

South Dakota Narrative Report 2013-2014

- *Describe the major activities supported with State Leadership funds during the reporting period and the extent to which these activities helped implement the goals of the State Plan. Furthermore, specifically describe activities related to the implementation of career pathways.*

With a total AEFLA State Leadership budget of approximately \$140,000.00, South Dakota worked diligently throughout Program Year 2013 to provide 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

Great Plains COABE Regional Conference

This 2013 conference included focused sessions in ESL Learning Centers, Reading/Writing, Contextualized Mathematics, and Technology [in the Adult Education classroom]. Other breakout-session topics addressed South Dakota State Library resources, South Dakota Public Broadcasting resources, Health Literacy, Local Program Design, Work-Readiness Certification (i.e., KeyTrain/WorkKeys), and Professional Learning Communities. This 2 ½-day conference was attended by agency directors, education coordinators, instructors, support staff, as well as some employees from the Department of Labor and Regulation Local Offices (One-Stops); additionally, some Title II colleagues from Minnesota and Kansas attended this regional conference.

Adult Education Instructor Development Program (AE IDP)

State Leadership funds supported two cohorts of the new AE IDP. This teacher training was designed to serve as an orientation for new instructors, as well as a refresher for senior staff. The structure of this IDP incorporated successful elements of the English Language Instructor Development Program (EL IDP) to include both mentorship and reflection components. During the AE IDPs, staff reviewed assessment protocol (specifically McGraw-Hill's TABE), ABE/ASE instructional methodologies, program structures, NRS, CCRSAE, lesson planning, LD issues, and persistence-related topics.

Student Achievement in Reading (STAR)

Five instructors attended a STAR Refresher this program year. Students at Adult Basic Education Intermediate Low and High (Educational Functioning Levels) comprised 49% of all reportable learners for PY2013. 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.

National Adult Education Professional Development Consortium (NAEPDC)

State Leadership grant monies paid South Dakota's 2013-14 membership dues in the NAEPDC. Furthermore, a state specialist participated in the NAEPDC-sponsored research study with

Rutgers University and American Institutes for Research—*Effective Teachers: Professional Learning and State Policy*.

Science and Social Studies Training for the GED® 2014 Series

The Title II program contracted with an academician to deliver a two-part training on the GED® 2014 Series' Science and Social Studies sub-sections; this professional development opportunity focused upon Language Arts approaches (within the context of CCRSAE) to analyzing data/claims, evaluating arguments, inferring textual themes, and citing supportive evidence.

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, webinars, video teleconferencing, and site visits. Furthermore, local administrators, instructors, and data specialists took advantage of the fact they could contact state staff with any questions regarding programmatic policies and data-quality issues with the assurance they would receive timely responses. State staff also held a special two-day plenary conference with the South Dakota Department of Corrections' Adult Education director and teaching staff to review assessments, performance, policies, and promising practices.

As a noteworthy aside, many of our sub-grantee partners possess excellent opportunities and the professional capacity to pursue classroom-based research; it has been the prerogative of the state staff to support these endeavors.

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

Upon completion of a small pilot project, the Distance Learning component of Title II programming was simplified and streamlined during PY2013. South Dakota made available KeyTrain, GED Academy, and Teknimedia curricula to the sub-grantee providers as Distance Learning or hybrid-classroom offerings; these curricula address work-readiness, HSE test-preparation, and computer literacy (respectively).

Additionally, some modest Leadership funds were expended to support one LEA and one CBO in their purchase of computer hardware, software, and peripherals. These technological investments provided WIA Title II students (ESL, ABE, and ASE) with more opportunities for computer-literacy tutelage, electronic assessments, and supplementary remediation. Vendor-delivered webinars were available throughout the program year to afford technical assistance on these sundry offerings.

4) The support of State or regional literacy resource centers

To complement the aforementioned technology-related projects, State Leadership funds purchased GED Ready™ administrations to support student, teacher, and agency-level transitions to computer-based testing, as well as to the GED® 2014 Series. Upon a workgroup's

recommendation, the State will consider future purchases of GED Academy’s “interactive practice workbooks” [aligned to CCRSAE] for the providers and perhaps even the Department of Labor and Regulation’s One-Stop Local Offices.

