

Extension of State Plan for  
Adult Education and Family Literacy Act  
(Title II of the Workforce Investment Act of 1998)  
2011-2012

**South Dakota Department of Labor  
Adult Education and Literacy Program  
700 Governors Drive  
Pierre, South Dakota 57501**

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## 1.0 Eligible Agency Certifications and Assurances

1.1 – 1.3 See Appendix A for Certifications and Assurances

## 2.0 Needs Assessment

Not required for this report.

## 3.0 Description of Adult Education and Literacy Activities

**3.1 Adult Education and Literacy Activities** - Section 224 (b) (2) of the Adult Education and Family Literacy Act of 1998 requires a description of adult education and literacy activities carried out with any funds received under the Act.

### State Activities

State administration - not more than five percent of the funds available or \$65,000, whichever is greater, will be used to carry out administrative activities, including

- The development, submission and implementation of the Unified Plan;
- Consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under the Act;
- Coordination and non-duplication with other federal and state education, training, corrections, public housing, and social service programs.

State Leadership - DOL shall use not more than 12.5 percent of funds made available under the Act for State Leadership Activities for one or more of the following adult education and literacy activities:

- Operation of professional development programs at the state, regional and local levels to improve the quality of adult education and literacy instruction;
- 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;
- 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;
- The support of State or regional literacy resource center systems;
- Monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities;
- Developing and disseminating curricula and instructional materials;
- 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;
- Coordinating activities of statewide significance that promote the purpose of the Adult Education and Family Literacy Act.

### Instructional Activities

Not less than 82.5 percent of grant funds will be awarded to eligible providers who use the funds to establish or operate programs that provide services or instruction in one or more of the following categories:

- Adult education and literacy services, including workplace literacy services;
- Family literacy services;
- English literacy and civics programs.

Activities will include teaching adult learners or the interaction between teachers and learners for the purpose of academic and skills development. Teaching may be provided for students individually or in

groups, in school classrooms, in homes on a limited basis, libraries, churches, institutions, the workplace and in other learning environments.

Adult Basic Education (ABE) includes instruction provided to adult learners reading at 0 - 8.9 grade-level equivalent as determined by standardized testing. Services include basic skills and literacy instruction as well as employability and career readiness skills. Employability and career readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job seeking skills, and job retention activities that include further secondary education and training.

Adult Secondary Education (ASE) includes instruction to adult learners reading at the 9.0 and above grade-level equivalent as determined by standardized testing. Services include instruction to prepare for the high school diploma or a recognized equivalent as well as employability and career readiness skills. Employability and career readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job-seeking skills and job-retention activities that include further secondary education and training.

English literacy includes programs of instruction designed to assist adult learners of limited English proficiency achieve competence in the English language. Services include basic skills and literacy instruction as well as employability and career readiness skills. Employability and career readiness skills include education and training in job readiness, job skills, life skills, parenting skills, citizenship, job-seeking skills and job-retention activities that include further secondary education and training.

### **Supporting Activities**

Supporting activities may include the following:

- Public or private transportation available to adult learners allowing them to participate in instructional programs
- Child care available for the care of children during the time adult learners are participating in instructional programs
- Guidance and counseling which guides educational planning beyond the scope of normal instructional activity
- Notifying eligible population about instructional programs and services available and encouraging adult learners to enroll
- Offering services and activities to assist adult learners enrolled in instructional programs to overcome barriers and complete their short and long-range goals
- Assessing to measure individual adult learner achievement, to monitor individual or group progress in reaching learning goals, and to compare individual and group performance with national norms established by test publishers.
- Teacher training and staff development activities designed to assist current and future adult education and literacy staff to develop and expand their knowledge and skills in the areas of curriculum and technology. At least five percent of each local award must be made available for such activities.

### **Literacy Activities**

Family literacy services shall be provided to families that have at least one parent eligible for adult education services and at least one child less than 16 years of age. Family literacy services are defined as services that are of sufficient intensity and duration in terms of hours to make sustainable changes in a family and that integrate all of the following activities:

- Interactive literacy activities between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency;
- Age-appropriate education to prepare children for success in school and life experiences.

Family literacy activities should bring together existing local literacy services and adult education services and support resources to provide family literacy services for the benefit of families who are disadvantaged economically or educationally. Existing instructional and/or support activities may not be

duplicated pursuant to Sections 231 (d), special Rule, and Section 241 (a), Supplement Not Supplant, of the Act.

