative action on approval of Youthbuild funds for 2015, exact amount of allocation and when it will be available.

DEED is requiring a plan to be submitted by 23 May with the planning figure estimate.

Without the actual amount known and with the planning estimate being the same as previous year, SBETC feels it prudent to submit a plan for very similar services and budget as previous year. When the needed information is known, it may be necessary to modify the budget and services offered to Youthbuild participants.

Direct services to youth will be delivered through a contract with District 742 Area Learning Center.

Youth receive experience in the building trades while completing their high school diploma. An Employability Skills Seminar is part of the program and focuses on career planning, job seeking and retention skills, as well as personal finance information. Opportunities are available to job shadow, conduct informational interviews, guest speakers, field trips, job fairs, perform service learning projects, and visit post secondary skills. Work readiness skills that are mastered include dependability, team work, and problem solving. Youth receive exposure to all aspects of the building trades and participate and work with Central Minnesota Habitat for Humanity on building new homes.

There are both year round and summer components of the program. The summer program offers two four week opportunities for twelve youth to learn building trades as they work on Habitat for Humanity homes.

The Youthbuild plan identifies serving 20 youth.

Fiscal Impact:

Budgeted Expense: Planning Estimate of \$73,000

Funding Source: State Youthbuild funds

Action Requested: Approval of FY 2015 Youthbuild Plan based on planning estimate received

SFY 2015

MINNESOTA

YOUTHBUILD PROGRAM

PLANNING INSTRUCTIONS

(July 1, 2014 – June 30, 2015)

DUE DATE FOR WORK PLANS:
May 23rd, 2014

Department of Employment and Economic Development
Office of Youth Development

An Equal Opportunity Employer and Service Provider

INSTRUCTIONS FOR COMPLETING YOUTHBUILD WORK PLAN AND BUDGETS

INTRODUCTION

The **Youthbuild (YB) Work Plan** is to be updated by each program provider and submitted to the Department of Employment and Economic Development (DEED), Office of Youth Development no later than May 23rd, 2014.

SFY 2015 ALLOCATIONS

For planning purposes, all SFY 2015 Youthbuild allocations are the same amount as SFY 2014 Youthbuild allocations. Please use this planning estimate to complete the attached budgets (Attachments 2 and 3).

Grantees are required to match grant funds with an equal amount of non-state funds (cash or in-kind). Administrative costs are limited to a maximum of six percent (6%). State Youthbuild funds cannot be carried over to the following year and must be expended within the above listed time frames.

Program Objectives

The purpose of the Minnesota Youthbuild program is to train at-risk youth in construction as well as provide a comprehensive array of services, including:

- industry-recognized credentials training
- work readiness and life skills training
- career planning and exploration, including exposure to union building trades apprenticeship
- support to attain a high school diploma, GED, or its equivalent
- leadership and community service activities
- support services, including support to obtain a driver's license for construction-bound youth
- placement services 12 months of follow-up services

The program must result in the (1) the expansion or improvement of residential housing units for homeless persons and/or very low income families or individuals; (2) improvements to the energy efficiency and environmental health of residential units; (3) facilities to support community garden projects; or (4) rehabilitation, improvement, or construction of eligible education, social service, or health facilities that principally serve homeless or very low income individuals and families.

Target Population

Eligible youth must be age 16 to 24 at the time of enrollment, *and*

- qualify for the High School Graduation Incentives Program or be economically disadvantaged; *and*
- a high school dropout or, in the opinion of a school official, in danger of dropping out of school.

Applicants are encouraged to serve youth who also have one or more of the following characteristics:

- involved with the juvenile/criminal justice or foster-care systems;
- homeless;
- pregnant or teen parent;
- reside in a family receiving Minnesota Family Investment Program (MFIP) funds;
- reside in a migrant family or have limited English ability;
- assessed with a disability;
- a child of an incarcerated parent;
- assessed as basic skills deficient.

Work Plan Forms to Complete and submit my May 23rd, 2014:

- **Project Specific Plan: Signature Page and Cover Sheet**
- **Attachment 1: Planned Youthbuild Activities and Services for SFY 2015**

Use Attachment 1 to describe each Youthbuild activity or service to be provided to participants for SFY 2015 (July 1, 2014 – June 30, 2015).

- **Attachment 2: Budget Information Summary**

Use Attachment 2, a Microsoft Excel worksheet to breakdown Youthbuild expenditures according to the cost categories, cumulatively totaled across all four quarters (09/30/14, 12/31/14, 03/31/15, and 06/30/15). Include a breakdown of the required non-state match and other leveraged program funds expended on Youthbuild programming across four quarters (09/30/14, 12/31/14, 03/31/15, and 06/30/15).

- **Attachment 3: Budget Detail**

Use Attachment 2, a Microsoft Excel worksheet to breakdown the state and matching dollar amounts by expense category and to identify the agency providing matching and/or leveraged funds, the source of funding, and the amount of funds from each agency/source.

Attach a concise budget backup narrative that describes all program and matching funds, including leveraged resources from other public or private sources. Grantees are encouraged to expend Youthbuild funds on direct training activities and support services to youth. Support services include, but are not limited to: apprenticeship fees; driver's training and license fees; transportation-related costs to place youth in apprenticeship; tuition and fees for certificates, licenses, and/or credentials; personal protective gear, hand tools, work clothing, and boots which are kept by participants. **A maximum of 6 percent of Youthbuild funds may be used for administrative costs.**

TECHNICAL ASSISTANCE FOR YOUTHBUILD WORK PLAN AND BUDGET FORMS

Please update and submit by email (to Nancy.Waisanen@state.mn.us) the attached Youthbuild Work Plan and Budget Forms **no later than COB Friday, May 23rd, 2014**. Please mail by post Form 1 - Cover Sheet with original signatures to:

Nancy Waisanen
Minnesota Department of Employment and Economic Development
Workforce Development Division - Youth Development
332 Minnesota Street, Suite E-200
Saint Paul, MN 55101-1351

For assistance in completing the Youthbuild Work Plan and/or Budget Forms, please contact Nancy Waisanen at Nancy.Waisanen@state.mn.us or 651/259-7556.

Planned Youthbuild Activities and Services for SFY 2015

On Form 2, describe the activities and services to be provided to Youthbuild participants, including: (1) the number of youth participating in each activity; (2) the names, experience, and credentials of staff supervising each activity; and (3) the number of hours planned for each activity or service. The description of services and activities on must include the following components:

- 1. ENROLLMENT PROCESS: Recruitment, Selection, Application/In-Take Process, Orientation, and Assessment:** Describe the process used to recruit and select youth who can most benefit from such opportunities and who demonstrate commitment to changing their lives for the better. Grantees are also encouraged to recruit more youth than there are openings available; such that, applicants earn a spot in the program by committing to positive change.

Each participant must complete an application that includes documentation of age, social security number, and selective service registration. Please describe the in-take and orientation process, assessment(s) used to pre- and post- test literacy and numeracy gains during participation.

