

South Dakota Narrative Report 2018-2019

➤ 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 \$152,000.00, South Dakota worked steadfastly throughout Program Year 2018 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 PY2018-19 toward general and specific WIOA awareness, access, and alignment.

- Disseminated relevant information to DLR supervisors and WIOA colleagues gleaned from OCTAE's 2019 National Meeting for Adult Education State Directors
- 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
- Participated in WIOA Core Programs' *Case Management* work group
- Solicited and collated Title II providers' informational materials/narratives related to Adult Education and Workforce Development [with supporting data sets]
- 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 NRS Narrative Descriptors
- Participated in State's Core Partner Alignment Consortium Meetings
 - These meetings included leadership, programmatic, and data representatives from all WIOA Core Programs
- Attended quarterly Workforce Development Council Meetings
 - One of the PY2018 meetings consisted of six sub-recipient AEFLA providers presenting informational overviews of their respective programs, services, participants, and outcomes
- Represented AEFLA at community and area Workforce Development meetings
- Attended several webinars [on topics such as Joint Data Validation] delivered by WorkforceGPS
- Provided One-Stop Local Offices with Adult Education and High School Equivalency [preparation and testing] resources, guidance, and technical assistance
- Assisted new WIOA Title I Youth Program Specialist [to foster communication/collaboration]
- Represented State Government on the State Library's Electronic Resources Task Force
- Convened a statewide, one-day Unified State Plan Meeting
 - This plenary meeting included agency leadership from WIOA Titles I – IV, as well as the administrators from WIOA Title II local sub-recipients and regional supervisors for Vocational Rehabilitation; also in attendance was the Department of Education's State Director of Career and Technical Education.

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

Summer Summit 2018

This 2018 conference featured two focused strands (*High School Equivalency* and *English Language Acquisition*) and two partial strands (*Adult Numeracy Instruction* and *Cultural Understanding*). On day one, a regionally well-known speaker delivered sessions on how educators can assist adult learners with managing their stress and increasing students' confidence. In the ESL strand, a professor from Minnesota's Hamline University delivered sessions on Meeting Rigorous Standards with High-leverage Teaching Practices. Additionally, a faculty member from Kansas [also a LINCS Adult Numeracy Instruction trainer] co-delivered Adult Numeracy Instruction with ANI Trainers from South Dakota.

On day two, representatives from GED Testing Service presented sessions on accommodations for the GED® test, analytic tools, and new initiatives. A representative from Data Recognition Corporation also presented overviews/previews of the TABE 11&12 assessment. Given the number of Native Americans served in South Dakota, Duane Hollow Horn Bear and his colleague were invited to present on the Oceti Sakowin Essential Understandings [also used by the South Dakota Department of Education]. In the ESL strand, local teachers presented their findings at the Action Research Forum; the ESL attendees then spent much of the day focused on Differentiated Instruction.

During the final half-day of the conference, some of the Title II providers showcased their respective expertise and classroom-based research. A representative from both WIOA Title I's Workforce Training Division and Vocational Rehabilitation co-presented a session on processes and available resources. There were also sessions on COABE, National Career Readiness Certificate, Community Outreach, and Digital Literacy.

Beyond the national, regional, state, and local experts, this 2.5-day conference was attended by a total of 85 agency directors, coordinators, instructors, and support staff from 7 AEFLA sub-recipient providers, 6 American Indian Tribal Colleges, and Job Corps.

High School Equivalency Training

Resultant of participating in GEDTS® Train-the-Trainer offerings, the Professional Development Team delivered another GED-specific training during PY2018. This half-day training entitled *Scientific Inquiry and the GED® Test* was presented in a face-to-face format.

Adult Education Instructor Development Program (AE IDP)

State Leadership funds supported one cohort of the AE IDP. This teacher training serves as an induction for new instructors, as well as a refresher for senior staff. The IDP's participants 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 PY2018's iteration, the Title II program continued to incorporate R. Brockett's book entitled *Teaching Adults: A Practical Guide for New Teachers* as part of the training's reflection component, as well as *Improving Adult Literacy Instruction* series from the National Research Council.

English Language Instructor Development Program (EL IDP)

The EL IDP was in its eighth year during PY2018. The state agency, along with SD's sole IELCE sub-recipient, delivered a cohort 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 2018

More than 20 administrators, instructors, and staff from statewide AEFLA providers attended sessions over the two-day period. The virtual sessions included topics related to contextualized instruction, algebraic reasoning, student-persistence, Civics, career pathways, and technology. The sessions were so well received that the agency plans to afford this opportunity again in 2019.

- *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

Resultant of the 2017 NRS training entitled *NRS Annual Checkup: WIOA Accountability After One Year*, the agency revisited the local Data Flow Activity's Planning Tools during sub-recipient outreach and during the two onsite monitors.

At Summer Summit, the Title II Program Specialist presented a concurrent session entitled *National Reporting System's Table Changes*. The agency also found quite beneficial the NRS webinar entitled *Post-Exit Indicators: Tracking Students Over Time*; a few of the highlights from that webinar were shared with the local sub-recipients' Data Specialists, as well as with WIOA Title I colleagues.