An eligible provider may apply for funding for the coordination of existing local resources to support family literacy services provided that the application is submitted by a partnership consisting of a local adult education program funded under this Act, a local family literacy project or a childhood education program.

Workplace literacy activities are those activities offered for the purpose of improving the productivity of the workforce through improvement of literacy skills. Funds granted under the plan may be used to coordinate services, including the development of programming and curriculum.

Volunteer literacy activities involve the coordination of tutoring services, provided by trained volunteers, to literacy students reading below the sixth grade level. Instruction is designed to improve basic literacy skills that will allow the learner to transition into ABE instructional level activities.

Services may include tutor training, tutor scheduling and other activities that promote student learning gains.

### **3.2 Special Rule**

DOL shall not use any funds made available under Section 231 (d) for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203 (1), except that the agency may use funds for that purpose if the programs, services and activities are related to family literacy services. In providing family literacy services, an eligible provider shall attempt to coordinate with programs and services that exist in the service area prior to using funds for adult education and literacy under this subtitle for activities other than adult education activities (Section 231) (d).

### **3.3 See Appendix C for Organizational Chart**

The Department of Labor coordinates Leadership activities from the state office.

## **4.0 Annual Evaluation of Adult Education and Literacy Activities**

### *Evaluation Strategies*

The State Adult Education and Family Literacy Program will develop a process of evaluation that will include the following:

- Comprehensive evaluation
- Program monitoring of local providers
- Adult Student Management System program data
- Target population follow-up

### *Description of Evaluation Strategies*

#### Comprehensive Evaluation

- The State will conduct a compliance evaluation of all local programs annually.
- The evaluation will include a review of local program goals as submitted by the local programs and approved by the State.
- The evaluation will specifically include the review of required Student Performance Indicators as outlined in the Act as well as additional indicators defined by the State.
- The evaluation process will include a self-assessment and a review by a representative from the DOL.
- The results/recommendation of the evaluation will be provided to the local program administrator within 60 days of completion of such evaluation.

#### Program Monitoring

- Program monitoring will be completed by the State Adult Education and Family Literacy Program and/or other personnel as designated by the State.
- Each selected site will receive technical support and assistance in meeting the monitoring criteria.
- Each site will receive a written report of deficiencies and will work together to form a plan for correcting those deficiencies.
- A site may be monitored more than once during the program year.

#### Adult Student Management System

- The State Adult Education and Family Literacy Program will implement a student management system that will allow each local site to maintain a high-quality information system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures.
- DOL will require each approved program to keep all records current on a monthly basis and submit a data report annually.
- The State will monitor and analyze data for each program and provide feedback.
- Student performance measures will be monitored on a regular basis to assure continuous improvement at the local level.

#### Target Population follow-up

DOL will identify special populations and programs to assure that the target population is being served and that appropriate curriculum and strategies are being applied to meet the special need of one or more of the following target populations:

- Disadvantaged adults
- Adult immigrants
- Homeless adults
- Adults with disabilities
- Single parents and displaced homemakers

AEL has a comprehensive performance accountability system. The system assesses the effectiveness of eligible local providers' achievement in continuously improving their adult education and literacy program delivery.

### **5.3 Levels of Performance**

[See Appendix B for Performance Measure Table](#)

## **6.0 Adult Education and Family Literacy Local Funds Eligible Providers**

[South Dakota competed for new grants in March 2008 and will extend the grants for 2011-2012.](#)

### **6.1 Applications**

Local providers will be eligible to receive funds if the program meets the following criteria:

- Establishes measurable goals for participant outcomes;
- Shows past effectiveness in improving the literacy skills of adults and families. One year after DOL adopts performance measures under Section 212 of the Act, it will consider success of an eligible provider receiving funding in meeting or exceeding such performance measures, especially with respect to those adults with the lowest literacy levels;
- Commits to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- Is of sufficient intensity and duration for participants to achieve substantial learning gains;
- Uses instructional practices and activities that research has proven to be effective in teaching individuals to read;
- Employs activities built on a strong foundation of research and effective educational practice;
- Offers activities that effectively employ advances in technology, as appropriate, including the use of computers;

- Offers activities that provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- Employs well-trained instructors, counselors and administrators;
- Coordinates with other available resources in the community, by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, one-stop Career Centers, job training programs and social service agencies;
- Offers activities that provide naturalization procedures, civic participation, and US history and government to help students acquire skills and knowledge to become active and informed parents, workers, and community members;
- Offers flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- Maintains a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against DOL's performance measures;
- Demonstrates a need for additional English literacy programs in the community.

