

## **South Dakota Narrative Report 2010-2011**

**Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.**

Operating with a leadership budget of approximately \$145,000 (from which salaries and travel are paid), South Dakota works diligently to provide quality leadership and professional development activities.

### ***Summer Conference***

Each summer we host a professional development conference. State policy requires a minimum of eighty percent staff attendance from each center, and this year our attendance was ninety-five percent. Staff from six entities besides our providers attended the conference, including instructors from Job Corps, tribal colleges, and housing authorities.

The conference featured four strands. The nine participants in the reading strand completed Part I of STAR, under the direction of national trainer, Becki Lemke. Warren Combs led twenty-two participants through his *Writing to Win* program, and Pam Meader worked with twenty-seven math participants. Staff from Spring Institute, based in Colorado, and Lia Conklin from Hamlin College in St. Paul trained sixteen ESL instructors.

Participants also attended break-out sessions, with topics including thematic units, working with unmotivated students, marketing, and stress management. Twenty-four participants earned graduate credit, three earned undergraduate credit, and nine earned renewal credit.

### ***STudent Achievement in Reading (STAR)***

South Dakota continues to encourage evidence-based reading instruction. STAR Institute II was held in October with four of the participants from the Institute I held in July in attendance. Six instructors participated in STAR online modules from October through May, and STAR Institute I was held in May with four participants.

### ***Leadership Excellence Academy***

Eleven directors and coordinators participated in the second year of Leadership Excellence Academy (LEA). Year Two of LEA [an NAEPDC—ProLiteracy America Joint Initiative] focused on strategies for motivating and retaining adult learners. The participants offered stellar reviews of the information they received and the work they accomplished as part of the academy.

### ***Teacher Training***

Ten instructors from four agencies participated in AEL Teacher Training in March. Though the participants came with varying degrees of experience and knowledge, they agreed the training was valuable, whether the information presented to them was new or mostly a refresher. Training modules included *State Policy*, *Working with Adult Learners*, *Working with ESOL Learners*, *Working with Adults Who Have Learning Difficulties*, *Accountability and Assessment*, and *Lesson Planning*.

### ***Site Visits***

State staff visited each site several times throughout the year. The visits ranged in formality from introductory program visits with tours to the formal site monitor review largely based upon the twelve federal considerations for eligible providers (Chapter 3 of the Adult Education and Family Literacy Act—*Local Provisions*, § 231). We also provided face-to-face individual technical assistance based upon need. The provider visits included interaction with directors, coordinators, instructors, and students.

### ***National Career Readiness Certificate***

All of the local programs and their students have access to KeyTrain and WorkKeys curricula. Earning the National Career Readiness Certificate is encouraged for all students who might benefit from earning the credential, especially those with employment goals.

### ***OVAE-Supported Professional Development***

Both state-level program specialists attended the October 2010 New State Directors Management Workshop in Washington, D.C.; one staff member attended the special National Reporting System conference in August and the Adult Education State Directors Meeting in May.

We also participated in the *Shop Talk* conference calls and the NRS (American Institutes for Research) webinars. Although our attendance at the LINCS conference was not necessarily supported with leadership funds, our participation proved beneficial by assisting us more effectively implement the state plan, while networking with Adult Education colleagues and learning about available resources.

### ***Technology***

A wiki and a spot on EDU2.0 were created for use by state staff and local programs as a means for networking.

### **Webinars**

State staff take advantage of pertinent webinars from various hosts. Examples of webinars that have supported our learning include *Differentiated Instruction*, *Effective Evaluations*, *Curriculum 21*, *It All Begins with Intake*, and *Putting Assessment to Work*.

### **Directors' Meetings**

Three face-to-face directors' meetings were held this year. These all-day meetings gave directors a chance to network and to discuss issues in greater depth than is possible over the telephone or individually. Topics discussed at these meetings include NRS/LACES issues, revision of intake form, NCRC process and fees, charging a fee for service, assessments, and performance.

### **NRS and Data Collection**

NRS training and Data Collection technical assistance were provided at the Summer Institute, at site-visits and site monitor reviews, through desk monitoring, at Directors' Meetings, at via webinar(s).

The webinar trainings are delivered by a trainer from the Management Information System vendor LACES in conjunction with the state staff. These web-based trainings are part of the contract with LiteracyPro Systems Inc., as well as annual maintenance for the local providers and the state, an annual hosting fee, and on-site training. This contract is supported fully by AEFLA leadership monies.

Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

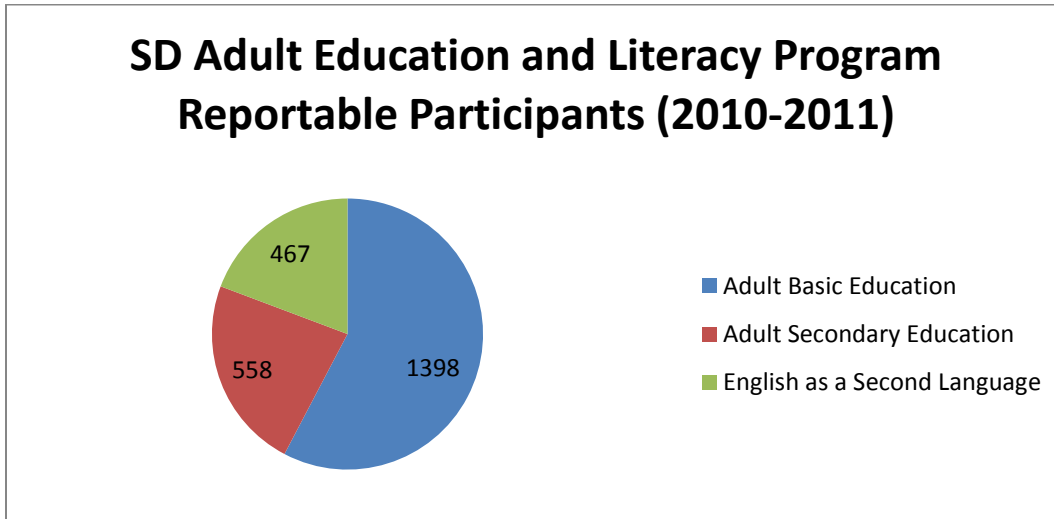


Table 1. The pie chart illustrates our commitment to serving individuals most in need of literacy/numeracy services.

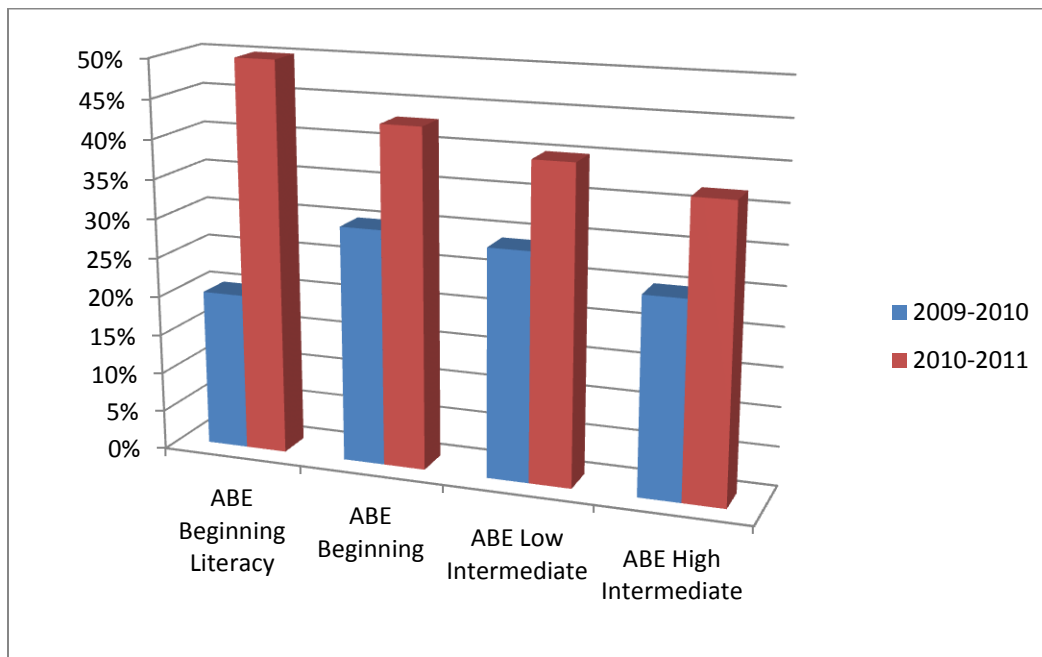


Table 2. This graph illustrates the improvement of Adult Basic Education performance measure gains as the agency and providers addressed changes in state law, updates of assessment requirements, and transitions in administrative leadership.

