

# South Dakota Narrative Report 2017-2018

## ➤ State Leadership Funds

- ❖ Describe how the State used funds [made available under Section 223] for each required Leadership activity.

With a total State Leadership budget of approximately \$148,000.00, South Dakota worked steadfastly throughout Program Year 2017 to provide appropriate guidance and quality professional development. In accordance with Section 223 of the Workforce Innovation and Opportunity Act of 2014, South Dakota expended Leadership monies for the following activities, programs, initiatives, and projects:

- *Alignment of adult education and literacy activities with other core programs and One-Stop partners to implement the strategy identified in the Unified State Plan, including the development of Career Pathways to provide access to employment and training services for individuals in adult education and literacy activities.*

As the eligible agency, the South Dakota Department of Labor and Regulation (DLR), along with its Title II Program Staff [and occasionally the other core programs and local AEFLA providers], made the following efforts during PY2017-18 toward general and specific WIOA awareness, access, and alignment.

- Disseminated relevant information from OCTAE's Annual State Directors Meeting to DLR supervisors and WIOA colleagues
  - Shared multiple resources and references related to WIOA Title II and TANF/SNAP
- Participated in the state's largest One-Stop Local Office's weekly Staff Meetings, monthly WIOA Core Program Meetings, and quarterly WIOA Community Partner Meetings
- Solicited and collated Title II providers' informational materials/narratives related to Adult Education and Workforce Development [with supporting data sets]
- Attended the South Dakota Indian Education Summit
- Attended the Apprenticeship Forum, as well as the Sector Forum on Workforce Diversity, at Southeast Technical Institute in Sioux Falls
- Facilitated dialogues with DLR Central Office staff (WIOA Titles I – III) and Executive Team supervisors on topics related to WIOA Joint Rules, Joint Reporting, co-enrollment tracking, assessment of basic skills, and the new NRS Narrative Descriptors
- Convened Workforce Training's [ad hoc] Data Team Meetings to review data matching, Employer Satisfaction, and Career/Training Services
- Articulated WIOA Title II's perspective [amongst the other Core Program administrators] related to the Unified State Plan's vision, goals, and implementation-strategies, as well as identified possible revisions and realignment
- Attended quarterly Workforce Development Council Meetings
  - One of the PY2017 meetings was held onsite at an AEFLA sub-recipient's locale
- Drafted Title II's Unified State Plan modifications, including the Buy American Assurance and Section 427 of General Education Provisions Act statement regarding "access"
- Presented at the South Dakota Counseling Association's annual statewide conference on the topics of GED® Testing [for minors], Adult Education, and Workforce Training
- Submitted a White Paper on the topic of Alternative Public-School Exemption
- Attended the Chamber of Commerce's Education and Workforce Committee Meeting
- Provided One-Stop Local Offices with Adult Education and High School Equivalency [preparation and testing] resources, guidance, and technical assistance
- Represented State Government on the State Library's Electronic Resources Task Force

- *Establishment or operation of high quality Professional Development programs to improve instruction.*

### Summer Summit 2017

This 2017 conference featured two focused strands: High School Equivalency track and English Language Acquisition track. One day one, a representative from GED® Testing Service presented sessions on Social Studies Instruction and High Impact Indicators for Science. For the ESL strand, a training coordinator from the Minnesota Literacy Council delivered sessions on Pronunciation Instruction and Pronunciation for School and the Workplace. On day two, a faculty member from Kansas [also a LINCS Adult Numeracy Instruction trainer] presented sessions on College-Level Math; in the ESL strand, a prominent Panel member of the CCRS for Adult Education delivered sessions on Preparing Adult English Language Learners for the Workforce, as well as an Introduction to the English Language Proficiency Standards.

During the final half-day of the conference, some of the Title II providers showcased their respective expertise and classroom-based research. In addition to the Action Research Forum, seven instructors delivered concurrent sessions relevant to both primary strands; the conference also hosted two iterations of brief roundtable discussions. These breakout sessions and roundtable discussions included the topics of critical-thinking skills, chunk-reading instruction, grapheme recognition, listening skills, soft skills, distance education, National Farmworkers Program, South Dakota Parent Connection, Career Pathways, and Physical Science curriculum.