- 2. CONSTRUCTION TRAINING: Industry-Recognized Credentials and Construction Projects:**
 - Describe the construction training and work experience activities youth receive and specify the industry-recognized certifications/credentials and the post-secondary credits or advanced standing that may be earned by participants.
 - Describe the building projects to be worked on in the coming year, and list address or location of projects (if known) and the approximate timeline of each project.
 - A description of the scope of Youthbuild involvement with each construction or building rehabilitation project and work/training activities to be performed by participants;
 - Describe the work-readiness training and evaluation of youth on the worksite for soft skills most valued by employers: on-time every day attendance, work ethic, and safety.
 - Describe the safety training provided to participants and how it is incorporated into worksite training. Describe the qualifications, training, and experience of worksite supervisors and partner agency staff involved in construction training;
 - List the participant wage or stipend per hour, including any bonus compensation and the number and type of high school credit(s) earned by participants;
 - Describe the partnership with the housing agency, partner staff, and length of partnership.

- 3. EDUCATION: Diploma/Adult Basic Education, Academic Support, and Post-Secondary Education Opportunities:** Describe the diploma-based or adult basic education provided to youth participants and how the Youthbuild staff support the students' academic progress. List the type of assessment(s) used by K-12 education agency to pre- and post- test basic academic skills and opportunities to pursue post-secondary credits (PSEO) while enrolled in high school.

- 4. WORK-READINESS: Soft Skills/ Work Maturity, Independent Living Skills, Financial Literacy, Entrepreneurial Training, Career Planning and Exploration, Vocational Assessment, Job Search and Portfolio Development:** Describe the specific skills provided to participants and how participants develop a strong work ethic, on-time every day attendance, safety-oriented, and other important soft skills. Describe the independent living skills or life skills provided to youth, including personal budgeting, opening a bank account, obtaining credit, and saving for a vehicle, home, or other large purchase; time management, being a responsible renter, buying or leasing a car, vehicle maintenance, and other transportation issues.

Describe career planning and exploration activities provided to youth in high-wage/high growth industries, including tours of apprenticeship programs and union training centers, post-secondary institutions, job fairs, workforce centers, local businesses, and others. Describe how your program prepares youth for employment through job search assistance, including preparation of resumes, job applications, interview skills, development of a career portfolio, and use of on-line career planning/exploration resources.

5. LEADERSHIP: Leadership Development, Citizenship Development and Community Service:

Describe the specific leadership and community service activities youth will participate in during the next year and how they will be integrated into Youthbuild programming. Please list any community garden projects, construction of garden facilities or raised beds, food security projects, renewable energy and energy-efficiency projects, or green-related training or service learning activities. List the number of planned hours youth will participate in each leadership activity and the number of community service hours planned for each participant during the year.

6. CASE MANAGEMENT: Counseling, Mentoring, and Support Services: Describe and list the types of personal and career counseling, support, and services available to participants in order to overcome personal and employment barriers, and plan short-term and long-term life and career goals. Describe how Youthbuild staff provides regular guidance and mentoring to youth. List the number of hours per week participants will receive individual goal planning, case management, and career or personal counseling services.

List the support services offered, including child care, medical and mental health services, drug treatment, work clothing, boots, personal protective gear and hand tools, post-secondary tuition assistance, housing or legal assistance, or emergency-related funds. List the support services offered for youth desiring to enter the building trades, including short-term training at an apprenticeship training center; admission and testing fees for apprenticeship; support to obtain a Minnesota driver's license; assistance to save for and/or obtain access to a vehicle and insurance for construction work.

7. FOLLOW-UP, PLACEMENT AND PROGRAM EVALUATION: All participants must have an opportunity to receive follow-up and placement services for a minimum duration of twelve (12) months upon program exit. Programs should include means of involving local apprenticeship coordinators, businesses, labor organizations, community groups, and local jurisdictions in assisting in the placement into apprenticeship, employment, and/or post-secondary.

During the follow-up period, Youthbuild staff must track former participants to determine diploma/GED and placement success, recidivism of offenders, and success in exiting public assistance, and placement in apprenticeship, post-secondary, and/or employment. For youth placed in apprenticeship or employment, wage rate and employer and/or title at placement must also be reported. This data may be entered into the attached Excel database or other database file used to track participant outcomes. Every effort should be made to track participant outcomes using a systematic approach, including signed Tennessee Warning consent forms or DEED Wage Detail forms, systematic periodic check-in with youth, friends/family, and local education partners (at 3, 6, 9 and 12 months after exit) to track progress and update contact information. Youthbuild staffers are encouraged to use gift cards, bonus payments, and/or other incentives to youth to increase performance outcome reporting. In cases where partner high schools or organizations track graduation and placement of participants, grantees must have a written policy and/or structure in place to have the ability to monitor these outcomes to ensure graduation and placement performance data is collected.

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Planned Youthbuild Activities and Services for SFY 2015

Attachment 1

	PROGRAM SERVICES/ACTIVITIES: Provide a detailed description under each heading (in this column), including start and end dates for each activity/service.	Number of Youth Served (in each activity)	Name(s), Experience, and Credentials of Program Staff (who provide service or activity)	Planned Total Hours Per Youth (in each activity)
1	<p><u>Enrollment Process, Recruitment, Selection, Application/In-Take Process, Orientation, and Assessment:</u> Youthbuild participants attend an intake/orientation session at District 742 Area Learning Center (ALC) and review Stearns-Benton Employment & Training Council (SBETC) policies covering data privacy, complaint procedures, chemical dependency, follow-up, medication, emergency contacts, I-9, Selective Service, consent to share, and citizenship. Youthbuilders are given program overview, including expectations, goals/objectives, and duration of commitment. The goal of all Youthbuilders is to receive their high school diplomas and continue their educations in post-secondary or apprenticeship training. ALC Staff will provide general safety and specific work site safety training to include OSHA and Child Labor Laws as part of its regular curriculum. Each participant will receive specific instruction on the proper use of each tool and piece of equipment. Each participant will earn a Safe School Certificate during the Youthbuild program. All students are enrolled at District 742 ALC through which they have Contact Learning Plans (CLP) which encompass their case management and additional services provided to them by the district. Students take the Northwest Evaluation Association (NWEA) assessments in the fall, winter, and spring to measure literacy and numeracy gains.</p>	20	<p>SBETC Staff: Career Planner (Career Planner assignment will be made by SBETC Administration. See required credentials below.) Employment and Training Technician (Employment and Training Technician assignment will be made by SBETC Administration. See required credentials below.)</p> <p>ALC Staff: Industrial Tech High School teaching license; Vocational Construction Trades teaching license; NCCER Certification. (Specific staff assignment will be made by ALC administration.)</p>	<p>Enrollment/Orientation: one session for each participant lasting 30 minutes to 1 hour. Sessions held once per month @ ALC.</p> <p>Literacy/Numeracy Assessment: September, January, March–90 minutes each</p> <p>Safety Training: Ongoing throughout year</p>
2a	<p><u>Construction Training, Industry-Recognized Credentials/Certifications, and Housing/Construction Projects:</u> Construction and work training will primarily take place at Habitat for Humanity local building sites throughout the St. Cloud area and at the District 742 ALC. Throughout the academic school year, Youthbuilders engage in construction training and work experience instruction. Every other Saturday the Youthbuild Coordinator provides an opportunity for up to 5 Youthbuilders to participate in construction training and/or community service activities. Youthbuilders receive 5-12 hours construction training per week during the school year. The supervisor-to-youth</p>	<p>Year-Round Program: 20</p> <p>Summer Program: 12</p>	<p>ALC Staff: Industrial Tech High School teaching license; Vocational Construction Trades teaching license; NCCER Certification</p> <p>Habitat for Humanity Staff: Chad Olson, Construction</p>	<p>Year-Round Program: (September-May) 5-12 hours per week</p> <p>Summer Program:</p>