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

State staff evaluated local programs through desk monitors and annual site visits. Directors’ meetings (both face-to-face and web-based) also provided opportunities to review participation rates, performance, data quality, policy changes, and program-goal updates. The revised Quarterly Report template assisted state staff with monitoring new or ongoing issues while concomitantly providing agencies with more meaningful documentation and evaluative processes; the ongoing submission of quarterly data sets affords the local sub-grantee providers and the agency easy access to longitudinal comparisons across different points of the program year.

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

No such incentives were awarded with Leadership grant monies during PY2013.

7) Developing and disseminating curricula and instructional materials

In addition to funding Distance Learning curricula and computer-based study supplements, the AEL Program continued to work closely with the South Dakota State Library’s Electronic Resource Coordinators. The two coordinators provided the agency and local programs with assistance in accessing the State Library’s vast electronic resources including World Book Discover, LearningExpress Library, SIRS Suite, ProQuest, Mango Languages, and Gale Virtual Reference Library.

Because of the State’s computer-based testing transition and its adoption of the 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

Four plenary webinars were held during the program year. These trainings addressed both general and specific aspects of data collection, entry, follow-up, reporting, analysis, and security. In addition to the regular plenary webinars, a New Users Training was offered. Each sub-grantee provider and its satellites also received agency-specific [45-minute] sessions with the state and the vendor to ask local questions (without their colleagues in attendance). This 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 | Statewide Longitudinal Data System

South Dakota data matched all four of the NRS follow-up outcome measures again this program year; DLR used Unemployment Insurance records, Oklahoma Scoring, GED® Testing

Service/Pearson VUE, and the National Student Clearinghouse to collect these data and ultimately report a valid, robust set of NRS Table 5 outcomes. Furthermore, one of the Adult Education program specialists attended quarterly meetings 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 had access to ACT's KeyTrain curricula. Providers encouraged any learner who might benefit from the certificate, especially those students in the labor force, to earn the National Career Readiness Certificate. Furthermore, as an example of employer linkages, one of the sub-grantee providers delivered ESL instruction and GED® test-preparation onsite at two different manufacturing facilities. The state agency hopes to highlight these promising practices (and calculate a preliminary return on investment) during the coming program year.

11) Linkages with postsecondary education institutions

Two of the state's four technical schools delivered AEFLA-supported adult education programming. Additionally, ongoing discussions were held with a department head and professors from The University of South Dakota's School of Education; this dialogue continued to focus upon the potential for a statewide Adult Education Certificate Program (as part of the Teacher Quality and Effectiveness initiative).

➤ *Describe any significant findings from the agency's evaluation of the performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.*

A summative, annual evaluation of South Dakota's Adult Education and Literacy Program indicated both the agency and the sub-grantee providers are making quantifiable and qualifiable progress. More adoption of managed enrollment amongst local providers, increased use of data matching and improved reporting capabilities at the State level, a greater focus on EL/Civics professional development, the Instructor Development Programs, and consistent MIS/NRS trainings contributed to much of the progress highlighted in the following graphics:

Statewide AEFLA Participation and Performance

Measure	2009-10	2010-11	2011-12	2012-13	2013-14
Reportables	2,773 students	2,423 students	2,395 students	2,433 students	2,060 students
Completed Level	864 students	975 students	953 students	981 students	822 students
Completion Rates (EFL Gains)	31%	40%	40%	40%	40%
Average Overall Hours per student	64 hours	65 hours	67 hours	71 hours	72 hours
Average Hours for students with post-test	99 hours	92 hours	94 hours	96 hours	100 hours
Total Hours of Classroom Instruction	176,620 hours	158,317 hours	161,310 hours	173,760 hours	148,081 hours
Post-testing Rate	45%	55%	56%	61%	59%
Enter Employment	155 students	159 students	198 students	242 students	274 students
Retain Employment	100 students	52 students	126 students	416 students	582 students
GED® Test Credential	311 students	390 students	472 students	550 students	406 students
Job Training or Postsecondary	72 students	58 students	45 students	94 students	94/147 students
Intermediate Levels—Adult Basic Education	1,544 = 56%	1,232 = 51%	1,192 = 50%	1,248 = 51%	1,001 = 49%
ESL Learners	477 = 17%	467 = 19%	550 = 23%	620 = 25%	576 = 28%