Beyond the national, regional, state, and local experts, the WIOA Title II Program Specialist presented the summit's closing session. This 2.5-day conference was attended by a total of 80 agency directors, coordinators, instructors, and support staff from 7 AEFLA sub-recipient providers, 4 American Indian Tribal Colleges, and a federal prison.

### High School Equivalency Training

The Professional Development Team delivered two GED®-specific trainings during PY2017. A training entitled *Assessment Targets from Performance Level Descriptors to High Impact Indicators* was delivered in a webinar format; a face-to-face regional training was delivered specific to Social Studies topics [emphasizing historical documents]. Both trainings were resultant of participating in GEDTS® Train-the-Trainer offerings.

### Adult Education Instructor Development Program (AE IDP)

State Leadership funds supported three cohorts of the AE IDP. This teacher training serves as an induction for new instructors, as well as a refresher for senior staff. During the 2017-18 AE IDPs, approximately 16 staff from four of Department of Labor and Regulation's sub-grantee providers reviewed assessment protocol (Tests of Adult Basic Education's 9&10 Series), ABE/ASE instructional methodologies, program structures, NRS, CCRSAE, lesson planning, LD issues, and persistence-related topics. During PY2017's iterations, the Title II program incorporated R. Brockett's book entitled *Teaching Adults: A Practical Guide for New Teachers* as part of the training's reflection component.

### English Language Instructor Development Program (EL IDP)

The EL IDP was in its seventh year during PY2017. The state agency, along with SD's sole IELCE sub-recipient, delivered two cohorts of training which constituted a 2.5-day, face-to-face training of mentorship, collaboration, classroom practice, observation, and evaluation. Beginning in PY2017-18, the EL IDP was extended a half-day based upon feedback from participants. (The AEFLA program added a half-day to afford instructors additional time to observe Citizenship classes, Literacy classes, and Oral classes across student-levels.) Furthermore, BEST Plus Administrator Trainings [and recalibration-trainings] were delivered throughout the year for both new and senior ESL staff.

### COABE Virtual Conference 2017

Twenty administrators, instructors, and staff from statewide AEFLA providers logged-in for a total of 71 events over a two-day period. The virtual sessions included topics related to data-application in Adult Education, blended learning, intergenerational learning, citizenship programming, integrated education and training, professional-development standards, algebraic thinking, distance learning, and financial literacy. The sessions were so well received that the agency plans to afford this opportunity again in 2018.

- *Provision of Technical Assistance to AEFLA sub-recipients on topics including instructional and programmatic practices, staff training, One-Stop roles, and technology integration.*

### National Reporting System

The agency used State Leadership grant funds to send its sole Program Specialist, along with two members of the Title II Professional Development Team (i.e., a local-provider's Director and Education Coordinator) to the Regional NRS Data Training entitled *NRS Annual Checkup: WIOA Accountability After One Year*. The goals of this training were to identify data-quality challenges, examine data flow, explore methods for improving data quality, identify data-monitoring methods, and develop a plan for improving data quality.

Resultant of the NRS training, the agency modified [and slightly truncated] the Data Flow activities for the local providers, while utilizing many of the NRS-derived materials. All seven sub-recipients were required to complete the Data Quality Recalibration, which included a Data Flow Activity and a Planning Tool. Although somewhat reluctant at first, the administrators, their local data specialists, and the involved instructors ultimately reported they found the activities quite useful in terms of eliminating redundancies related to collection and entry, identifying intake-inconsistencies across sites/satellites, and improving overall communication.

South Dakota's Title II data specialist also developed a two-part Data Analysis series during PY2017-18. The first webinar reviewed mode, median, mean, frequency, and percentage [in the context of NRS data and how local programs can apply such measures to specific data-queries or analyses]. The second webinar simply reviewed pertinent slides [with Q&A] from the 2017 NRS/AIR "LEAP Again" PowerPoint.