<p>ratio during the school day is 10:1. Youthbuilders who participate during Saturday activities have 6 more training hours, in which they also receive a stipend of \$8.33/hr. The supervisor-to-youth ratio during the Saturday program is 5:1. Youthbuilders also have the opportunity to participate in a 4 week summer program. There will be two summer sessions, each with 6 students. The supervisor-to-youth ratio is 6:1. The youth go through an interview process, along with a work site evaluation which is part of the summer program selection. During the summer session, Youthbuilders will average 30 hours per week. Youth can earn up to \$45.00 stipend per day, based on their employability skills, which includes attendance and performance, cooperation and team work, and work quality and quantity. Youth will be evaluated twice a day on their performance in each of these areas. For each week of the Summer Youthbuild Program that they successfully complete, without any loss of stipend, they can earn a \$25.00 bonus. Each week, the youth will have a new opportunity to achieve this bonus. At the end of the 4-week Youthbuild Summer Program, if the student earned the \$25 bonus each week (\$100 total) they will also receive a toolbox for 100% performance in the employability skill areas. The weekly summer schedule includes on-site projects at the Youthbuild workshop, construction and safety training, apprenticeship tours, industry field trips, community service activities, team building activities at SCSU Challenge Course and construction projects at Central MN Habitat for Humanity sites. Youthbuild staff will provide training and instruction in the areas of safety, and use of tools and equipment. Construction trade instruction will include site preparation, excavation and footings, block work, framing, roofing, mechanical, insulation, drywall, siding, windows, finish trim, flooring and landscaping. A special focus will be placed on green building and green job fields. Weatherization, green build jobs and training will take place at Habit for Humanity sites based on current site project needs. The construction curriculum will be the National Center for Construction Education & Research (NCCER), which focuses on Introductory to Craft Skills with specific material related to math, English and soft skills. The Career and Technical Education (CTE) curriculum is also used. Youthbuilders at Area Learning Center (ALC) will be part of a cohort that will focus on the NCCER curriculum, Monday through Friday during the academic school year. The ALC teacher has attended the Instructor Certification Training Program (ICTP) and has the ability to certify participants in NCCER. Youthbuilders earn one unit credit for each hour they participate in Youthbuild activities. The Habitat for Humanity Construction Site Manager is fully bonded and has a City Contractor's License. Participants also receive safety training and receive certificates for Milwaukee Safety and Black and Decker.</p>		<p>Site Manager 1 year–8+ years construction experience—licensed residential contractor in St. Cloud</p>	<p>(June-August) 30 hours per week</p>
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2b	<p>Housing projects for 2014 will include the following locations for homeless or low-income families:</p> <p>702 3rd Ave SE Cold Spring, MN 56320-new construction</p> <p>1023 3rd St N St Cloud, MN 56303-rehab</p> <p>TBD-six bedroom home in St Cloud-new construction</p>	<p>Year-Round Program: 20</p> <p>Summer Program: 12</p>	<p>ALC Staff: Industrial Tech High School teaching license; Vocational Construction Trades teaching license; NCCER Certification</p> <p>Habitat for Humanity Staff: Chad Olson, Construction Site Manager 1 year–8+ years construction experience–licensed residential contractor in St. Cloud</p>	<p>Year–Round Program: Saturdays for 6 hours</p> <p>Summer Program: 30 hours per week</p>
3	<p><u>Diploma/Adult Basic Education, Academic Support, and PSEO Opportunities:</u> A required class, Employability Skills Seminar (ESS), is offered in conjunction with the Youthbuild Program. This class focuses on career planning, job seeking and retention skills, as well as personal finance information. Opportunities are available to job shadow, receive assistance with resume writing, conduct informational interviews, interact with guest speakers, go on field trips, attend job fairs, perform service learning projects, visit post-secondary schools and to receive soft skill training. Work readiness skills to be mastered include dependability, team work, problem solving and flexibility. The ESS class focuses on Minnesota Career Fields, Clusters & Pathways, SCAN Skills, work-based learning, skills for success, research occupational opportunities, the job hunt, job satisfaction, workplace safety, customer service, labor issues, and managing your income. Class time may also be spent viewing relevant videotapes, listening to guest speakers, participating in discussions about current topics/textbook readings, and working in the computer lab. Activities such as vocational testing, job shadowing, field trips, service learning, college tours, and developing an employment portfolio will be encouraged. Students who have a completed & approved District Employability Agreement (contract) may be eligible for Work Experience Credit at the completion of this course. Field trip destinations will be St. Cloud Technical and Community College (SCTCC), St. Cloud State University (SCSU), and apprenticeship programs at International Union of Operating Engineers Local 49 Training Program Site in Hinckley, Minneapolis Plumbers Apprenticeship Program, and Minneapolis Electrical Joint Apprenticeship Training Program in St. Michael. Students take the ASVAB test to aid in determining possible career pathways/aptitudes. Students gain personal financial management/budgeting skills through the Junior Achievement Finance Park curriculum. Students learn positive work habits</p>	20	<p>ALC Staff: Industrial Tech High School teaching license; Vocational Construction Trades teaching license; NCCER Certification</p> <p>SBETC Career Planners</p>	<p>September– May: Approximately 5-8 hours per week</p> <p>June-August: Approximately 30 hours per week</p> <p>September – May Testing: 3 hours</p> <p>Remediation: 5-20 hours</p> <p>June-August: Testing: 3 hours</p>

	<p>through supervisor evaluations and stipend awards based on attendance and punctuality, cooperation and teamwork, communication, work quality and work quantity.</p> <p>All Youthbuilders will have the opportunity to participate in National Career Readiness Certificate (NCRC) and needed remediation through KeyTrain to increase their certification level.</p>			
4	<p><u>Work-Readiness/Soft Skills, Work Maturity:</u> Independent Living Skills, Financial Literacy, Entrepreneurial Training; Career Planning, Vocational Assessment, and Career Exploration; Job Search and Portfolio Development: ALC will provide leadership training in such areas as team building, self - confidence and motivational activities, making good choices, responsibility, cooperation, self-respect and learning the value of community. During the Youthbuild Summer Program, the Youthbuilders will participate in the Husky Challenge Course at St. Cloud State University. This course is an experiential team building program that utilizes low and high elements to provide a group with a series of individual and group challenges. These help to develop group communication skills, improve conflict management skills, leadership, cooperation, and build trust. Community services will be completed by working on housing projects and at the ReStore site for Central Minnesota Habitat for Humanity. Youthbuilders will also assist with other community activities, such as community cleanup, Kids Against Hunger, and serving meals at Salvation Army as part of the Saturday program during the winter months. During the school year Saturdays events, the Youthbuild Coordinator will schedule service learning and community projects based on the available projects. During the summer Youthbuild Program, youth will spend approximately 30 hours each week assisting with Central MN Habitat for Humanity construction projects for low income families in the St. Cloud area community.</p>	20	<p>ALC Staff: Industrial Tech High School teaching license; Vocational Construction Trades teaching license; NCCER Certification</p>	<p>Husky Challenge Course: 3 hours per week during Summer Program</p> <p>Saturday Program: 6 hours per day</p> <p>Summer Program: 30 hours per week</p>
5	<p><u>Leadership/Citizenship Development and Community Service:</u> ALC provides supportive services through on site counseling staff which are available to contribute to student success and address any barriers to high school completion. Students receive an average of 2-5 hours per week of counseling and case management, depending on the needs of the student. Each student has an advisor who provides daily case management and referrals to appropriate supportive services as needed. Each ALC student has a Contact Learning Plan (CLP) which encompasses their case management and additional services. Youthbuilders have the option to take the classroom portion of the Driver's Education training for no cost, in addition to transportation; free bus cards are also available to Youthbuilders. Summer Youthbuilders receive steel toed boots, tool belt and t-shirt as part of the program. A mental health facilitator, chemical dependency counselor, behavioral interventionist and career counselors are all available as additional</p>	20	<p>Youthbuild Coordinator: Industrial Tech High School; Vocational Construction Trades; Special Education, LD, EBD, EMH, Director of Special Ed License; Drivers Education; and Vocational Support Service</p> <p>ALC Guidance/Counseling Staff: Secondary Guidance and Counseling School Social Worker School Psychologist</p>	<p>Services provided year-round approximately 2-5 hours per week</p>

