

# South Dakota Narrative Report 2011-2012

- *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.*

With an AEFLA State Leadership budget of approximately \$145,000.00, South Dakota worked diligently throughout Program Year 2011 to provide effective program leadership and quality professional development opportunities. In accordance with Section 223 of the Workforce Investment Act of 1998 and its State Plan, South Dakota expended Leadership monies for the following activities, programs, and projects:

## **1) The establishment or operation of professional development programs to improve the quality of instruction**

### Summer Summit

Offerings at this 2011 conference included focused sessions in mathematics, writing, learning disabilities, and poverty; other sessions included NRS data reporting and state performance, local labor office services, and the state's management information system. Several structured networking sessions were also held; topics included hybrid enrollment, contextualized teaching and learning, challenges in the AEL world, and working with English language learners. A total of 67 directors, coordinators, instructors, and staff members attended Summer Summit; 17 employees from the Department of Labor and Regulation were also in attendance.

### Numeracy Initiative

Thirty instructors participated in a numeracy training conducted by a Math and Technology Integration Specialist from Technology Innovation in Education (TIE). The training included four face-to-face (day-long) sessions covering numeracy, algebra, geometry, statistics, and probability. Each face-to-face meeting was supported by two webinars and an online learning community.

### Assessment Training

In addition to the purchase of a training video and the corresponding workbooks, a Tests of Adult Basic Education (TABE) PowerPoint was created and disseminated as a means to instruct and refresh proper techniques in TABE administration; this computer-based training complemented well the TABE video/workbook refresher. Next year a web-based TABE Training with an Education Manager from CTB/McGraw-Hill will be delivered. Additionally, an onsite, day-long BEST Plus Administration Training event was delivered by one of the state's certified trainers as both an initial training and a refresher course.

National Adult Education Professional Development Consortium (NAEPDC)  
State Leadership grant monies paid South Dakota's 2011-12 membership dues in the NAEPDC; however, state staff specialists did not find the membership benefits worthwhile.

#### Teacher Training

Eight hours of teacher training were delivered to 11 instructors. Topics addressed at this training included an overview of WIA, funding, eligibility, performance, accountability, activities/services, National Reporting System, state policies, and Adult Education methodology (andragogy, contextualized learning, lesson planning, assessment, evaluation, etc.). Work to establish an online Teacher Orientation also began during the 2011-12 program year.

#### Student Achievement in Reading (STAR)

Three instructors completed STAR training. One state staff member also began the process of becoming a certified STAR trainer. Adult Basic Education Intermediate Low and High Educational Functioning Levels comprised 50% of all reportable learners for PY2011. Given the importance of STAR and its potential impact on statewide programming, South Dakota will reinforce and strengthen the emphasis on evidence-based reading instruction throughout next program year.

#### Technology & Innovation in Education

The Department of Labor and Regulation signed an agreement with Technology & Innovation in Education (TIE). The partnership provided professional development for technology coordinators and network administrators that was delivered by video, via free online workshops, during Tech Tuesday webinars, and through the Annual TIE Conference. Online courses were offered on the topics of Common Core Standards, Differentiated Instruction, Professional Learning Communities, as well as both general and specific technological subjects.

#### Literacy Information and Communication System

With the assistance of LINCS, South Dakota arranged professional development on topics of Learning Difficulties, Difference, and Disabilities for 13 instructors. Aaron Kohring, a research associate and professional development facilitator for the Center for Literacy Studies at the University of Tennessee, presented at the 2011 Summer Summit; Mr. Kohring also manages the Learning Disabilities Resources for the LINCS Program Management Collection. Additionally, a state staff member attended the LINCS Regional Partner Meeting in Wisconsin and facilitated a session there on EL Civics while sharing our state's promising practices.

**2) The provision of technical assistance to eligible providers of adult education and literacy activities in order to assist them in achieving the goal of continuous quality improvement**

State staff provided continuous technical assistance through telephonic and electronic correspondence, desk monitors, conference calls, video teleconferencing, and site visits. Providers, instructors, and data specialists took advantage of the fact they could contact state staff at any time with questions regarding program policy and data with the assurance they would receive timely responses.