### Adult Numeracy Instruction (ANI) with LINCS

Twenty directors, coordinators, and Adult Education instructors [representing five of seven AEFLA sub-grantee providers, two Tribal colleges, and Job Corps] participated in ANI Institute I during PY2017-18. (ANI's Institutes II & III will be delivered in PY2018-19.) South Dakota's investment in the ANI initiative was also reinforced with the purchase of textbooks, workbooks, reference materials, and classroom manipulatives [as utilized throughout the training].

Because of the number of South Dakota residents in need of Numeracy remediation (and Numeracy's impact upon consumer, health, and financial literacy)—as well as many of the instructors' needs to brush-up on Adult Education methodology and upper-level mathematics, geometry, quadratics, and statistics—the ANI training was both necessary and well received. Moreover, given South Dakota's previous experience with ANI in PY2014, the agency and Professional Development Team deemed it appropriate to again provide this excellent opportunity to the Title II sub-recipients and the statewide Adult Education partners.

### Distance Education Special Project

DLR's Distance Education Special Project was designed to provide incumbent workers, geographically isolated adults, and individuals with various barriers to participating in traditional Adult Education instruction (e.g., transportation, childcare, health issues, etc.) with some meaningful [synchronous and asynchronous] distance education opportunities. This endeavor was not only meant to benefit the aforementioned participants and other Title II providers, but to also advantage DLR One-Stop local offices in appropriate circumstances. While this project served as an allowable Statewide Employment

and Training Activity under Title I of the Workforce Innovation and Opportunity Act (§134), Title II Leadership funds were expended to provide coordination, technical assistance, and support.

The agency, along with the Professional Development Team and the [local] Distance Education Coordinator, delivered two webinars on the Distance Education program to provide an informational overview pertinent to the respective audience, as well as training in how to access the different modules and how to coordinate services available as a participant in Distance Education. The first webinar was delivered to the AEFLA sub-recipients (Directors, Coordinators, Instructors, and Support Staff), while the second webinar was delivered to One-Stop/American Job Center operators (Managers, Employment Specialists, Workforce Training staff, TANF staff, and Career Navigators).

- *Monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.*

#### Onsite Monitoring

Each local AEFLA sub-recipient underwent a formal onsite [programmatic] monitor during the final quarter of Program Year 2016-17; therefore, the South Dakota Department of Labor and Regulation deemed those onsite reviews, in conjunction with the pre-award risk assessments also conducted in PY2016's Quarter IV, sufficed the onsite monitoring-obligations throughout PY2017. In PY2018, however, the agency intends to conduct targeted onsite monitors for both fiscal and programmatic facets of the grant-award.

#### Desk Monitoring

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.

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 Quarterly Reports assisted state staff with monitoring new or ongoing issues while concurrently providing agencies with more meaningful documentation and evaluative processes; the consistent 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.

#### Evaluation of Quality and Improvement

With the evolving NRS Tables and Joint Reporting requirements (via the Statewide Performance Report), the agency has begun to consider the challenges to and efficacy of juxtaposing outcomes of co-enrolled participants with those enrolled in only one WIOA Core Program. In addition to the Measurable Skill Gains data, the Title II Program now has its first set of Employment, Earnings, and Credential outcomes as primary indicators of performance [in PY2017's NRS Table 5]. The State's WIOA agencies tentatively intend to convene a team to delve the core-program data once all reports nationwide have been finalized and published.

- ❖ Describe how the State used *Leadership* funds for permissible activities.

#### National Association of State Directors of Adult Education (NASDAE)

State Leadership grant monies paid South Dakota's 2017-18 membership dues to the NASDAE.

#### Management Information System

The Leadership funds supported the State's Management Information System for WIOA Title II under the National Reporting System. The monies covered the Hosting Fees, the Annual Maintenance

Agreements for Local Providers, and the State's Annual Maintenance Agreement. The Leadership dollars also supported vendor-hosted webinar trainings.