	counseling services to Youthbuilders.			
6	<p><u>Counseling/Case Management, Mentoring, and Support Services:</u> Youthbuilders will be able to participate in the work experience program at ALC which provides job placement assistance and school credit for working. They will also receive information on career opportunities associated with post-secondary education. This will include tours of business, industry, and union apprentice training as well as a tour of the local technical college and university. Youthbuilders who successfully complete the program will have the opportunity to apply for services under WIA youth programs to assist with post-secondary schooling. Instructors and counseling staff encourage students to contact them after graduation to assist them in navigating employment options, post-secondary education opportunities, and apprenticeships. Youthbuilders who successfully complete the program and who are interested in a degree in the constructions trades will be eligible to apply for the Grainger Scholarship through the St. Cloud Technical and Community College. ALC staff will contact Youthbuild graduates through direct contact or surveys to collect post-secondary and unsubsidized employment data and to provide additional support or case management to further their educational and vocational goals. Students who successfully complete the Youthbuild program are looked upon favorably by the apprenticeship programs they visit and are provided application materials during their visits to those sites.</p>	20	ALC Staff	Services provided year-round
7	<p>Follow-Up, Placement, and Program Evaluation: SBETC and the ALC will be meeting monthly to review program progress, student participation and progress, and to make necessary changes. Program reports will be provided by SBETC Career Planner to SBETC administration quarterly for review, evaluation, and presentation to boards as appropriate and requested. Also, youth will be surveyed to find out their comments, concerns and suggestions as to how to improve the program. ALC will collect and record data in student files. ALC also has a student information database to track student records. ALC staff will contact Youthbuild graduates for 12 months after exiting the Youthbuild program through direct contact or surveys to collect data and to provide additional support or case management to further their educational and vocational goals.</p>	20	ALC Staff SBETC Career Planner	<p>SBETC Staff: 5 hours per month</p> <p>ALC Staff: 10 hours per month</p>

***Formal academic preparation (or equivalent) to qualify for the position of SBETC Career Planner:**

Minimum of a baccalaureate degree or 8 to 10 years of progressive related experience beyond high school.

Ability to express and communicate effectively, both oral and in written form, including knowledge of the English language such as spelling, grammar, and punctuation. Must have ability to pass a criminal background check.

Length and type of relevant experience required to qualify for the position:

Two years paid and/or volunteer experience in counseling in a human service, business or related experience setting.

Licenses or certifications required to qualify for the position:

Must have a valid Minnesota Driver's License or have a reliable means of transportation.

****Formal academic preparation (or equivalent) to qualify for the position of SBETC Employment and Training Technician:**

High School graduate with three years experience in management information systems and /or three years experience in human services, social services, or related field. Ability to express and communicate effectively, both orally and in written form, including of the English language such as spelling, grammar, and punctuation. Must have ability to pass a criminal background check.

Length and type of relevant experience required to qualify for the position:

Three years.

Licenses or certifications required to qualify for the position:

Must have a valid Minnesota Driver's License or have a reliable means of transportation.

SFY 2014 Youthbuild Budget Detail

Attachment 3

Agency: Stearns-Benton Employment & Training Council

Contact: David Green, SBETC Program Manager

Do NOT enter Subtotal or Grant Total Amounts which are automatically calculated.

Category	Funding		Total Program Budget
	State Youthbuild Grant Funds	Matching or Leveraged Funds	
1. ADMINISTRATION			
Program Director/Manager Salaries/Fringe Benefits	\$50.00		\$50.00
Office Support Staff Salaries/Fringe Benefits	\$3,850.00	\$8,500.00	\$12,350.00
Program Evaluation and Data Collection			\$0.00
Other Administrative Costs (Attach Specifications):	\$480.00		\$480.00
Subtotal	\$4,380.00	\$8,500.00	\$12,880.00
2. YOUTH WAGES AND BENEFITS			
Youth Wages/Stipends, Fringe Benefits, Bonus Payments	\$16,000.00		\$16,000.00
Subtotal	\$16,000.00	\$0.00	\$16,000.00
3. DIRECT SERVICES TO YOUTH: Staff salaries and training materials for construction training, case management, counseling, academic instruction, work readiness, life skills, leadership, community service, placement, and follow-up services; Field trips & related costs.			
Construction Trainer/Supervisor Costs	\$15,000.00		\$15,000.00
Case Manager/Counselor Costs	\$14,757.00	\$33,000.00	\$47,757.00
Work Readiness/Career/Life Skills Instructor & Material Costs	\$7,533.00	\$25,000.00	\$32,533.00
Leadership and Community Service Staff & Material Costs	\$6,530.00	\$25,000.00	\$31,530.00
Placement and Follow Up Staff & Material Costs	\$800.00		\$800.00
Field Trips, Conferences, and Related Costs for Direct Services			\$0.00
Training Materials, Assessments, and Supplies	\$1,000.00	\$1,500.00	\$2,500.00
Van Maintenance, Mileage to/from Worksite & Field Trips	\$1,650.00		\$1,650.00
Other Direct Service Costs (Attach Specifications):	\$450.00		\$450.00
Subtotal	\$47,720.00	\$84,500.00	\$132,220.00
4. SUPPORT SERVICES TO YOUTH			
Driver's License and Insured Vehicle Support (for youth entering construction career)			\$0.00
Fees for Industry-Recognized Certification, Apprenticeship, Post-Secondary, Assessment and Other Support Costs	\$1,250.00		\$1,250.00
Work Clothing, Boots, Protective Gear, and Hand Tools	\$1,600.00		\$1,600.00
Incentives for Former Participants to Report Performance Outcomes			\$0.00
Other Support Service Costs (Attach Specifications): Food, Med	\$800.00		\$800.00
Subtotal	\$3,650.00	\$0.00	\$3,650.00
5. HOUSING			
Construction Building Materials & Supplies	\$800.00	\$345,278.00	\$346,078.00
Acquisition / Land Purchase		\$33,587.00	\$33,587.00
Power Tools (that stay with the Youthbuild program)	\$450.00		\$450.00
Other Housing Costs (Attach Specifications): permits/drawings		\$7,500.00	\$7,500.00
Subtotal	\$1,250.00	\$386,365.00	\$387,615.00
TOTAL	\$73,000.00	\$479,365.00	\$552,365.00