**3) Provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable them to improve the quality of such activities**

At Summer Summit, training was provided on the topic of “Incorporating Technology into the Classroom.” State staff members also researched and corresponded with a number of distance learning and computer-based instruction vendors to explore curricula, training opportunities, costs, and the viability of such programs; South Dakota plans to revitalize the Distance Learning program next year. Also, a state staff member researched and disseminated a number of keyboarding programs for providers to consider as a component of Computer Literacy/Workplace Literacy and in adult learners’ preparation for the computer-based GED<sup>®</sup> testing.

**4) The support of State or regional literacy resource center systems**

South Dakota’s AEL Program used Leadership monies to purchase a complete set of TABE Audio Edition DVDs (Complete Battery and Survey) and Large Print Test Booklets; these materials are maintained at the central office and loaned to providers when necessary. Coordinating consumables such as Large Print TABE locators/practice tests, test directions, and answer sheets were also purchased for use by individuals with vision impairment. Additionally, a \$1500 grant was offered to the South Dakota Literacy Council for volunteer tutor training.

**5) Monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities**

State staff monitored and evaluated local programs through desk monitors and annual monitors, in conjunction with other site visits throughout the year. Three face-to-face directors’ meetings also provided opportunities to review participation rates, performance, data quality, policy changes, and program-goal updates. An updated Quarterly Report template assisted state staff with monitoring ongoing or new issues while concomitantly providing agencies with more meaningful documentation and quarterly processes. Additionally, one program specialist participated in the OVAE/American Institutes for Research online course entitled *Developing an NRS Report Card* (Spring 2012).

## **6) Incentives for program coordination, integration, and performance awards**

No such incentives were awarded with Leadership grant monies during PY2011.

## **7) Developing and disseminating curricula and instructional materials**

In light of the 2014 GED® test series, state staff began researching curricula changes necessary to meet the demands of the new test. This year's research focused on Writing curricula and Common Core Standards.

## **8) Activities of statewide significance that promote the purpose of the Adult Education and Family Literacy Act**

### Management Information System

In addition to face-to-face training at Summer Summit with the state data specialist and the MIS vendor's lead trainer, three webinars were held during the program year. These training topics addressed both general and specific aspects of data collection, entry, follow-up, reporting, analysis, and security.

### Data Matching/State Longitudinal Data Systems

In the latter part of PY2011, South Dakota began its first iterations of data matching with the Division of Unemployment Insurance to obtain employment outcome performance data on individuals not available for survey. Additionally, the state data specialist attended the NRS Regional Training entitled *Going Longitudinal: Building an Adult Education Longitudinal Data System* in Chicago (June 21-22, 2012). Furthermore, this state specialist was then invited to participate in South Dakota's SLDS Quarterly Meetings beginning early next program year.

## **9) Coordination with existing support services, including transportation, childcare and other assistance designed to increase the enrollment and retention of adult learners and their successful completion of adult education and literacy activities**

State staff researched several distance learning programs and chose two to pilot with learners across the state. An alternative adult diploma was also researched; a prospectus was subsequently submitted for consideration to the Cabinet Secretary.

## **10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers**

All local programs and their students have access to ACT's KeyTrain curricula. Earning the National Career Readiness Certificate was encouraged for all learners who might benefit from earning the credential, especially those with employment goals. The AEL program offered WorkKeys reimbursements to our providers from state Leadership monies to cover the cost of the work-readiness certification for eligible adult learners.

## 11) Linkages with postsecondary education institutions

As a result of the Request for Proposals and AEFLA Grant Competition during PY2011, Lake Area Technical Institute will serve as an adult education provider next program year. With this addition, two of the state's four technical schools will oversee AEFLA-supported adult education programs. Additionally, preliminary discussions were held with a department head and four professors from The University of South Dakota's School of Education; this dialogue focused on the potential for a statewide Adult Education Certificate Program.

