

South Dakota Narrative Report 2012-2013

- *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 a total AEFLA State Leadership budget of approximately \$145,000.00, South Dakota worked diligently throughout Program Year 2012 to provide strong, effective guidance 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 2012 conference included focused sessions in Career Pathways Strategies, Contextual Education, Workforce Development, Understanding Poverty, Reading/Writing Instruction, and Learning Differences/Difficulties/Disabilities. Other breakout-session topics included Heutagogy, Refugee Issues, Distance Learning, Management Information System (LACES), and the [new] 2012 NRS Implementation Guidelines. This three-day conference was attended by agency directors, educational coordinators, instructors, support staff, as well as employees from the Department of Labor and Regulation Local Offices (One-Stops).

Perhaps the most successful aspect of the Summer Summit was the final day's Adult Education Exposition in which some of the sub-grantee teachers and administrators [voluntarily] shared their individual expertise in a Chautauqua-like manner. The experience proved rewarding and insightful, as well as reinforced the recognition of local Teacher Quality and Effectiveness. As a noteworthy aside, many of our sub-grantee partners possess excellent opportunities and the professional capacity to pursue classroom-based research.

Assessment Training

State Leadership funds supported a three-hour TABE Webinar Training by CTB/McGraw-Hill's Education Manager. This web-based training complemented well the State's available TABE PowerPoint Training and video/workbook Refresher. Additionally, two onsite, day-long BEST Plus Administration Training events were 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 2012-13 membership dues in the NAEPDC. The state staff excitedly explored a possible Teacher Quality and Effectiveness research study with the NAEPDC and Rutgers University; however, the endeavor was unfortunately abandoned.

Student Achievement in Reading (STAR)

Six instructors attended STAR training this program year; additionally, one state staff member continued her program of study toward becoming a certified STAR trainer. Students at Adult Basic Education Intermediate Low and High (Educational Functioning Levels) comprised 51% of all reportable learners for PY2012. Given the importance of STAR and its potential impact on statewide programming, South Dakota will therefore reinforce and strengthen the emphasis on evidence-based reading instruction throughout next program year.

Technology & Innovation in Education

Using State Leadership funds, the Department of Labor and Regulation worked with Technology & Innovation in Education (TIE). This partnership supported the state's initial professional development plans for College and Career Readiness Standards for Adult Education (CCRSAE). In April 2013, one state staff, two TIE representatives, and one local instructor attended the National College and Career Readiness Training Design Institute (Louisville) sponsored [in part] by the NAEPDC.

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 Distance Learning. In particular, a state staff member detailed and reviewed a number of computer-based curricula available to our providers and to our eligible students. This state staff specialist ran a small pilot program with these sundry vendors in order to gather administrator, instructor, and student evaluations on these various curricula.

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

State Leadership funds supported a bulk purchase of materials from the National Research Council on Improving Adult Literacy Instruction. The booklets include the titles *Supporting Learning and Motivation* and *Developing Reading and Writing*. (The plan is to incorporate these materials as part of teacher orientation.)

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 site visits. 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.

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

No such incentives were awarded with Leadership grant monies during PY2012.

7) Developing and disseminating curricula and instructional materials

In addition to supporting multiple Distance Learning curricula and computer-based study supplements, the AEL Program worked closely with the South Dakota State Library's Electronic Resource Coordinators. The two coordinators presented at one of the Directors' Meetings, as well as provided the state and local programs with support in accessing the State Library's vast electronic resources; these Resources include World Book Discover, LearningExpress Library, SIRS Suite, ProQuest, and Gale Virtual Reference Library.

Because of the State's computer-based testing transition and its adoption of the upcoming GED® 2014 Series, a state staff specialist worked with his Title I colleague to make available Teknimedia's CBT100™ Module: Computer Skills for the 2014 GED® Test. This WIA collaboration served to reinforce the Department's commitment to adult learners' Computer Literacy and Workplace Readiness skills, as well as our participants' preparation for the computer-based GED® testing.

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

Management Information System

Beyond the face-to-face training at Summer Summit with the state data specialist and the MIS vendor's lead trainer, four 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.

In addition to our regular plenary webinar trainings, this year the state began to deliver agency-specific webinar reviews; each agency received periodic 1/2 hour sessions with the state and the vendor to ask local questions (without their colleagues in attendance). This mixed approach afforded the state, the MIS trainer, and the respective agencies more context, specificity, trust, rapport, comfort, and candor—all without embarrassing or compromising any one particular provider or data specialist.