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

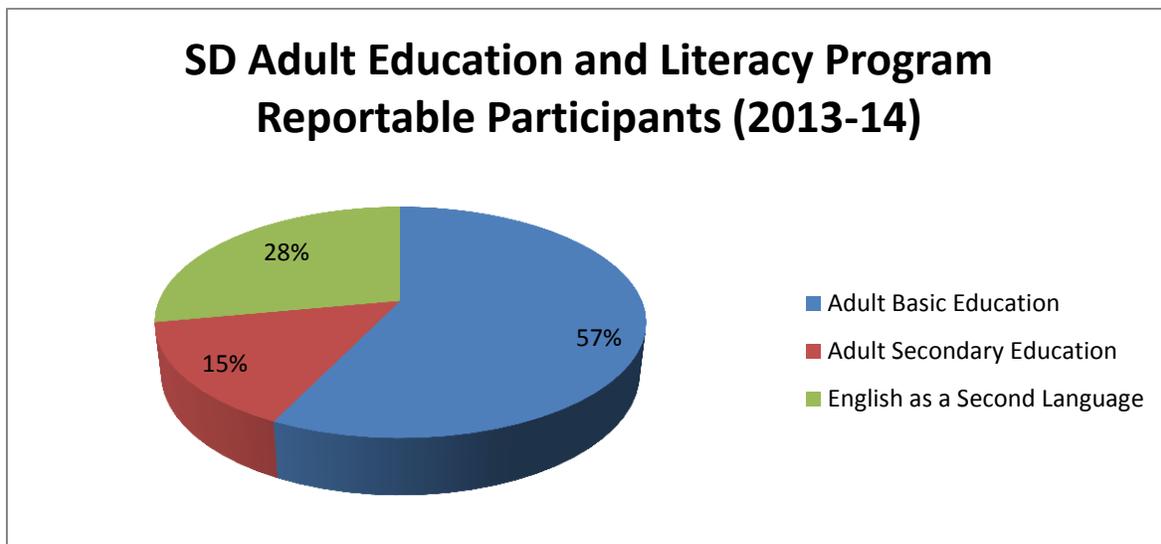


Figure 2. The pie chart illustrates the state's commitment to serving individuals most in need of literacy, numeracy, and oracy instruction.