- *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.*

An overall, annual evaluation of South Dakota's Adult Education and Literacy Program would indicate that both the agency and the providers are making quantifiable and qualifiable progress. The September 2011 On-Site Review of South Dakota's AEFLA program by the Department of Education's Division of Adult Education and Literacy proved timely and instructive to state program staff—not only in the preparation, but also throughout the follow-up required by the subsequent Corrective Action Plan. Additionally, these processes fostered more meaningful interaction amongst the WIA staff, MIS vendor, fiscal and legal divisions, support services staff, as well as the Workforce Services supervisors.

# Statewide AEFLA Participation and Performance

Measure	2009-2010	2010-2011	2011-2012
Reportables	2,773 students	2,423 students	2,395 students
Completed Level	864 students	975 students	953 students
Completion Rates (EFL Gains)	31%	40%	40%
Average Overall Hours per student	64 hours	65 hours	67 hours
Average Hours for students receiving post-test	99 hours	92 hours	94 hours
Total Hours of Classroom Instruction	176,620 hours	158,317 hours	161,310 hours
Post-testing Rate	45%	55%	56%
Enter Employment	155 students	159 students	198 students
Retain Employment	100 students	52 students	126 students
GED® Test Credential	311 students	390 students	472 students
Job Training or Postsecondary	72 students	58 students	45 students
Intermediate Levels—Adult Basic Education	1,544 = 56%	1,232 = 51%	1,192 = 50%

Figure 1. The table illustrates the state's participation and performance rates over the past three program years.

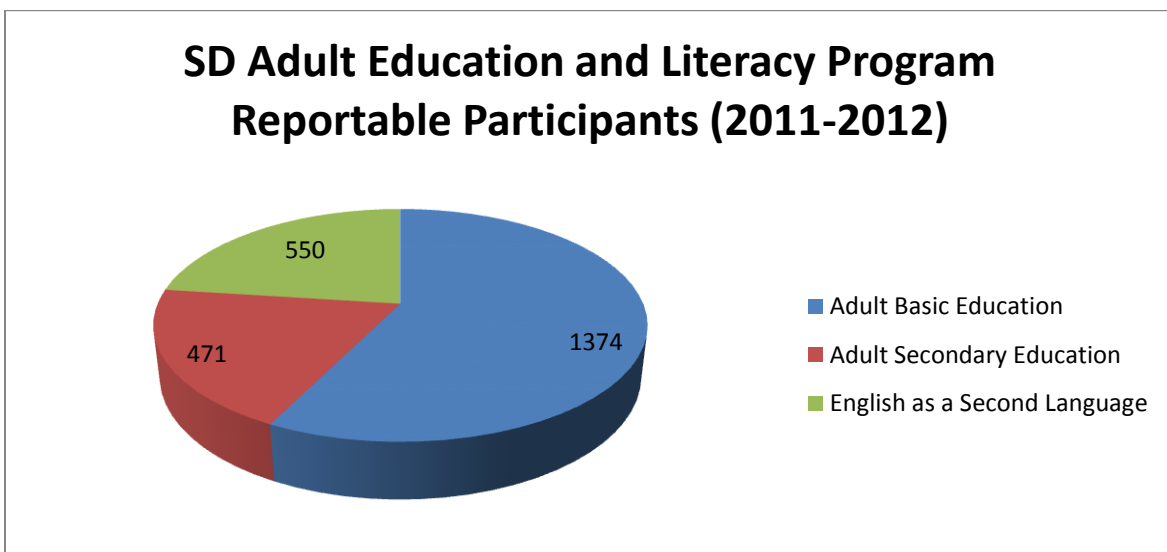


Figure 2. The pie chart illustrates the state's commitment to serving individuals most in need of literacy, numeracy, and oracy services.