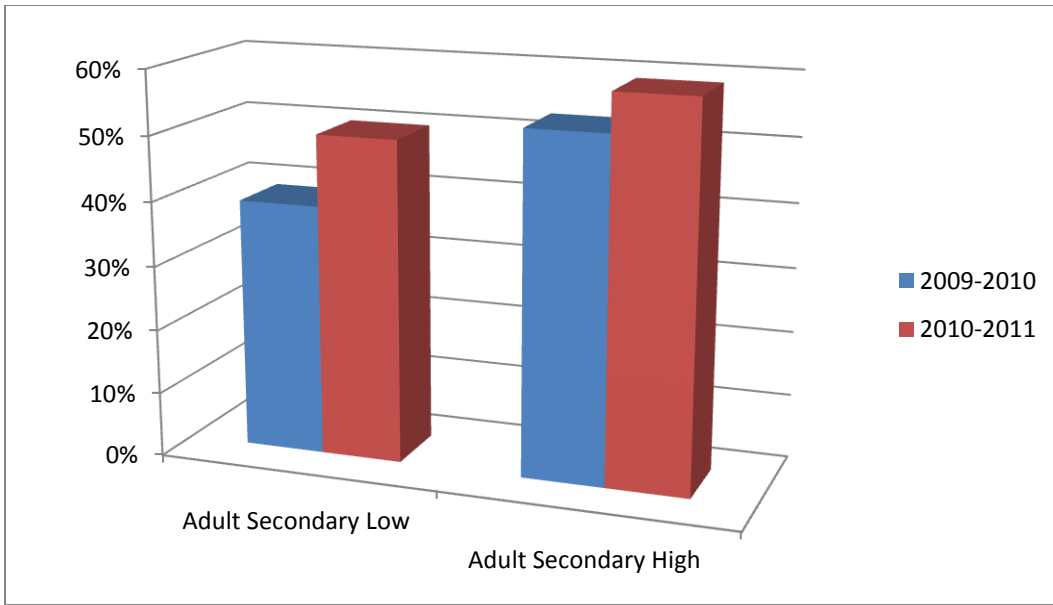


Table 3. This chart shows the improvement of Adult Secondary Education performance measure gains as the agency and providers addressed changes in state law, updates of assessment requirements, and transitions in administrative leadership.

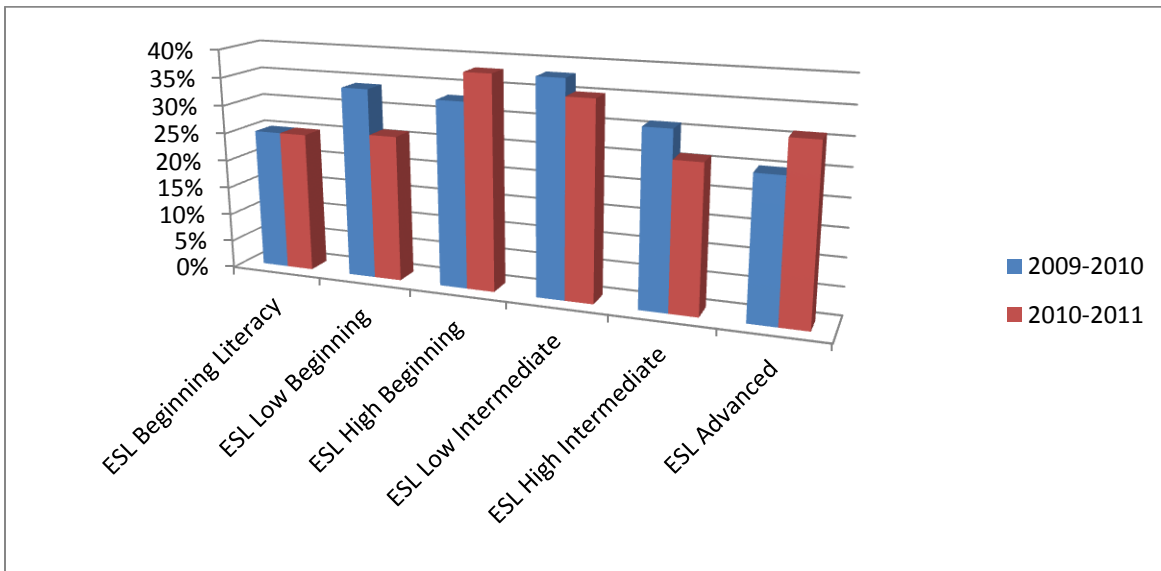


Table 4. This graph highlights both successes and challenges in delivering literacy instruction to non-native speakers. An influx of refugees and immigrants to certain communities in the state and a loss of three partner providers were factors in ESL performance measures.