## **6.2 Eligible providers for a grant that have ongoing ABE, Adult Secondary Education (ASE), ESL/EL Civics, and/or Family Literacy Service, including the following:**

- Local educational agency
- Community-based or faith-based organizations of demonstrated effectiveness
- Volunteer literacy organization of demonstrated effectiveness
- Institution of higher education
- Public or private nonprofit agency
- Library
- Public housing authority
- Nonprofit institution that is not described in (a) through (h) above and has the ability to provide literacy services to adults and families
- Consortium of the agencies, organizations, institutions, libraries, or authorities described above

## **6.3 Notice of Availability**

DOL will announce the availability of funds through its homepage site, through direct mailing of applications and instructions to existing local program providers and through Notice of Availability to three major newspapers in South Dakota with statewide distributions.

## **6.4 Process – Competitive Grants**

Pursuant to Section 232 of the Adult Education and Family Literacy Act and the English Literacy and Civics Education Program Grant, local adult education providers desiring a grant under this subtitle must submit an application containing a description of how funds awarded will be spent, and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

DOL will set aside 82.5 percent of the State allocation for local assistance purposes. It will distribute an announcement of pending available funds along with an application for funding. If an adult education provider wishes to obtain funding, it must develop a formal response to each of the parts contained in the application. Reviewers of the applications will note the thoroughness of the proposed plan by specific criteria and will recommend that applicants deemed to have fully and adequately responded to the application review criteria be considered for funding.

From funds made available under Section 211 (b) (1), South Dakota will award multiyear (3 year) grants on a competitive basis to eligible providers within the State enabling them to develop, implement, and improve adult education and literacy activities. The allocation of funding to recommended providers will consider four factors:

- The assessment of relative need in the area;
- Past performance of the provider;
- The ability of the provider to meet or exceed the State benchmarks for the measures of performance;
- The ranking of the application based on objective criteria specified in the Request for Proposals.

Each eligible provider receiving a grant shall establish one or more programs that provide instruction or services in one or more of the following categories:

- Adult education and literacy services, including workplace literacy services
- Family literacy services
- English literacy programs
- English Literacy and Civics Education Programs

Each eligible provider must include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

## 6.5 Evaluation of Applications

A team review process is used for proposals submitted in response to the Request for Proposals. DOL staff who possess knowledge and experience in the Federal competitive grant application process are selected to be on the review team.

DOL will define criteria for evaluating and ranking proposals based on the twelve considerations described in Section 231 (e) of the Act. These criteria will be defined in the Request for Proposals. The instrument used by review teams to evaluate proposals will be based on the same criteria.

Applications will be reviewed to determine fiscal accountability. Based upon prior history, the average annual cost to serve an adult ranges from \$50 to \$600 depending upon the following factors: (1) student contact hours provided, (2) percent of difficult-to-serve adults receiving instruction, (3) rural versus urban cost to provide services, and (4) other available services/resources.

Considerations in evaluating proposals include the following:

- The degree to which the provider will establish measurable goals for participant outcomes;
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec. 212 of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy
- The commitment of the provider to serve individuals in the community who are most in need of literacy services, including individuals who are low income and have minimal literacy skills;
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains;
- Whether the activities built on a strong foundation of research and effective educational practice;
- Whether the activities employ advances in technology, as appropriate, including the use of computers;
- Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- Whether the activities are staffed by well-trained instructors, counselors and administrators;
- Whether the activities and cooperative agreements coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, post-secondary institutions, One-Stop Career Centers, job training programs, local literacy councils and social service agencies;
- Whether the activities offer flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

- Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against state performance measures;
- Whether the local communities have a demonstrated need for additional English literacy programs.

## **6.6 Special Rule (Local Administrative Expenditures) (Section 223 (c))**

*Adult Education and Family Literacy Act of 1998*

*Section 233*

*(a) In General – Subject to subsection (b), of the amount that is made available under this subtitle to an eligible provider*

*(1) not less than 95 percent shall be expended for carrying out adult education and literacy activities, and*

*(2) the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.*

*(b) Special Rule – In cases where the cost limits described in subsection (a) are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.*

If local programs determine the cost limits of five percent described in the Act are too restrictive to allow for adequate planning, administration, personnel development and interagency coordination, the South Dakota Department of Labor will negotiate a higher rate with each program that requests it. The negotiation of the percentage to be used for non-instructional use shall be established during the RFP application process.