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 plenary trainings, PY2017 marked the sixth year the state has delivered agency-specific webinar reviews; each provider had the opportunity to participate in 45-minute sessions with the agency and the MIS vendor where questions were entertained, and local data sets were examined (without their statewide colleagues in attendance). This approach has afforded the state, the MIS vendor-trainers, and the respective sub-grantee providers the means to scrutinize topics in highly specific context, while often building rapport and eliciting more effective communication.

### Essential Education

AEFLA's Leadership funds supported a contract with Essential Education, the vendor for the GED Academy™. This stand-alone, self-paced preparation program for ABE instruction and GED-preparation was delivered both online and offline. The offline version was made available specifically for our Correctional Education sites within the South Dakota Department of Corrections. The Title II Program increased the contract's scope [for both offline and online license] in PY2017-18 to meet the increased usage resultant of the Distance Education Special Project and DOC's expansion of the offline pilot.

### COABE National Conference 2018

State Leadership funds supported two local AEFLA administrators' attendance at the 2018 COABE National Conference in Arizona. These two members [both from the same sub-recipient provider] of the WIOA Title II Professional Development Team were selected to co-present their proposed session entitled *Creating Partnerships with Business and Industry to Increase Student Learning, Promote Community Integration, and Increase Program Support*.

Moreover, a number of DLR's sub-grantee partners have both the opportunity and the professional capacity to pursue classroom-based research; as its prerogative, the agency continues to support these endeavors as part of the Title II Program's overarching Teacher Quality and Effectiveness initiative.

### Adult Education's Civics Field Trips

During South Dakota's 2018 Legislative Session, two local sub-recipients brought nearly 80 Title II participants to Pierre to tour the Cultural Heritage Center, meet with DLR representatives and state lawmakers, tour the Capitol building, and observe the legislators in both chambers. These field trips help contextualize civics lessons, citizenship-test preparation, and social-studies coursework from the classroom.

This project continues to prove quite rewarding for both the agency and the Adult Education students (primarily English language learners, resettled refugees, and secondary migrants). For many of these learners, this excursion serves as the first instance in which they have directly accessed government at any level. Furthermore, like a number of local legislators, the governor often makes time to greet our students and to take pictures with the contingents in the Capitol's rotunda.

## ➤ **Performance Data Analysis**

- ❖ Describe how the adult education program performed in the overall assessment of core programs based upon the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

For PY2017, South Dakota's WIOA Title II program reported 2,274 [deduplicated] participants. The Adult Education Program had not served that many participants since PY2012. This demonstrated increase in

servicing the “most in need” was evidenced largely by expanding English Language Acquisition programming in both Sioux Falls and Aberdeen, as well as appropriating more funding to Correctional Education through the State’s Department of Corrections.

Another noteworthy data-point of PY2017 was Adult Basic Education Level 4’s final Measurable Skill Gains percentage. With a rate of 41%, this outcome was the highest percentage demonstrated by South Dakota’s Adult Education Program in this Educational Functioning Level since PY2008. Given this EFL spans 2.9 Grade Level Equivalencies [and the associated breadth of content in Reading, Language, and Mathematics], this attainment proves even more impressive.

South Dakota’s low Unemployment Rate continued to impact Title II’s participant-base; employers seemed anecdotally (and admittedly) desperate for skilled and unskilled workers alike—sometimes regardless of the labor force’s educational attainment and work history. Subsequently, the individuals needing and seeking AEFLA services had more significant barriers to employment and self-sufficiency than some previous years [during the recession]. Additionally, 47% of PY2017’s ESL participants at the time of entry were functioning at Level 1 and Level 2; many of these preliterate [former] refugees were relocated from war-torn regions of the world after sometimes living for years in camps.

Because of the MSG-implications for High School Equivalency across all Periods of Participation, the program is yet recalibrating its reliance upon post-testing rates as a prominent indicator of student progression, effective programming, and accountability. With DOC’s Adult Education program having undergone leadership changes during PY2017, and given the fact DOC contributed more than 30% of PY2017’s statewide AEFLA participants, Correctional Education’s effect upon aggregate data proves substantial. During PY2017, DOC’s post-test rate admittedly declined in certain institutions; however, Technical Assistance will be provided in PY2018 to both DOC’s new Education Coordinator and DOC’s instructional staff.