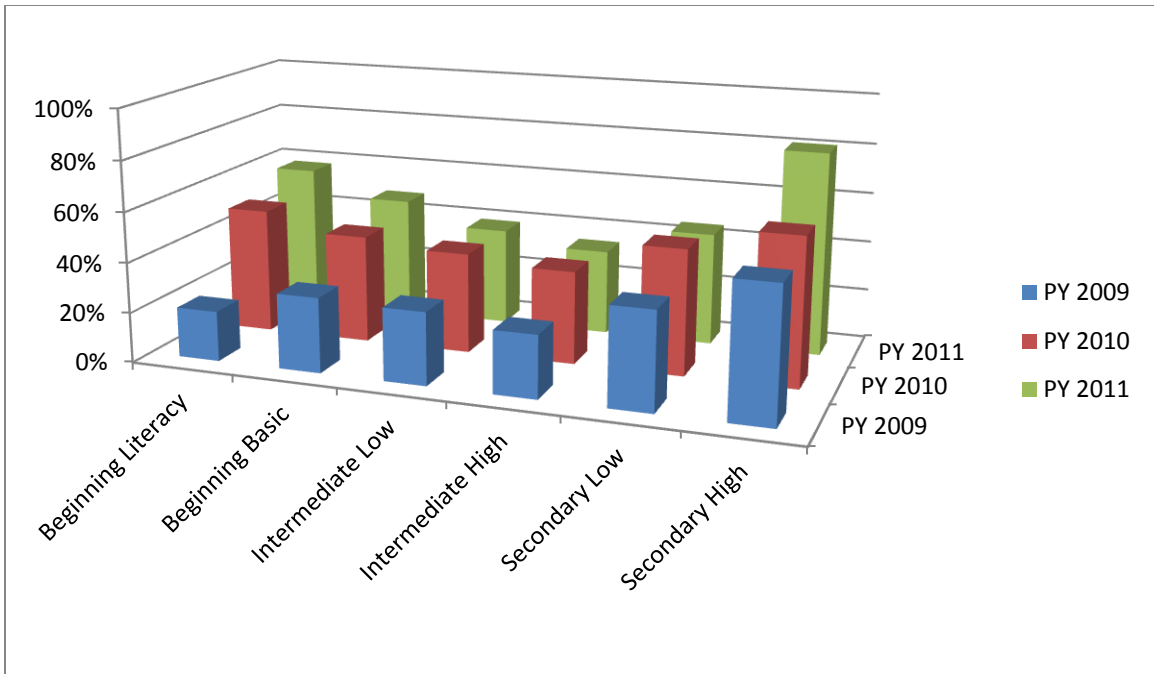


Figure 3. This graph illustrates the levels of performance in both Adult Basic & Adult Secondary Education (i.e., the percentage completing a level).