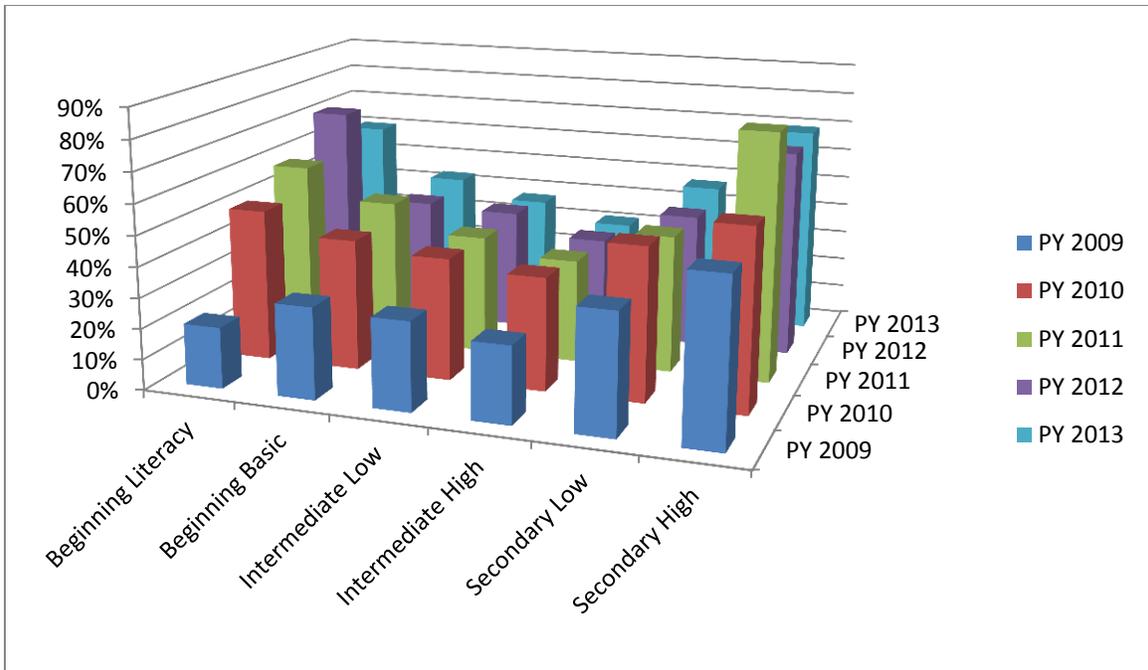


Figure 3. This graph illustrates the levels of performance in both Adult Basic and Adult Secondary Education (i.e., the percentage completing an educational functioning level [gain]).

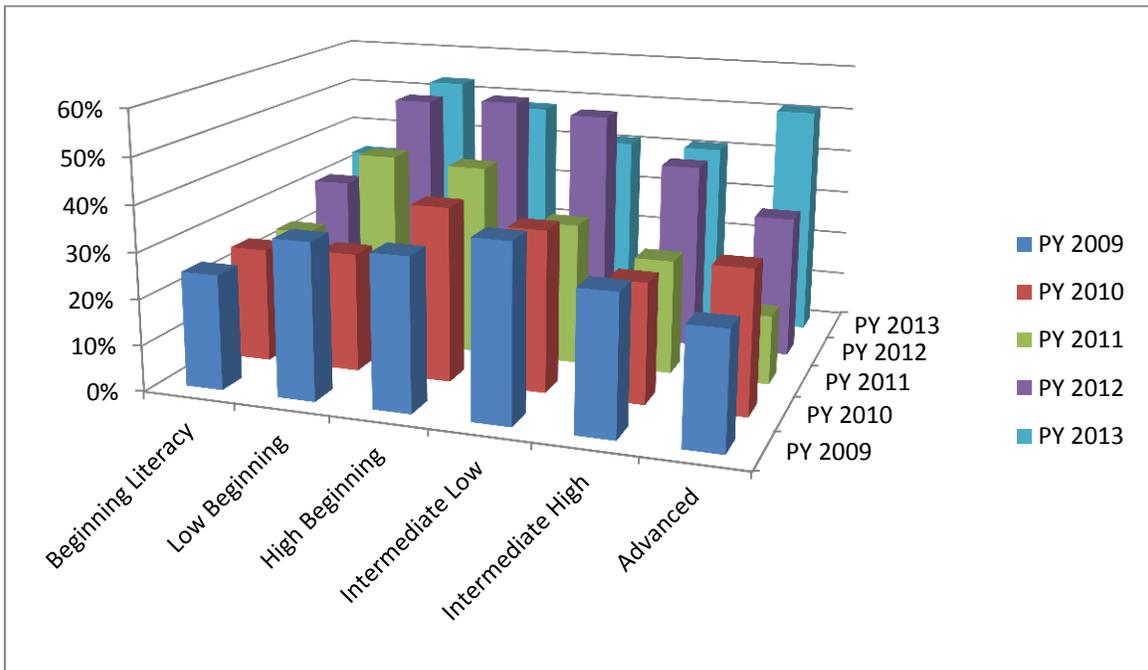


Figure 4. This graph illustrates the levels of performance in English as a Second Language.

- *Describe how the agency has integrated AEFLA-supported activities with other adult education, career development, and employment and training activities. Describe the agency's efforts to develop or advance career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of the agency's representation on the State Workforce Investment Boards, the provision of core and other services through the One-Stop system, and an estimate of the AEFLA 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 recent 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 both 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.