The WIOA Title II Program continued to improve in terms of the number of AEFLA participants achieving a GED® test credential. This year again marked the highest number of participant-earned High School Equivalencies conferred since PY2013, the year the State transitioned from paper/pencil to computer-based testing and from the 2002 series to the 2014 series. Through the coordinated efforts of the Professional Development Team, the appropriate usage of the GED Ready™, and instructors’ increasing familiarity with the new test-series [and CCRS], the agency is content with the demonstrated progress. With the eventual implementation of the TABE 11&12 Series by the beginning of PY2019, the alignment of assessments, standards, and the GED® should reinforce even greater student achievement.

Of course, future increases in Title II performance are primarily predicated upon [and subordinate to] high-quality instruction, activities, and services. Fortunately, PY2017 finally witnessed the initial collection and entry of NRS Table 5 data on Employment, Earnings, and Credential-Attainment outcomes under WIOA. The agency and the local providers anticipate the opportunity to compare regional and national data sets [across more standardized metrics] with South Dakota’s figures for norm-referenced analyses; subsequently, with a solid baseline in PY2017’s data sets, the Title II Program intends to utilize PY2018’s Table 5 data for noting emerging trends, highlighting progress, identifying Technical Assistance needs, and underscoring accountability.

### ➤ **Integration with One-Stop Partners**

- ❖ Describe how the State eligible agency executes its required One-Stop roles to eligible providers. Describe the applicable career services that are provided in the One-Stop system. Describe how infrastructure costs are supported through State and local options.

### Integration of Activities

The Department of Labor and Regulation considers Adult Education a key component to Workforce Development; therefore, DLR has increased Title II's prominence by highlighting Adult Education services within its [recent] workforce programs and including the Disability Employment Initiative, National Career Readiness Certificate, Career Pathways, Registered Apprenticeships/Pre-Apprenticeships, Soft Skills Training, Job Search Assistance Program, Trade Adjustment Assistance, and the Disabled Veterans' Outreach Program; through this integration, partnerships have been formed and nurtured to best serve residents of South Dakota. Many of DLR's 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 continue to work closely to meet the needs of our clients. The partnership between Labor and Adult Education is especially evident with the Integrated Resource Teams [concept] being promoted across WIOA Core Programs and required One-Stop partners. The IRT model functions at the administrative level whereby staff communicate, coordinate, and collaborate; this IRT model also operates at the participant-level whereby the client meets with staff from the pertinent, involved programs within the One-Stop system.

### 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 Director of Workforce Training [who also acts as the State Director of Adult Education] functioned as the *de facto* executive director for the Council, and the Cabinet Secretary sat on the Council as a voting member. Through the Council's efforts, local offices provide assistance with job searches, employment guidance and counseling, as well as referrals to appropriate services which benefit individuals under all WIOA Titles. The local offices support not only those seeking jobs and training, but also businesses and employers.

### The One-Stop System of Delivery

The Adult Education and Literacy Program emphasizes that the responsibilities established by Title I of WIOA are not secondary or subsidiary to the responsibilities and requirements established by Title II of WIOA (i.e., AEFLA); the WIOA Title I and AEFLA requirements must both be satisfied. Furthermore, the Titles I – III Program Specialists [all as DLR employees] work together to coordinate professional development and training activities, communicate performance expectations and procedural understandings, and collaborate to best assist the mutual program participants.

Regarding the applicable career services provided at the One-Stop, South Dakota's core programs compiled a master reference of all [locally] available services and supports (including required One-Stop partners) to increase awareness, facilitate referrals, promote enrollments, reinforce shared case-management, identify training opportunities, and codify programmatic documentation.

Indirect costs from WIOA Titles I – III, and Title IV in some locales, help support the One-Stop system. Time is allocated according to function and an established percentage approved by DLR, as well as approved by the U.S. Department of Labor and the U.S. Department of Education.