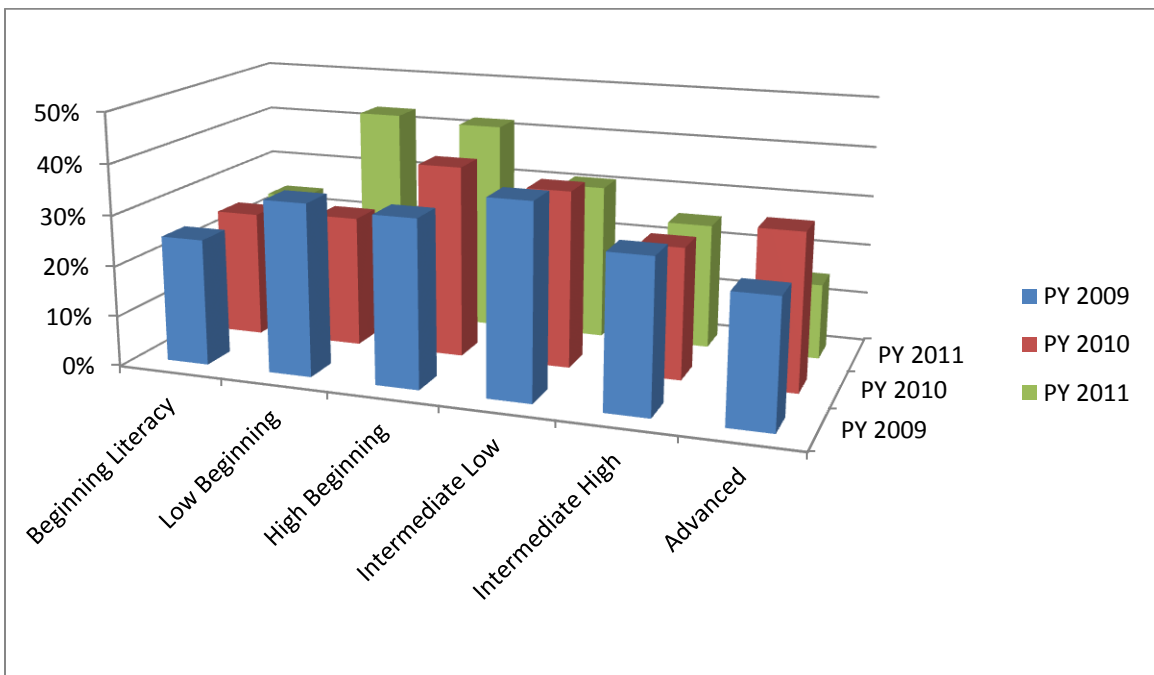


Figure 4. This graph illustrates the levels of performance in English as a Second Language.

- *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 and Regulation considers adult education a key component to workforce development and has increased its prominence 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 this integration, partnerships were formed to best serve residents of South Dakota. Many of our clients have not been in school for years, and they often need brush-up or remediation in Reading and Mathematics to have success in job training or postsecondary education.

Local field offices and the adult education programs have worked closely to meet the needs of these clients. The partnership between Labor and Adult Education is especially evident with the National Career Readiness Certificate (NCRC) initiative. The WorkKeys and KeyTrain programs are available at the adult education centers; instructional staff members offer KeyTrain as a supplemental Workplace Literacy curriculum.

### Workforce Investment Board

The Workforce Development Council serves as the State and Local Workforce Investment Board. With the Council's support, adult education issues are addressed and program initiatives are integrated with other state efforts.

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



### The One-Stop System of Delivery

The One-Stop system does not comprise a specific budget item; indirect costs from Wagner-Peyser and WIA Titles I & II support the One-Stop system. Time is allocated according to function and an established percentage approved by DLR, US DOL, and US DOE is directed to this support.

The adult education and literacy program emphasizes that the responsibilities established by Title I of WIA are not secondary or subsidiary to the responsibilities and requirements established by Title II of WIA (AEFLA); the WIA Title I and AEFLA requirements must both be satisfied. The state Titles I and II staff specialists work together to coordinate professional development and training activities, communicate performance expectations and procedural understandings, and collaborate to best assist the mutual program participants.

- *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 as an extension of the previous grant competition's agreements. The agency's providers served 714 enrolled ESL adult learners in 2011-12; of those 714 students, 550 were considered NRS reportable. Moreover, South Dakota expended the EL Civics Leadership and Administrative funds as efficiently as possible to provide professional development, coordinate services, develop linkages with employers, build capacity with other state and local entities, as well as execute a competitive grant competition.

The English Language Instructor Development Program (EL-IDP) was a new initiative during PY2011. The state agency, along with Lutheran Social Services' Refugee and Immigration Center, delivered two cohorts of training that included a two-day, face-to-face training of mentorship, collaboration, classroom practice, observation, and evaluation. After the initial two-day training, there were components of online reflection that will culminate in an Action Research Project Symposium at the beginning of PY2012.

The state staff responsible for EL Civics also assisted the South Dakota Director of Temporary Assistance for Needy Families with a Managed Worksite project, proposal, and program transition. EL Civics allotment funds also supported site visits, technical assistance/guidance, monitoring, and assessment training.

It must be noted that South Dakota's EL Civics allotment was heavily supplemented with AEFLA Adult Education funds, as well as state general funds and local match, to serve the needs of our state's non-native speakers, refugees, and immigrants. The EL Civics allotment comprised 5% of the overall grant; however, 23% of the state's total Reportables during PY2011 were ESL adult learners.