*List matching and other program funds and amounts separately in the following table (including in-kind services or donated materials, where applicable) if space does not permit in above columns:

Agency Providing Match/Other Funds	Amount/Estimate of Matching or Leveraged Funds	Source: federal, state, city county, private, other; Description, if in-kind materials or services
Area Learning Center (ALC)	\$4,500.00	Local Levy
Habitat for Humanity	\$4,000.00	Contributions and Grants
Area Learning Center (ALC)	\$84,500.00	Local Levy
Habitat for Humanity	\$386,365.00	Contributions and Grants
TOTAL MATCH	\$479,365.00	

SFY 2015 YOUTHBUILD BUDGET INFORMATION SUMMARY

FORM 3

GRANTEE INFORMATION				
Grantee: Stearns-benton Employment & Training Council		Grant Number: 4176500		
SWIFT PO NUMBER:		SWIFT Contract ID:		
Contact Name	David Green, SBETC Program Manager		Modification Number:	
Telephone Number:	320.308.5712		Submission Date: May 23, 2014	
Email Address:	dgreen@sbetc.org			
BUDGET INFORMATION				
Cost Category	9/30/2014	12/31/2014	3/31/2015	6/30/2015
833: Administration (Max. 6%)	\$1,095.00	\$2,190.00	\$3,285.00	\$4,380.00
881: Youth Participant Wages and Benefits	\$4,000.00	\$8,000.00	\$12,000.00	\$16,000.00
885: Direct Services: Construction Training, Case Management/Counseling, Work Readiness, Life Skills, Education, Leadership, Placement, Follow-up; Field Trips	\$11,942.00	\$23,885.00	\$35,827.00	\$47,720.00
891: Support Services	\$912.00	\$1,824.00	\$2,736.00	\$3,650.00
845: Housing	\$312.00	\$624.00	\$936.00	\$1,250.00
*TOTAL:	\$18,261.00	\$36,523.00	\$54,784.00	\$73,000.00

* Each column automatically calculates your entries. Please verify the totals.

REQUIRED MATCHING FUNDS INFORMATION				
Cost Category	9/30/2014	12/31/2014	3/31/2015	6/30/2015
889: Cash Match (non-state)	\$0.00	\$0.00	\$0.00	\$0.00
850: In-Kind Match (non-state)	\$117,966.00	\$235,932.00	\$353,898.00	\$479,365.00

	Matching and Leveraged Funds Amount	Agency Providing Match and Leveraged Funds	Source: federal, state, city, county, private, other	List as Cash or In-Kind; Describe materials or services, if in-kind.
Administration	\$8,500.00	District 742 & Habitat for Humanity	Local, Private and Federal	In-Kind
Direct Services	\$84,500.00	District 742/ALC	Local Levy	In-Kind Services/Materials
Youth Participant Wages and Benefits	\$0.00			
Support Services	\$0.00			
Housing	\$386,365.00	Habitat for Humanity	Private and Federal	In-Kind Housing Materials
TOTAL	\$479,365.00			

Administration - Up to six percent (6%) of available program funds may be budgeted for administrative costs which shall consist of all direct and indirect costs associated with the management of the program.

Youth Participants Wages and Fringe Benefits - A training subsidy or stipend may be provided to program participants. The wage or stipend must be provided to public assistance recipients in a manner or amount which will not reduce public assistance

Direct Services (Job Training, Education, Leadership, Case Management, Work Readiness, Follow-up) - The training components must provide vocational skills training, work experience, and/or certification in an industry where there are available job opportunities. The program must contain an education component that requires participants to complete their secondary education in a traditional or private secondary school, a suitable alternative setting, or a GED program. Program participants must be working toward the completion of their secondary education or literacy advancement. Work readiness skill must be included in each program, providing participants with job search skills, work maturity skills, and other job readiness skills to ensure that participants will have an understanding of specific employment and career opportunities. The program must provide leadership opportunities, counseling and case management services to assist participants.

Support Services, Personal Tools, Clothing, and Supplies - The program may provide support services, personal tools, clothing, and supplies to assist participants.

Housing - Up to \$5,000 in construction materials, power tools, and equipment may be purchased for programming without prior approval by the state. The work must result in the expansion or improvement of (1) residential units for homeless or low income families or individuals; (2) improvements to the energy efficiency or environmental health of residential units. (3) facilities to support community gardens; or (4) rehabilitation, improvement, or construction of education, social service, or health care facilities that primarily serve homeless or low- income populations.

Match (in-kind) - in-kind resources provided by grantee agency, local, federal, private or other non-state sources used for program services or activities.

Match (cash) - monetary resources from grantee agency, local, federal, private or other non-state cash sources grantee uses for program services or activities.

AGENDA COVER SHEET

Agenda Item: Approve Higher Education Career Advising Pilot (HECAP) Plan for PY14

Background: The Higher Education Career Advising Pilot is funded by the Minnesota Legislature to provide services to students in District 742. SBETC is one of four pilot sites in Minnesota with the other sites being Rural Minnesota CEP, Northeast Minnesota, and Hennepin/Carver. Because the Legislature did not fully fund the effort for the two years of the project, SBETC received only \$40,000 in Year I of the anticipated \$85,000 per year. SBETC has been informed the project will be funded at \$85,000 for Year II.

SBETC develops the plan activities with Jayne Greeney-Schill from District 742 and deploys staff and resources accordingly. The Year II plan is due.

Stearns Benton Employment & Training Council (SBETC) will assist District 742 in meeting the demands of the World's Best Workforce legislation by assisting with the transition to post-secondary/career planning. SBETC Career Planners will review the Individual Learning Plans (ILP) of the District's 10th, 11th and 12th grade students twice during the 2014/15 school year. SBETC staff will provide additional career exploration services to secondary students, including instruction in several work experience classes. SBETC anticipates serving approximately 2,160 students. SBETC will explore integrating interns into the HECAP program to provide additional transition services and/or assist with programming at the end of the pilot.

Fiscal Impact:

- Budgeted Expense: \$85,000
- Funding Source: Higher Education Career Advising Pilot (HECAP) Legislative Pilot
Funding managed by DEED.

Action Requested: Approve the plan for the HECAP Legislative Pilot with detail developed in cooperation with District 742 – Jayne Greeney-Schill

~~PROF~~ 40

YC - 20 May 2014

Attachment 5.A.1.

EDUCATION WEEK

Published Online: March 21, 2014

Published in Print: March 26, 2014, as **U.S. Comes Up Short on Education Equity, Federal Data Indicate**

Updated: March 27, 2014

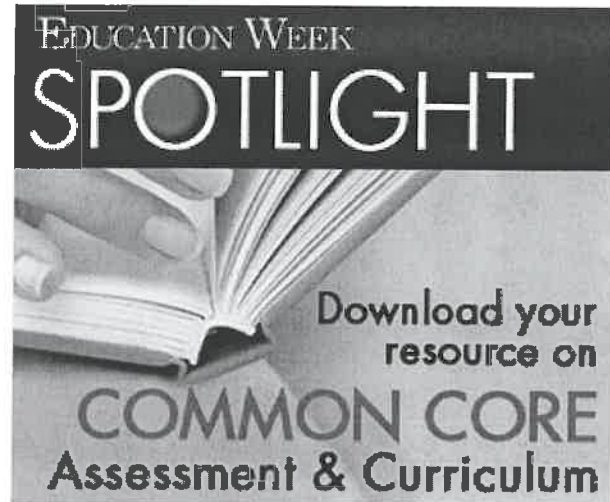
Nation Falls Far Short on Educational Equity, Data Show

Disparities seen from pre-K to high school

By Michele McNeil and Evie Blad

New federal civil rights data show persistent and widespread disparities among disadvantaged students from prekindergarten through high school on key indicators—calling into question whether the national push for educational equity and college and career readiness for all students is working.