Data Matching/State Longitudinal Data Systems

South Dakota data matched all four of the NRS follow-up outcome measures this program year; DLR used Unemployment Insurance records, Oklahoma Scoring, the GED® Testing Service, and the National Student Clearinghouse to collect these data and ultimately report a valid set of NRS Table 5 outcomes. Furthermore, one of the Adult Education state specialists attended every 2012-2013 quarterly meeting of South Dakota's Statewide Longitudinal Data System [workgroup].

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

In addition to bolstering the State's support of Distance Learning options for students needing flexible alternatives, the AEL program expended some nominal Leadership funds in its work with the TANF program, the DLR Local Office in Sioux Falls, Southeast Technical Institute, and the Sioux Falls Multi-Cultural Center to deliver ESL instruction, case management, and work-related activities in a Managed Worksite model.

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 students in the labor force. 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 served as an adult education provider this program year. With this addition, two of the state's four technical schools delivered AEFLA-supported adult education programs. Additionally, ongoing 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 ongoing Corrective Action Plan (from the September 2011 On-Site Review of South Dakota's AEFLA program by the Department of Education's Division of Adult Education and Literacy) continued to foster more meaningful interactions amongst the WIA staff, DLR Local Offices, MIS vendor, fiscal and legal divisions, support services staff, as well as the Workforce Services supervisors.

More adoption of managed enrollment amongst local providers, improved data matching and reporting capabilities at the State level, an increased focus on EL Civics professional development, and more regular MIS/NRS trainings contributed to much of the progress highlighted in the following tables:

Statewide AEFLA Participation and Performance

Measure	2009-2010	2010-2011	2011-2012	2012-2013	Trend
Reportables	2,773 students	2,423 students	2,395 students	2,433 students	↑
Completed Level	864 students	975 students	953 students	981 students	↑
Completion Rates (EFL Gains)	31%	40%	40%	40%	↔
Average Overall Hours per student	64 hours	65 hours	67 hours	71 hours	↑
Average Hours for students receiving post-test	99 hours	92 hours	94 hours	96 hours	↑
Total Hours of Classroom Instruction	176,620 hours	158,317 hours	161,310 hours	173,760 hours	↑
Post-testing Rate	45%	55%	56%	61%	↑
Enter Employment	155 students	159 students	198 students	242 students	↑
Retain Employment	100 students	52 students	126 students	416 students	↑
GED® Test Credential	311 students	390 students	472 students	550 students	↑
Job Training or Postsecondary	72 students	58 students	45 students	94 students	↑
Intermediate Levels—Adult Basic Education	1,544 = 56%	1,232 = 51%	1,192 = 50%	1,248 = 51%	↑
ESL Learners	477 = 17%	467 = 19%	550 = 23%	620 = 25%	↑

Figure 1. The table illustrates the state's participation and performance rates over the past four program years, as well as recent trends.

SD Adult Education and Literacy Program Reportable Participants (2012-2013)

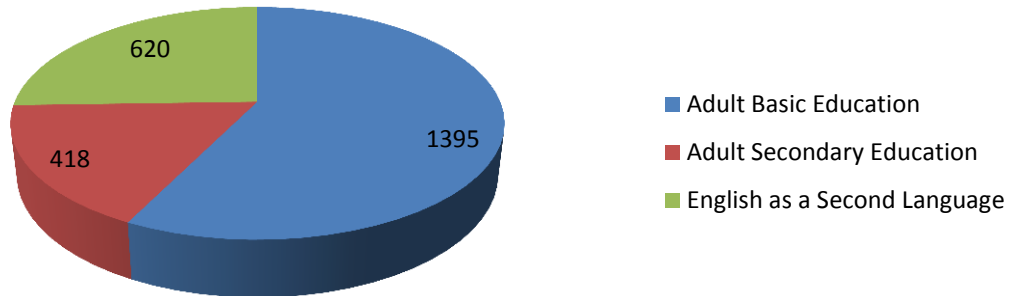


Figure 2. The pie chart illustrates the state's commitment to serving individuals most in need of literacy, numeracy, and oracy services.