## **7.0 Public Participation and Comment**

Revision and approval procedures for Adult Education include notification being sent to all partners of the State Unified Plan. The partners shall have an opportunity to review and comment on all portions of the planned revision.

A request to amend the Adult Education and Family Literacy program is submitted in writing to the SD Workforce Development Council. Comments will be taken. Upon consideration of the proposed amendments, the SDWDC will make a determination to accept, reject, or table the amendment. If no negative or opposing comments are submitted, the proposed amendment will be deemed acceptable and then become part of the general plan.

### **7.2 Governor’s Comments [*Required for revisions*]**

The eligible agency shall submit the State plan and any revisions of the State plan to the Governor of the State for review and comment and ensure that any comments regarding the State plan are submitted to the Secretary (Sec. 224)(d).

## **8.0 Program Strategies for Target Populations for Adult Education and Family Literacy**

Disadvantaged Adults - Since income is directly correlated to educational levels and the greatest need for adult basic education services is found among the poor and difficult to serve, the State will develop statewide outreach efforts that promote participation in adult education programs. The State Adult Education and Family Literacy Program will develop programs in areas identified through need assessment for disadvantaged populations. Counseling services will be offered to disadvantaged

adults that will promote the value of adult basic education as a means of furthering their education by attaining a high school diploma, GED credential, technical training, and postsecondary education. Computer literacy will be a part of the basic skills program. Local providers will collaborate and work with their local One-Stop Career Center to identify areas of employment, job training, vocational training, income assistance, client advocacy, and related services.

Adults with Limited English Proficiency - These adults must address multiple challenges to their survival, and they have immediate needs for English language skills. They need language instruction programs that respond specifically to their needs and goals. Their learning experiences must prepare them to communicate with English speakers and to learn about the cultures and customs of the United States and their community. The learning experience must also prepare them to gain employment or improve job skills, pass citizenship tests, complete their academic education and maintain their roles as parents and adults without having to rely on others as interpreters.

The English as Second Language Programs will include the following instructional strategies:

- Selecting content related to student goals
- Providing opportunities for meaningful interaction
- Using a variety of grouping strategies
- Offering activities that address the various learning modalities
- Integrating language and culture
- Providing activities for the application of critical thinking skills
- Using techniques that help implement effective instructional practices

Individuals with Disabilities - The Learning Disabilities Association of South Dakota estimates as many as 80 percent of the adults served in adult education and literacy programs exhibit some form and degree of learning disability. Many adults may not report or even realize they may have a learning disability.

Two types of educational services will be provided to serve the disabled:

- Reasonable accommodations
- Varied instructional strategies

Accommodations usually refer to modification of equipment and materials, but can also include such things as physical access to programs and extended time to complete assessments or assignments.

Instructional strategies include a variety of groupings and techniques to address different learning styles.

In order to address the individuals with disabilities, instructors will

- Identify the needs and major student goals;
- Analyze learning strengths through discussion, observation, informal and formal assessments;
- Develop adaptive strategies that support a student's strengths and address areas that need improvement.

All eligible participants will be provided reasonable accommodations, instructional strategies adapted to individual student needs, extended time, and specific individual goals. All participants must be able to demonstrate progress toward accomplishing their individual short- and long-term goals.

The South Dakota Adult Education and Family Literacy Program will sponsor staff develop and in-service training to instructors through workshops, training sessions, and conferences to improve and expand services to all participants.

Single Parents and Displaced Homemakers - DOL will encourage adult education service providers to make child care available or collaborate with other programs or agencies that will enable single parents with young children to attend classes. Local providers will be encouraged to have counseling and support services available through collaboration with partner agencies but will not be required to

employ such personnel. Local service providers will demonstrate linkages and collaborations that ensure students will receive needed services. In serving displaced homemakers, participating agencies will demonstrate the capacity to refer these students for career counseling, vocational evaluation and assessment, and educational counseling.

Incarcerated Adults - The incarcerated population in South Dakota is considered a major target group for adult education services. This target group is considered to be a significant portion of the difficult-to-serve adult population. The objective of correctional education programs is to provide educational and job training services, linked to the goal of developing productive and responsible members of society. The South Dakota Department of Corrections has placed a high priority on achieving the GED credential. Incarcerated students must have this GED credential before becoming eligible for parole.

Academic programs for basic education with special emphasis on reading, writing, vocabulary and arithmetic; special education programs; and adult secondary education programs all offer these adults an increased chance to attain the skills to successfully integrate into society.