As to WIOA infrastructure costs, the Agency instituted a fee schedule [for co-location] based upon square-footage and shared utility costs effective July 01, 2017; this cost-sharing plan was informed by the federal Joint One-Stop Infrastructure Funding Guidance. Infrastructure costs include (but are not necessarily limited to) janitorial, electrical, garbage, sewer, water, heating, landscaping, and snow-removal costs. The co-located sub-recipient also agrees to sign and comply with a *Facilities Use Agreement Indemnification* and an *Insurance Clause*.

## ➤ Integrated English Literacy and Civics Education (IELCE) Program

- ❖ Describe how the State is using funds under Section 243 to support these activities.
- *Describe when your State held a competition for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

South Dakota conducted a direct, equitably accessed Title II grant competition in the spring of 2017; this RFP utilized a same-process approach for Section 243 funds. Resultant of the competition, one local provider was awarded the entirety of South Dakota's Integrated English Literacy and Civics Education pass-through funding. (While other providers deliver English Literacy and Civics Education, most of these services are considered "activities" rather than full-fledged IELCE "programs" due to the Integrated Education and Training [IET] requirements.)

- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.*

In PY2017-18, the sole IELCE funding-recipient provided an adult English Language Acquisition (ELA) program which served 346 adults in the Sioux Falls area in order to develop learners' basic skills (reading and writing, speaking and listening, and numeracy) leading to self-sufficiency and success in community life, employment, further education/training, citizenship, and civic participation. This program integrated civics/citizenship activities into existing English language classes from the Beginning Literacy level to the Advanced level, as well as provided instruction on the rights and responsibilities of citizenship and civic participation, including American history and American systems of government. This ELA programming was delivered concurrently and contextually with Integrated Education and Training activities [including Workforce Preparation and Workforce Training].

Workforce Preparation activities were offered through monthly, short-term, managed-enrollment classes in employability skills and digital literacy, embedded in ELA instruction through implementation of the College and Career Readiness Standards (CCRS), and incorporated in IET topical units focused on specific transitional skills.

Workforce Training activities were offered two to three times per quarter through sector-specific training courses across in-demand occupations/industries. ELA participants were invited to co-enroll in these Skills That Employ People (STEP) classes; the STEP classes included basic skills instruction in the context of sector-specific Workforce Training and used occupationally relevant instructional materials developed in partnership and collaboration with local employers. STEP-class participants were also enrolled in weekly Workforce Preparation classes/workshops such as Job Interviewing, Resume Writing, and Online Job-Applications.

- *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants into unsubsidized employment within high-demand industries and occupations that lead to economic self-sufficiency and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

The IELCE program delivered Integrated Education and Training activities through the provision of English Language Acquisition concurrently and contextually with Workforce Preparation Activities (also known as transition skills), which included basic academics, critical thinking, digital literacy, self-management, resource-utilization, teamwork, and organizational systems. The program integrated transition skills into English language classes in conjunction with the State ESL Competency Checklists and CCRS across all levels of English language instruction [as appropriate respective to Student Performance Levels].

The IELCE program provided 38 short-term, managed-enrollment Workforce Preparation classes on Fridays and Monday evenings; these classes included Integrated Digital Literacy, Basic Computer Skills, Keyboarding, English for Driving, Job Interviews, Math & American Measurements, Resume Writing, and Job Applications. These workshops served an average of 103 IELCE participants per quarter with 58% of the learners successfully completing the managed-enrollment course objectives.

The IELCE program delivered Integrated Education and Training activities through the provision of English Language Acquisition concurrently and contextually with Workforce Training for a specific occupation or occupational cluster, integrated with the local workforce development system and its functions to implement program activities. Every other quarter, instructors developed and delivered an IET unit on Workforce Training; these Workforce Training units (called *Workplace English for Specific Occupations*) highlighted in-demand industries and occupations aligned with the current needs of local employers. Moreover, two extensive IET units offered to all IELCE program participants provided basic skills in the context of Workforce Training; these units included *Workplace Communication for Healthcare Careers* and *Workplace Communication for Hospitality Careers*.