Minorities and students with limited English proficiency are more likely to be taught by inexperienced teachers, attend a high school with limited math and science offerings, and be disciplined at higher rates than their white peers, according to information from the 2011-12 school year released last week by the U.S. Department of Education.

[Back to Story](#)

The results of this comprehensive survey paint a dismal picture of the state of educational opportunity, even as the federal government spends \$14.4 billion a year in Title I funds aimed at helping disadvantaged students, along with other federal initiatives.

Stark Findings

Among the starkest findings from the data, as gathered and analyzed by the Education Department's office for civil rights:

- Nearly 7 percent of black students attend schools where more than 20 percent of teachers hadn't yet met all state certification requirements. That figure was four times higher than for white students.
- While black students represented 16 percent of overall enrollment, they represented 33 percent of students suspended out of school, and 34 percent of students who were expelled.
- Of schools serving the highest percentages of black and Latino students, only 66 percent and 74 percent offer chemistry and Algebra 2, respectively.
- Black children make up 18 percent of preschool enrollment, but close to half—48 percent—of the preschool children suspended more than once.

U.S. Secretary of Education Arne Duncan touted the power of the data at a March 21 press conference at J.O. Wilson Elementary School in Washington, which has been singled out by its district as a "rewards school" for its work in improving outcomes for low-income children.

"For the first time we can now identify patterns of inequality for certain subgroups of students," Mr. Duncan said, noting for instance, that the data make it clear that Native Hawaiian kindergartners are far more likely to be held back than their white peers. "We can identify gaping disparities in educational support and access from state to state. We can identify the good, the bad, and the ugly."

This is the first time since 2000 that the civil-rights data collection has included all 97,000 of the nation's public schools and its 16,500 school districts, representing 49 million students. The data is entirely self-reported by school and district officials, and given the scope, there are bound to be inaccuracies. The 2009-10 data, for example, was riddled with incorrect information on discipline, **an Education Week analysis** at the time found.

Beginning with the 2015-16 school year, the office for civil rights will significantly expand its data collection to include such statistics as the number of incidents of violent and serious crimes, the number of school days missed by students who received out-of-school suspensions, and the number of allegations of harassment or bullying on the basis of sexual orientation or religion.

The data are used primarily by the federal government to help ensure all students are given equal educational opportunities.

As part of the survey, schools must report how many of their students are suspended, expelled, and bullied. They must account for how much they spend on teacher salaries and nonpersonnel expenditures. And they must tally up the number of students who complete Algebra I, Advanced Placement courses, and the SAT.

This year's release also includes a new data point schools must report: the number of preschool suspensions and expulsions. It shows, for example, that 6 percent of school districts with preschool programs reported disciplining at least one child with an out-of-school suspension. While preschool programs also showed disparate rates of discipline for black children, Latino children fared better. Latinos represented 29 percent of students in the preschool data, but they represented 25 percent of out-of-school suspensions.

Inside the Data

About every two years since 1968, the U.S. Department of Education has gathered data about the nation's schools through the Civil Rights Data Collection. The information is gathered primarily so that the department has the information it needs to enforce civil rights laws that provide for equal educational opportunities for students of different races, genders, disabilities, and English-speaking skills.

This year's data release is the first since 2000 reflecting information from all schools and districts, including all charter schools and juvenile justice facilities.

The required survey asks schools and districts for key data in four main areas: discipline, teacher equity, early education, and college- and career-readiness. For example, schools must report how many of their students are suspended, expelled, and bullied. They must account for how much they spend on teacher salaries and nonpersonnel expenditures. And they must tally up the number of students who complete Algebra I, Advanced Placement courses, and the SAT.

This year's release also includes a new data point schools must report: the number of preschool suspensions and expulsions.

Most of the data is broken down by race/ethnicity, sex, disability, and English-language-learner status, allowing the government and the public to examine disparities for key indicators across the pre-K-12 spectrum.

The data are available at ocrdata.ed.gov.

Source: *Education Week*

Discipline Trends

The new data also show a continuation of discipline trends that have alarmed student advocates and civil-rights advocates, who've said many school discipline practices are overly harsh and fall harder on students from certain groups—such as black students, boys, and students with disabilities. While black students made up 16 percent of students represented in the data, they represented 27 percent of those referred to law enforcement by schools and 31 percent of those who were subject to school-related arrests.

"It definitely doesn't surprise me," Ruth Jeannoel, a lead organizer for the Miami-based Power U Center for Social Change, a student-organizing group, said of the disparities. Students see vague discipline policies applied inconsistently in their districts, which lead one student to be punished more harshly than a peer after the two commit the same offense, she said.

Advocates for changes to school discipline practices point to new, first-of-its-kind school discipline guidance released by the U.S. departments of Education and Justice in January. That guidance urges districts to rethink "**zero tolerance**" policies that lead to classroom removal for non-violent offenses. And it spells out districts' obligations under civil rights laws to review and track the impact of disciplinary policies to ensure that they aren't unfairly affecting certain student populations.

Higher rates of discipline for students in various racial and ethnic groups cannot be entirely explained away by assuming they had higher rates of misbehavior, U.S. Attorney General Eric Holder and Education Secretary Arne Duncan said when they released the discipline guidance in Baltimore.

Qasima Wideman, 18, a senior in North Carolina's 150,000-student Wake County school district, said students are pushing for restorative practices, like peer mediation, "instead of suspension and punitive discipline policies that don't address the actual issue that causes students to misbehave in the first place—if they are misbehaving."

The new data also shows that students with disabilities were disproportionately subjected to physical restraint. These students represented 12 percent of the public school population and 75 percent of those who were physically restrained.

High-Level Attention

Equity has gotten renewed attention from the U.S. Education Department, which is working on a 50-state strategy for improving the equitable distribution of teachers and pushing a new Race to the Top contest aimed at closing achievement gaps. And, the Obama administration has mounted a major push to expand early education—which many states are already doing—to boost kindergarten readiness for the most disadvantaged children.

Full-day preschool is a relative rarity among districts, according to the new data. While 60 percent of districts offered some kind of preschool, more than half of those—57 percent—provided just a half day.

The racial and gender disparities in discipline that the ocr data show start early for older children, however.

More than 140,000 kindergarten students nationwide were held back a year in 2011–12, representing about 4 percent of all kindergarten students in public schools. Native Hawaiian, other Pacific Islander, American Indian, and Native Alaskan students were held back at nearly twice the rate of white children. Five percent of black students and 4 percent of Hispanic students were retained.

"The report shines a new light on something that research and experience have long told us—that students of color get less than their fair share of access to the in-school factors that matter for achievement. Students of color get less access to high-level courses," said Daria Hall, the director of K-12 policy development for the Education Trust in Washington, which advocates on behalf of disadvantaged youth.