## **9.0 Integration with Other Adult Education and Training**

### **Description of Planned Adult Education and Training Integrated Activities**

DOL understands the significance of the Workforce Investment Act (WIA) of 1998 legislation that facilitates the coordination of adult education, literacy, and workforce development with other agencies, institutions and organizations within the State. DOL will continue to expand its collaboration with other state agencies in shaping programs that prepare adult learners for further education and training leading to greater self-sufficiency.

The Department of Labor State Adult Education and Family Literacy Program currently is supporting the One-Stop Center concept and has adult education programs co-located in or near eight career learning centers. AEL will continue to foster relationships and work closely with other adult service providers who impact the lives of adults. Prior years' collaboration efforts have resulted in increased enrollments in adult education and literacy programs. The collaborative efforts of various public and private agencies has expanded services to adult students from low-income families, individuals with disabilities, single parents and displaced homemakers, and students with multiple barriers to educational enhancement, including students with limited English proficiency.

- AEL has a long history of collaboration with the DOL programs. Many local adult education providers are located within local career learning centers so that adults seeking education or job readiness skills can receive that service at one location. It is the "no wrong door" approach to delivering adult education services. This collaboration will continue and be strengthened with the development of this Unified State Plan.
- DOL collaborates with DSS in the provision of literacy, adult basic education, and GED testing preparation services to TANF recipients.
- DOL collaborates with the division of rehabilitation in the provision of services to adults.
- DOL collaborates with the South Dakota Department of Corrections in the provision of services to incarcerated adults.
- The State Adult Education program funds 8 local provider sites that provide services to several communities through satellite sites. The local provider sites collaborate with local education agencies, postsecondary institutions, businesses, county welfare centers, One-Stop Career Centers, Even Start programs, local rehabilitation offices, local literacy councils, tribal colleges, and correctional facilities.
- The State Adult Education and Family Literacy Program works collaboratively with the South Dakota Association for Lifelong Learning, the Learning Disabilities Association of South Dakota, the State Library, Lutheran Social Services, the Even Start Program, the American Vocational Association, and Community Action Agencies.

### **Senior Community Service Employment Program (SCSEP) Cooperative Relationships and Working Linkages**

Experience Works (formerly Green Thumb) has consistently worked to develop strong partnerships with agencies and organizations serving the elderly in poor and rural areas. To the extent feasible, cooperative relationships have been established with the Department of Health and Human Services, Adult Services and Aging, Department of Social Services, other Senior Community Service Employment Program grantees, Department of Agriculture, Social Security Administration, One-Stop operators, Workforce Investment/Development Boards and subcontracting entities and other providers of employment and training services, Carl D. Perkins Vocational Education providers, Vocational Rehabilitation services and other organizations and agencies.

### **South Dakota Division of Rehabilitation Services & Division of Service to the Blind and Visually Impaired Cooperative Relationships and Working Linkages**

Adult Education and Family Literacy programs work cooperatively with Vocational Rehabilitation (VR) services. Adult Education works with clients from VR needing basic academic skills training. Adult Education refers students, when appropriate, for assessment and evaluation for VR services. Computers, materials, and other adaptive equipment are paid for by VR for their clients. A special grant (WIG) offered training in a variety of software programs frequently used by VR clients (e.g., JAWS for individuals who are blind, Kurzweil scan/Reader for individuals with reading difficulties, Dragon Naturally Speaking Voice recognition software, and Zoom Text for low vision.)

### **Temporary Assistance for Needy Families (TANF) Cooperative Relationships and Working Linkages**

TANF offices statewide work closely with the AEL staff to provide referrals for basic skills training to their participants. With both programs working toward self-sufficiency goals for their student/participant, the success rate is higher. TANF, AEL, and WIA Career Learning Centers work together to assist our mutual clients to move from welfare through basic academic skills classes to postsecondary education, training, and/or on to employment.

## **10.0 Description of Steps to Ensure Direct and Equitable Access**

### **Steps to Ensure Direct and Equitable Access**

- DOL will require all section 231 (direct and equitable access) and 225 (corrections education or institutionalized individuals) eligible providers to use the same application and application process, ensuring these applications will be judged by the same review and scoring criteria.
- A special application will be developed to address section 223 (state leadership activities.) The application will be available to all eligible providers who wish to apply. The applications will be reviewed in the same manner as applications for funds under section 231 and 225. The recommendation of a review panel will be forwarded to the Secretary of DOL for his/her review and approval.
- DOL will take steps to ensure that there is direct and equitable access to the grant funds. All currently funded providers will receive a grant announcement and application packet.
- DOL will publish a notice calling for applicants in three major newspapers with statewide circulation.
- The application announcement and application form will be posted on the Website maintained by DOL.
- During the initial section 231 and 225 grant application submission time, any eligible agency that contacts the State Adult Education and Family Literacy Program office with an interest in participating will be provided the information and materials needed to apply. After the initial year, any interested agency will be added to a list of potential new providers. At the next multi-year application cycle, those agencies will receive the application packet.