English language learners had opportunities each quarter to co-enroll in Title II's Adult Education classes and STEP Classes. The STEP Classes were offered monthly to provide sector-specific Workforce Training in areas such as Commercial Housekeeping, Retail Customer Service, Landscaping & Gardening, Manufacturing Safety, Childcare Training, Food Service & Safety, and Introduction to Patient Care. These intensive, two-week [to four-week] classes focused on in-demand occupations. Additional classes and curriculum enhancements were developed as needed to meet local workforce needs.

During PY2017, eight STEP classes were offered throughout the program year. These trainings included two iterations of Introduction to Patient Care, four iterations of Commercial Housekeeping & Janitorial, and two iterations of General Manufacturing Skills & Safety. Through a blend of funding streams, including Section 243 funds, 143 adult English learners participated in sector-specific Workforce Training during the program year.

- *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

The IELCE sub-recipient's Education Coordinator consulted local workforce development experts, employment specialists, and businesses to identify and create opportunities for collaborative efforts in providing integrated solutions to workforce needs. In partnership with the local DLR office, the IELCE sub-recipient's coordinator also participated in monthly WIOA Core Partners' meetings and quarterly One-Stop Partner Meetings. Additionally, this coordinator communicated monthly with various employers and stakeholders to discuss which in-demand occupational trainings best met the current needs of local businesses. During PY2017, these monthly sector-specific training courses included General Manufacturing Skills, Commercial Housekeeping, Janitorial Services & Safety, and Introduction to Patient Care.

The IELCE sub-recipient regularly corresponded with the local One-Stop to facilitate referrals of clients to English Language Acquisition, STEP, and Workforce Preparation classes. The IELCE provider, and the Title II Program at large, yet experience challenges related to referrals of English language learners (despite the U.S. Department of Labor Employment and Training Administration's emphasis that English language learners must be included in the priority populations for the Title I Adult program [per TEGL 19-16]). Not only are such referrals often limited, but the opportunities for co-enrollment are still too infrequent.

## ➤ **Adult Education Standards**

- ❖ If your State has adopted new challenging K-12 standards under Title I of the Elementary and Secondary Education Act of 1965, describe how your Adult Education content standards are aligned with those K-12 standards.

The following is noted on the South Dakota Department of Education's website.

*South Dakota Content Standards serve as expectations for what students should know and be able to do by the end of each grade. The review, revision, development, and feedback process involves stakeholders throughout the state of South Dakota and is an ongoing and critical component to ensure South Dakota students in every classroom receive current and relevant learning experiences.*

*The goal is that all students will graduate college, career, and life ready.*

<https://doe.sd.gov/contentstandards/>

South Dakota educators and content specialists participated in the review, revision, development, and feedback processes; in fact, one of WIOA Title II's current AEFLA-funded teachers, as well as one of DLR's One-Stop managers, recently participated in these standards-development processes. Furthermore, the South Dakota Department of Education, the South Dakota Board of Regents, and a member of the Board of Technical Education are voting representatives on the State's Workforce Development Council (i.e., single-area Workforce Investment Board).

The South Dakota Department of Education also determines the State's recognized High School Equivalencies; these secondary credentials have too aligned to meet the expectations of the College and Career Readiness Standards. Over the past number of years, the WIOA Title II program has worked diligently to recalibrate its instruction and activities to align with the College and Career Readiness Standards for Adult Education. Per the WIOA mandate in Section 102, the State's Title II Program formally adopted a validated set of standards for its delivery of AEFLA instruction, activities, and services. As noted within South Dakota's Unified State Plan, the implementation became effective July 01, 2016.

## ➤ **Programs for Corrections Education and Other Institutionalized Individuals**

- ❖ What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

The South Dakota Department of Corrections now has the ability to track recidivism data by program/fiscal year. DOC can isolate its release-data by those inmates who completed their High School Equivalency at any point while incarcerated, and who then were released during a particular program year.

Therefore, the relative rate of recidivism for criminal offenders [assisted under AEFLA] who earned a GED® credential while incarcerated in South Dakota, and who then were released at any point during PY2017-18, was 25.1%. This percentage includes HSE-completers who served an expired or suspended sentence, as well as those granted parole in PY2017.