Access to Qualified Teachers

Confirming a host of other studies, the federal data show a troubling pattern of students of color having more underqualified teachers, novice teachers, or teachers with lower salaries than their peers.

Black students appeared to be the hardest hit by such inequities. Nearly 7 percent of black students attend schools where more than 20 percent of teachers hadn't yet met all state certification requirements. That figure was about four times higher than for white students (1.5 percent) and more than twice as high as Latino students (3 percent).

Research has also shown that novice teachers, particularly those in their first year, are less effective on average than experienced teachers. Yet black, Latino, American Indian, and Native Alaskan students were more likely to be in schools with such teachers than their white peers.

And at the high school level, nearly a quarter of districts with at least two high schools had a \$5,000 gap in teacher salaries between schools with the highest and lowest concentrations of black and Latino students. (About half of districts had a gap of \$500 or less.) Advocacy groups have long fretted that federal Title I dollars earmarked for disadvantaged students merely fill in such gaps, but lawmakers have not addressed the matter.

Focus on STEM

Even as schools and policymakers try to encourage more students to engage in the STEM subjects—science, technology, engineering, and mathematics—minorities seem to be losing out on the opportunity.

A quarter of high schools with the highest percentages of black and Latino students did not offer Algebra 2. One third of these schools did not offer chemistry.

"It's clear that there are big gaps and that we need to do more to focus on high-need populations," said James Brown, the executive director of the STEM Education Coalition, a Washington-based advocacy group. "But we're starting to get better and better data on where those gaps are and are figuring out where to really focus energy for college success."

RELATED BLOG



Better accountability systems that incorporate

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science achievement into school ratings could help, Mr. Brown said. "When talking to groups that deal closely with minority populations, this is a big concern, because accountability systems are what drive student achievement and rigor in most high-need populations."

Opportunity gaps were also evident in gifted-and-talented education. Black and Latino students only represented 26 percent of students enrolled in those programs, yet made up 40 percent of overall enrollment in schools offering them. Further, while black and Latino students made up 37 percent of high school students, they accounted for 27 percent of students taking at least one AP course.

One area where students of color were over-represented was retention rates. Black students and English-learners were held back a grade in high school at twice the rate of the overall student population, the data show.

Assistant Editors Alyson Klein and Stephen Sawchuk, Editorial Intern Alyssa Morones, and Staff Writer Christina A. Samuels contributed to this story.

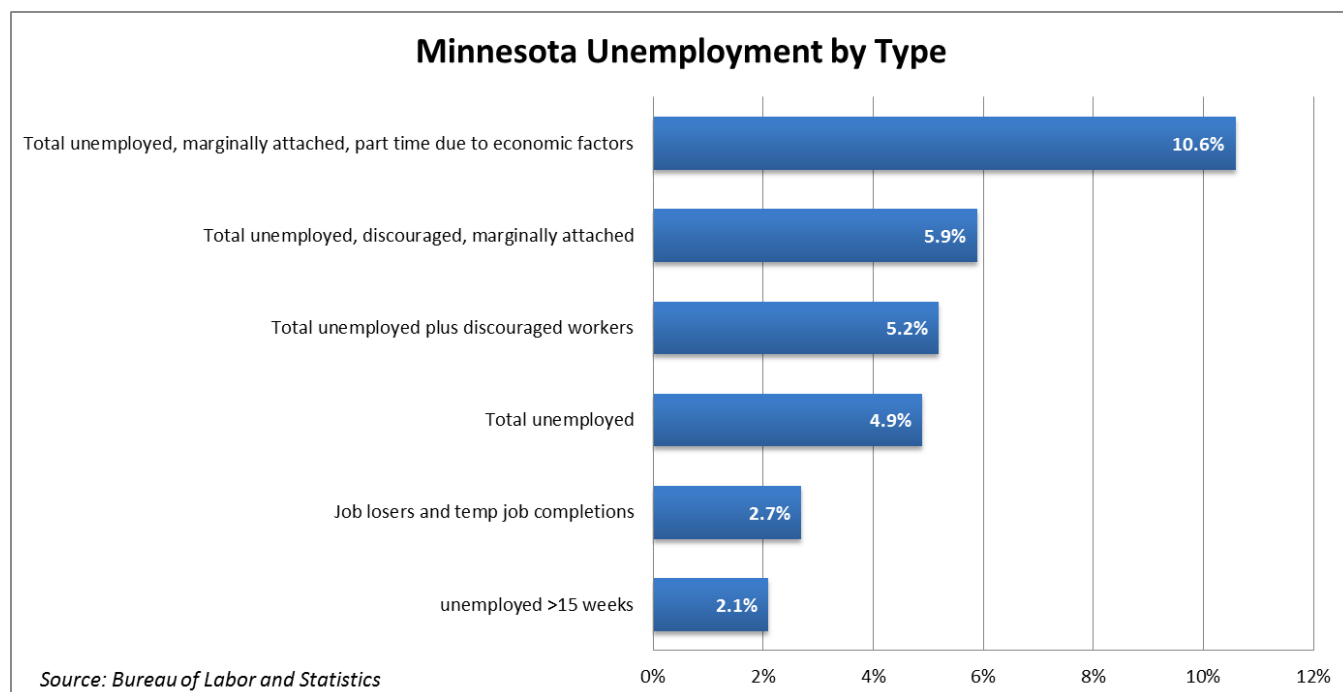
Coverage of school climate and student behavior and engagement is supported in part by grants from the Atlantic Philanthropies, the NoVo Foundation, the Raikes Foundation, and the California Endowment. Education Week retains sole editorial control over the content of this coverage.

Vol. 33, Issue 26, Page 8

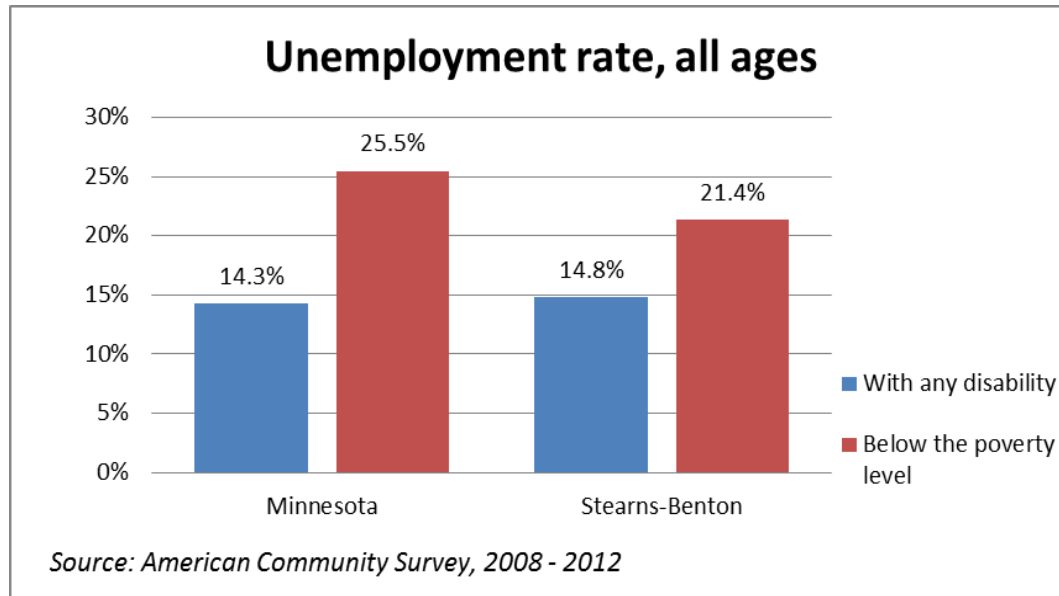
Regarding underemployment, the Bureau of Labor and Statistics uses a few different metrics to estimate the amount of labor underutilized, or underemployed. The six state measures are based on the same definitions as those published for the United States:

- U-1, persons unemployed 15 weeks or longer, as a percent of the civilian labor force;
- U-2, job losers and persons who completed temporary jobs, as a percent of the civilian labor force;
- U-3, total unemployed, as a percent of the civilian labor force (this is the definition used for the official unemployment rate);
- U-4, total unemployed plus discouraged workers, as a percent of the civilian labor force plus discouraged workers;
- U-5, total unemployed, plus discouraged workers, plus all other marginally attached workers, as a percent of the civilian labor force plus all marginally attached workers; and
- U-6, total unemployed, plus all marginally attached workers, plus total employed part time for economic reasons, as a percent of the civilian labor force plus all marginally attached workers.

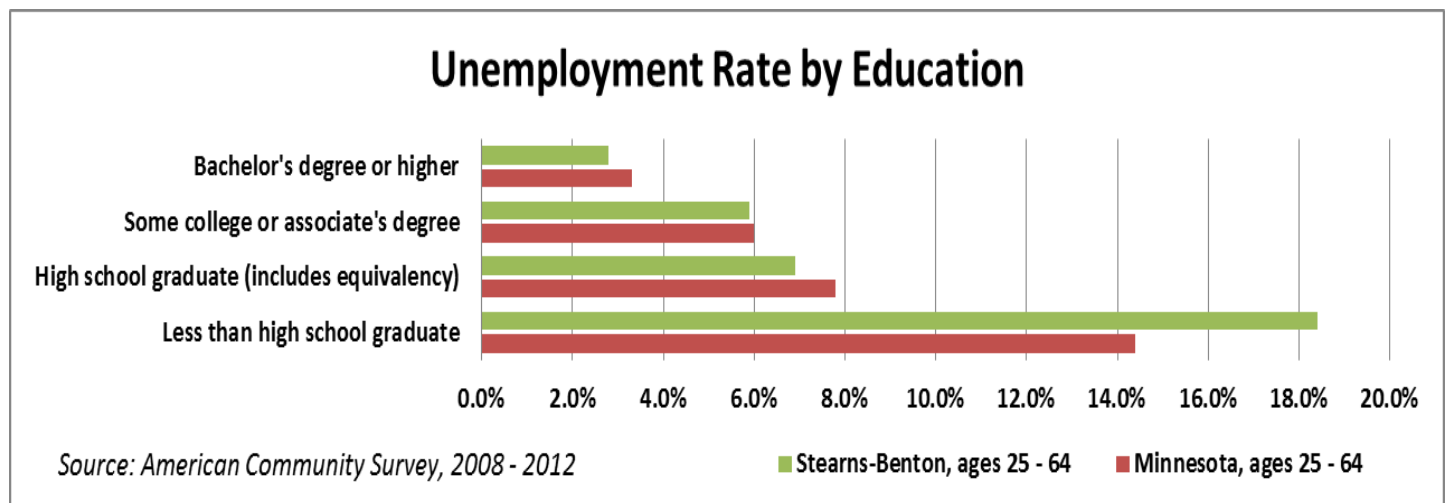
Below is a graph illustrating the unemployment rate by categories U-1 through U-6. U-6, total unemployed, plus marginally attached workers, plus total part time for economic reasons is most commonly associated with the full scope of labor underutilization. However, the higher the spread between U-5 and U-6 will result in a higher incidence of underemployment. This is also the case with U-3 and U-4.



Employment equity in the St. Cloud MSA is illustrated by the graphs below as well as the table. I was unable to get more specific information about the youth population as they are not tracked by many/any databases with conclusive evidence regarding unemployment.



Among those younger than 18 years of age, only 4.2% have a disability. The correlation between young and unemployed is not conclusive.



Even though the data represent ages 25 to 64 for unemployment by education, the correlation to the younger age cohort of 16 - 19 should be considerable in high school dropouts. Without the work experience that 25 – 64 year olds have and with the same absence of a high school diploma the disparity is anticipated to be even higher.

7.2% of 18 – 24 year olds have less than a high school diploma in the St. Cloud MSA compared to 13.1% statewide. Although not a ground breaking discovery by any means 1 out of 5 persons in the St. Cloud MSA with less than a high school diploma lives at or below the poverty level. This is less than the 1 out of 4 for the state.

S2301: EMPLOYMENT STATUS, 2008-2012 American Community Survey 5-Year estimates								
Subject	St. Cloud, MN Metro Area							
	Total		In labor force		Employed		Unemployment rate	
	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 16 years and over	149,598	100.0%	108,010	72.2%	100,081	66.9%	10,771	7.20%
AGE								
16 to 19 years	13,275	8.9%	7,660	57.7%	6,186	46.6%	2,562	19.30%
20 to 24 years	19,501	13.0%	15,835	81.2%	14,509	74.4%	1,580	8.10%
25 to 44 years	47,917	32.0%	43,461	90.7%	40,490	84.5%	3,210	6.70%
45 to 54 years	25,998	17.4%	23,060	88.7%	21,786	83.8%	1,456	5.60%
55 to 64 years	20,067	13.4%	14,488	72.2%	13,826	68.9%	903	4.50%
65 to 74 years	11,517	7.7%	2,833	24.6%	2,683	23.3%	610	5.30%
75 years and over	11,323	7.6%	702	6.2%	657	5.8%	657	5.80%
RACE AND HISPANIC OR LATINO ORIGIN								
One race	148,600	99.3%	107,438	72.3%	99,562	67.0%	10,699	7.20%
White	140,435	93.9%	102,096	72.7%	95,355	67.9%	9,128	6.50%
Black or African American	3,671	2.5%	2,320	63.2%	1,725	47.0%	943	25.70%
American Indian and Alaska Native	539	0.4%	300	55.7%	255	47.3%	81	15.00%
Asian	2,837	1.9%	1,906	67.2%	1,580	55.7%	488	17.20%
Native Hawaiian and Other Pacific Islander	28	0.0%	3	10.7%	3	10.7%	0	0.00%
Some other race	1,090	0.7%	833	76.4%	731	67.1%	133	12.20%
Two or more races	998	0.7%	622	62.3%	517	51.8%	169	16.90%
Hispanic or Latino origin (of any race)	2,923	2.0%	2,145	73.4%	1,912	65.4%	316	10.80%
White alone, not Hispanic or Latino	138,725	92.7%	100,853	72.7%	94,194	67.9%	9,017	6.50%
Source: 2008 - 2012 American Community Survey								

The margin of error for the unemployment rate for 16 to 19 year olds is +/-3.3%, relatively unimportant considering the 19.3% rate of unemployment. The margin of error for Blacks or African Americans is +/- 7.9%, providing a realistic range from 17.8% to 33.6%.