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 II & III during PY2018-19. South Dakota's investment in the ANI initiative was also reinforced with the previous 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.

Student Achievement in Reading (STAR 2.0)

South Dakota, as an original STAR pilot-state, launched its STAR 2.0 initiative during PY2018. All seven sub-recipient providers were involved, with approximately 30 inaugural participants. Although this project will span across program-years, PY2018 evidenced a Welcome Webinar, two face-to-face trainings (one East River cohort and one West River cohort), and coaching/guidance from a STAR Master Trainer.

To better track students receiving STAR-based instruction, a drop-down feature was added to the providers' Management Information System [interface] which will afford the locals and the agency the ability to longitudinally analyze outcomes. Moreover, through the South Dakota Association for Lifelong Learning's partnership with the South Dakota Statewide Family Engagement Center, local AEFLA sub-recipients could apply for scholarships (e.g., instructor-stipends, travel costs, materials-purchases, and family engagement activities).

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, continued to provide outreach to AEFLA sub-recipients (Directors, Coordinators, Instructors, and Support Staff), and One-Stop/American Job Center operators (Managers, Employment Specialists, Workforce Training staff, TANF staff, and Career Navigators). The outreach consisted of informational overviews pertinent to the respective audience, as well as training in both how to access the different modules and how to coordinate services available as a participant in Distance Education.

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

Onsite Monitoring

During PY2018, the agency conducted two onsite monitors for both fiscal and programmatic facets of the grant-award. The sub-recipients monitored included the State's Correctional Institution(s) and a Community-based Organization. Both onsite monitors [and the resultant technical assistance] were well received.

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 yet considers 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 has its first full set of Employment, Earnings, and Credential outcomes as primary indicators of performance [in PY2018's NRS Table 5]. The State's WIOA agencies have begun to delve the core-program data; additionally, DLR recently created a Data Analyst position to collate the Core Programs' data and provide insight and recommendations for strategic improvement.

- ❖ 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 2018-19 membership dues to NASDAE. Additionally, the Title II Program Specialist served on two of NASDAE's subcommittees. In the spring of 2019, the Program Specialist began serving [through June 2020] as Secretary/Treasurer for NASDAE's Board of Directors.

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.

Although attendance at the MIS trainings has been articulated for years in the sub-recipient agreements as "required," the agency realized this mandate was neither really feasible nor enforceable. Therefore, in Q4 of PY2018-19, the agency and its MIS vendor decided to begin delivering the web-based trainings via Voice over Internet Protocol. Not only did this decision allow the program to save money [telephonically], but it also afforded us the ability to record and archive the web-based trainings so staff not in attendance could review the material when their schedule allowed.

The program has since learned that even staff who were in attendance appreciate having the ability to revisit certain sections of the webinar with the follow-along visuals, rather than just a written transcript and screenshots. Subsequently, for PY2019-20, the agency changed the language in the sub-recipient agreement to read that if data specialists cannot attend a training, the recorded webinar must be promptly viewed thereafter.

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 maintained the contract's scope [for both offline and online license] in PY2018-19 to meet the increased usage resultant of the Distance Education Special Project and DOC's expansion of the offline pilot.

COABE National Conference 2019

State Leadership funds supported three local AEFLA staff members' participation at the 2019 COABE National Conference in New Orleans. One instructor presented his selected session entitled *There Is No Right or Wrong...Only Progression*; two other staff members (an administrator and a teacher) from a different provider co-presented a session entitled *WOKSAPE: How Professional Wisdom Is Reframing Educational and Workplace Environments*.

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 2019 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.

Assessments

The agency made significant PY2018 investments in the TABE 11&12 Series. Beyond providing web-based training, the agency purchased online administrations, paper/pencil materials, and audio discs.

➤ 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 PY2018, South Dakota's WIOA Title II program reported 2,316 [deduplicated] participants. The Adult Education Program had not served that many participants since PY2012. This demonstrated increase in serving 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 PY2018 was Adult Basic Education Level 4's final Measurable Skill Gains percentage. With a rate of nearly 46%, 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, 48% 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 late PY2017, and given the fact DOC contributed more than 33% of PY2018's statewide AEFLA participants, Correctional Education's effect upon aggregate data proves substantial.

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 full 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. In PY2018, the agency exacted the first *full* 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 PY2018's data sets, the Title II Program intends to utilize PY2019'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 South Dakota's single-area statewide 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] is highly involved in setting the Council's agenda, while the Cabinet Secretary serves 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 PY2018-19, the sole IELCE funding-recipient provided an adult English Language Acquisition (ELA) program which served 376 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 23 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 39 IELCE participants per quarter with 65% 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, one extensive IET unit, entitled *Workplace Communication for Customer Service Careers*, was offered to all IELCE program participants provided basic skills in the context of Workforce Training.

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 PY2018, nine STEP classes were offered throughout the program year. These trainings included one iteration of Introduction to Patient Care and eight iterations of General Production Skills & Safety. Through a blend of funding streams, including Section 243 funds, 105 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 PY2018, 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, previously 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 has the capacity 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 PY2018-19, was 27.6%. This percentage includes HSE-completers who served an expired or suspended sentence, as well as those granted parole in PY2018.