SOUTH DAKOTA ADULT EDUCATION					
MEASURE	2009-10 NATIONAL AVERAGE	2009-10 PERFORMANCE	2010-11 TARGET	2010-11 PERFORMANCE	CHANGE in Performance (FY10 to FY11)
ABE Beginning Literacy	36%	20%	46%	50%	150%
ABE Beginning	43%	30%	50%	43%	44%
ABE Low Intermediate	43%	29%	45%	40%	38%
ABE High Intermediate	37%	25%	44%	37%	48%
ASE Low	40%	39%	54%	50%	28%
ESL Beginning Literacy	44%	25%	43%	25%	0%
ESL Low Beginning	48%	34%	48%	26%	-24%
ESL High Beginning	51%	33%	52%	38%	15%
ESL Low Intermediate	47%	38%	45%	35%	-8%
ESL High Intermediate	42%	31%	43%	26%	-16%
ESL Advanced	25%	25%	37%	31%	24%
HS Diploma/GED Credential	52%	93%	87%	85%	-9%
Entered Postsecondary Ed.	59%	79%	79%	84%	6%
Entered Employment	48%	56%	69%	63%	13%
Retained Employment	59%	58%	70%	53%	-9%

Table 5. This graph serves as an overview of recent performance indicators including follow-up outcome measures.

**Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.**

### **Integration of Activities**

The Department of Labor sees adult education as a key component to workforce development and has increased its exposure by integrating adult education into all its workforce programs, including the Energy Grant, National Emergency Grant/On-the-Job Training (NEGOJT), and Trade Adjustment Assistance (TAA), through which a partnership was formed to help dislocated workers. Many of these clients have not been in school for years, and they need brush-up or help raising their reading and math levels to be successful at postsecondary institutions.

Local field offices and the adult education programs have worked closely together to meet the needs of these clients. The partnership between Labor and Adult Education is especially evident in work with the National Career Readiness Certificate (NCRC). The WorkKeys and KeyTrain programs are available at the adult education centers, and instructional staff currently offers the program as supplemental curricula, along with proctoring the final assessments.

### ***Representation on Workforce Development Council (WDC)***

The Workforce Development Council serves as the State and Local Workforce Investment Board. Through the Council, adult education issues and concerns are enhanced and integrated with other state efforts.

The Labor agency workforce training administrator serves as the executive director for the council, and the agency Secretary sits on the council as a voting member. Through the Council's efforts, local offices provide help with job searches, employment guidance and counseling, and referrals to appropriate services that benefit individuals under both Title I and Title II of WIA. The local offices support not only those seeking jobs, but also employers.

The One-Stop delivery system does not comprise a specific budget item. It is part of three positions that integrate Title I and Title II, and also supports a percentage of time for indirect costs associated with key staff positions at the State level.

**Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.**

Three sub-grantee providers received EL Civics instructional monies [per the previous grant competition]. The agency's providers served a total of 467 reportable ESL adult learners during 2010-2011. Additionally, South Dakota expends the EL Civics Leadership funds (\$7500) as efficiently as possible to provide professional development, coordinate services, and develop linkages with employers.

A two-day instructor training was held in November with five participants. At the training, instructors reviewed the state Adult Education program, ESL methodology, communicative language-acquisition techniques, the state's ESL Competencies, and BEST Plus/Literacy training.

A spring ESL conference was held in May with 30 instructors, coordinators, and directors in attendance. This conference focused on building literacy and planning successful lessons for emergent adult readers. This technical assistance was in response to the influx of refugees and immigrants to certain communities in the state; oftentimes these non-native speaking individuals need services at the pre-literate or the emerging-literacy levels.

As noted previously, professional development staff from Colorado's Spring Institute and Lia Conklin from Hamlin College in St. Paul trained sixteen ESL instructors at the 2010 Summer Institute. Additionally, five ESL instructors also attended Nebraska's professional development conference in June 2011.