Labor and Regulation's workforce training director 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 and 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 (i.e., 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 a continued example of the aforementioned, at the onset of Program Year 2013-14, the DLR Local Offices and the Adult Education Providers revised their existing 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 the activities and services supported with English Literacy/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.*

During PY2013, the EL/Civics instructional monies went to three sub-grantee providers. The primary recipient, a faith-based organization, serves as the region's primary refugee-resettlement agency; the other recipients included a community-based organization and a technical college. Additional ABE Instructional funds supplemented these agencies' EL/Civics instruction, activities, and services. The statewide number of enrolled ESL adult learners in 2013-14 totaled 769; of those 769 adult students, 576 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, and build capacity with other state and local entities.

The English Language Instructor Development Program (EL IDP) was in its third year during PY2013. The state agency, along with Lutheran Social Services' Center for New Americans, delivered another two cohorts of training which included a two-day, face-to-face training of mentorship, collaboration, classroom practice, observation, and evaluation.

The state staff responsible for EL/Civics also assisted the South Dakota Director of Temporary Assistance for Needy Families with a Managed Worksite project. Furthermore, EL/Civics funds supported site visits, technical assistance/guidance, monitoring, and assessment training. The WIA Title II program also collaborated with Dakota TESL in delivering (and reinforcing attendance at) the annual Closer Connections Conference; this symposium was well-received by the sub-grantee providers and the One-Stop staff in attendance.

Quite possibly the most rewarding use of EL/Civics Leadership monies during PY2013 was the funding of EL/Civics Field Trips. These investments afforded three providers the opportunity to bring approximately 120 EL/Civics students to the State Capital during Legislative Session. The students visited the Cultural Heritage Museum, toured the Capitol, and applied their classroom content to the law-making procedures they observed in Pierre. Some of the groups also met 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 publicly recognized by the Lieutenant Governor, and one student group 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's ABE funds, as well as state general funds and local match, to serve the needs of our state's non-native speakers, former refugees, and immigrants. The EL/Civics allotment comprised about 6% of the overall federal grant; however, nearly 28% of the state's total Reportables in PY2013 were adult ESL learners.

- *Describe your state's policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under State law.*

Currently the only high school diploma-equivalent [metonymically] articulated within South Dakota Codified Law (Title 13-27-1) is the GED[®] credential from GED Testing Service[®]. Because GEDTS is now a joint venture between the American Council on Education and Pearson VUE, the State's policies regarding HSE exams for individuals who are no longer enrolled or required to be enrolled in secondary school under State law generally emulate standard protocols promulgated by GED Testing Service[®].

It should be noted South Dakota has no residency requirement for the obtainment of a GED[®] credential. Furthermore, at the end of PY2013, nearly all official testing centers had made the switch from the 2002 Series to the 2014 Series, as well as the transition from paper/pencil to computer-based testing; the only exception to the aforementioned is the South Dakota Department of Corrections (which has a temporary waiver).

- *Describe your state's progress toward implementation of College and Career Readiness Standards for Adult Education, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and State Leadership funds that are being used to support implementation.*

The State has not yet formally adopted a validated set of standards for its WIA Title II program; however, a cohort of four South Dakotans attended the April 2014 iteration of the OCTAE-supported *College and Career Readiness Standards for Adult Education's Implementation Institute*. Additionally during PY2013, the South Dakota WIA Title II program and Technology & Innovation in Education (TIE) delivered a two-part training on CCRSAE with specific focus on "unpacking" standards and delving into Webb's Depth of Knowledge. (This standards-based *Special Project* was supported with State Leadership funds.)

The South Dakota Department of Education adopted in 2010 the Common Core Standards for both English Language Arts and Mathematics. During the 2014 Legislative Session, Governor Dugaard penned an open letter in support of the Common Core Standards. The WIA Title II program is recalibrating its instruction and activities to align with the GED® 2014 Series—and subsequently the College and Career Readiness Standards for Adult Education. The tentative deadline for full implementation, per WIOA mandate, is July 01, 2016.