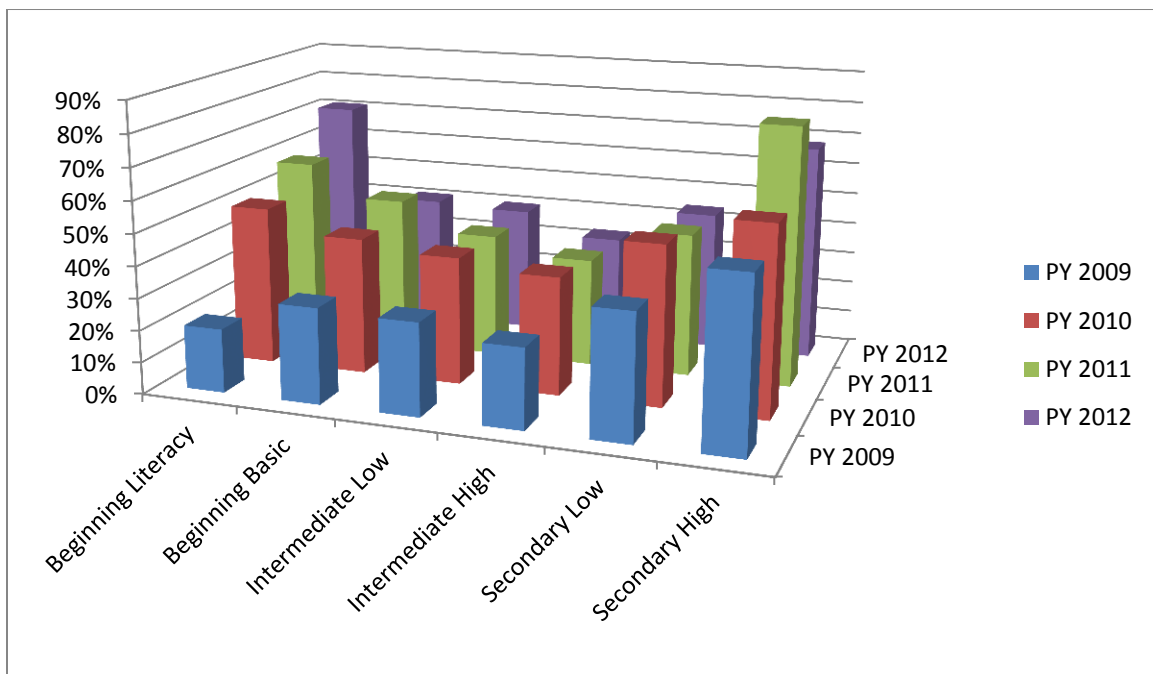


Figure 3. This graph illustrates the levels of performance in both Adult Basic & Adult Secondary Education (i.e., the percentage completing a level).

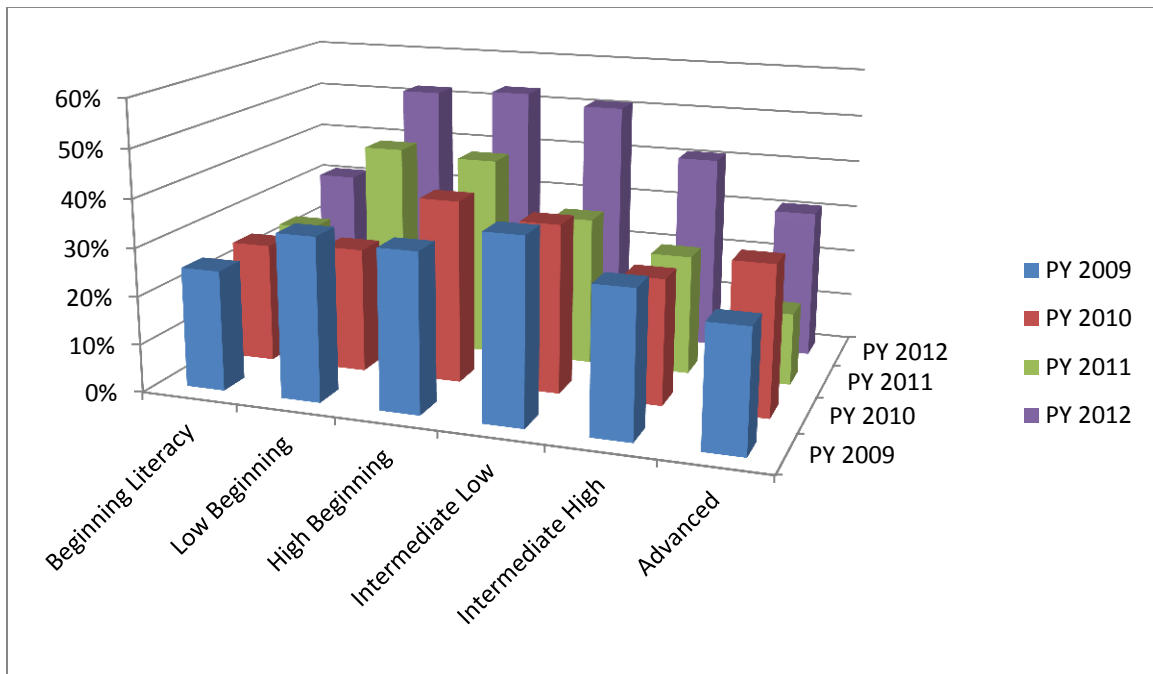


Figure 4. This graph illustrates the levels of performance in English as a Second Language.

- *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.

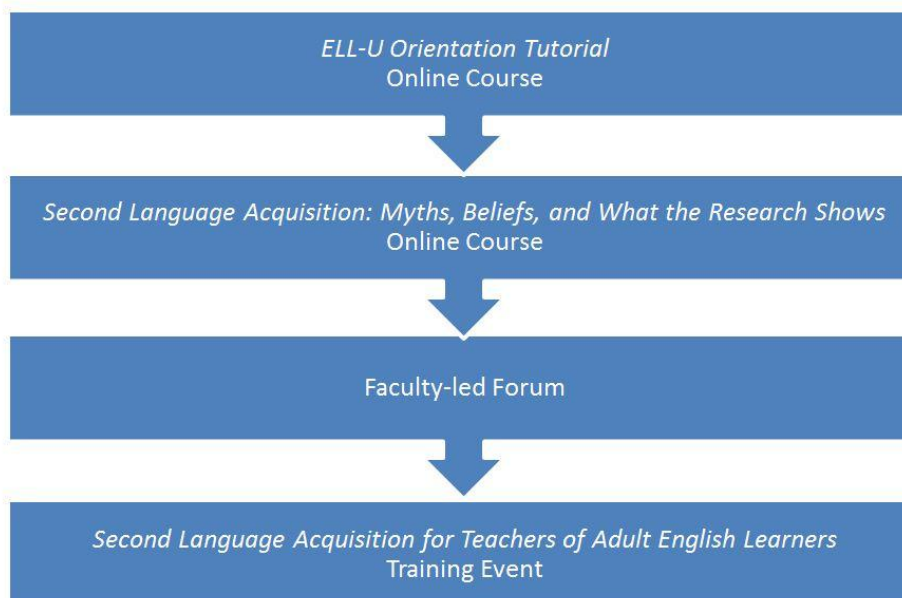
As an example of the aforementioned, at the onset of Program Year 2012-2013, the DLR Local Offices and the Adult Education Providers drafted (or revised) a Memorandum of Understanding. This working document actualized a shared framework to articulate local expectations and to formalize policies for the improvement of WIA [Titles I, II, and III] and NCRC activities, instruction, and services.

- *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.*

This program year, in an attempt to streamline the vouchering and the documentation of allowable activities, all the EL Civics instructional monies went to just one sub-grantee provider. This local entity serves as the region's primary refugee resettlement agency; in fact, Adult Basic Education funds also supplemented this provider's award (in addition to the full EL Civics Instructional allotment). Furthermore, additional ABE Instructional funds supplemented other agencies' EL Civics instruction, activities, and services. The statewide number of enrolled ESL adult learners in 2012-2013 totaled 792; of those 792 adult students, 620 were deemed 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 collaborate with the national initiative known as ELL-U.

South Dakota's ELL-U Training Plan consisted of an orientation, an online course about Second Language Acquisition, a faculty-led (asynchronous) online forum, and a culminating Teacher Training Event. A total of 34 attendees (from eight different agencies) attended the face-to-face ELL-U Teacher Training Event in May 2013.

ELL-U Flow of Teacher Participation in South Dakota



The English Language Instructor Development Program (initiative) was in its second year of delivery during PY2012. The state agency, along with Lutheran Social Services' Refugee and Immigration Center, delivered another two cohorts of training that included a two-day, face-to-face training of mentorship, collaboration, classroom practice, observation, and evaluation. After the two-day trainings, there were components of online reflection that culminated in an Action Research Project Symposium at the 2012 Summer Summit—and then again in May 2013 at the ESL Spring Conference.

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 supported site visits, technical assistance/guidance, monitoring, and assessment training.

Quite possibly the most successful use of EL Civics Leadership monies during PY2012 was the funding of EL Civics Field Trips. These investments afforded three providers the opportunity to bring over 150 ESL/EL Civics students to the State Capital during Legislative Session. The students had the opportunity to visit the Cultural Heritage Museum, tour the Capitol, and apply their classroom content to the law-making procedures they witnessed in Pierre. Some of the groups even had the opportunity to meet with State Representatives and Senators, the Secretary and Deputy Secretary of Labor and Regulation, the State Chief of Staff, and even Governor Dennis Daugaard. The largest group was recognized publicly by the Lieutenant Governor, and one student group even filmed a video of their field trip to show their classmates (who were unable to attend).

Again, 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, over 25% of the state's total Reportables in PY2012 were ESL adult learners.