### **10.2 Notice of Availability**

DOL will ensure that

- All eligible providers have direct and equitable access to apply for grants;
- The same grant announcement process and application process will be used for all eligible providers in the State.

## **11.0 Programs for Corrections Education and other Institutionalized Individuals**

### **Types of Programs**

From funds made available under Sec. 222 (a) (1) (State distribution of funds) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals, including academic programs. Funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic program activities outlined in Section 3 of this transition plan. Funding for this population will be made available by following the application guidelines described in Section 6 of this transition plan.

The activities to be addressed within this population are

- Expanding the use of technology to enhance instruction;
- Promoting teacher professionalism and growth;
- Developing and implementing innovative approaches to improving the basic skills of students;
- Preparing students to receive a high school diploma equivalency;
- Preparing students to make a successful transition to the community;
- Preparing students for gainful employment.

### **Priority**

Correctional institutions will describe in their grant application how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

### **Types of Institutional Settings**

A "correctional institution" could include any of the following:

- Prison
- Jail
- Reformatory
- Work farm
- Detention center
- Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Currently the South Dakota Department of Corrections manages the State Prison Systems, and adult education programs are made available to inmates. These programs include educational services in adult basic education, secondary education, and GED preparation.

Adult education programs operating in their area may serve local and county correctional facilities. Inmates are usually housed for a varied period of time and their needs are best determined at the local level.

Other facilities such as State Institutions may also apply to operate adult education programs within their facility or in collaboration with community based organizations.

## **12.0 Description of Proposed State Leadership Activities**

State Leadership - DOL shall use no more than 12.5 percent of funds made available under the Act for State Leadership Activities for one or more of the following adult education and literacy activities:

- Operation of professional development programs at the state, regional and local levels to improve the quality of adult education and literacy instruction;

- 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;
- 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;
- The support of State or regional literacy resource center systems;
- Monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities;
- Developing and disseminating curriculum and instructional materials;
- 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;
- Coordinating activities of statewide significance that promote the purpose of the Adult Education and Family Literacy Act.

South Dakota Leadership activities will continue to focus on teacher training, ESL teacher training, continuation of EBRI reading support, developing math and writing training for teachers, MIS training and technical support, NRS training, and monitoring of programs.

#### **12.4 One-Stop Participation (Title I, Sec. 121 (b) (I) and 20 CFR 662.220 (b) (I))**

The department wishes to emphasize that the responsibilities established by Title I of WIA are not secondary or subsidiary to the responsibilities and requirements established by Title II of WIA (AEFLA). The requirements of both Title I of WIA and AEFLA must be satisfied. The state staff of Title I and II work closely to coordinate training and professional development activities which will give both staff the opportunity to build better understanding of the performance of their partners and direction in how to help each other attain performance goals for their mutual participants.

## **APPENDIX A**

DF424B - ASSURANCES - NON-CONSTRUCTION PROGRAMS

ED FORM 80-013 - CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

## Appendix A

### **UNITED STATES DEPARTMENT OF EDUCATION Office of Vocational and Adult Education**

#### **The Adult Education and Family Literacy Act Enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998 (Public Law 105-220)**

The Department of Labor of the State of South Dakota hereby submits its Unified State plan to be effective until June 30, 2012. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

## **CERTIFICATIONS**

### **EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR Part 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

## **ASSURANCES**

### **WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)**

#### **Section 224 (b) (5), (6), and (8)**

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

#### **Section 241 Administrative Provisions**

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
  - (1) In General.—
    - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
    - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
      - (i) shall determine the percentage decreases in such effort or in such expenditures; and
      - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
  - (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and

- special one-time project costs.
- (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

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Secretary, South Dakota Department of Labor

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Date

South Dakota Department of Labor  
700 Governors Drive  
Pierre, SD 57501

## Appendix B

### Performance Measures

*Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.*

<b>Performance Measures</b>	<b>(PY 2011-2012)</b>
<b>Beginning Literacy (ABE)</b>	<b>46 %</b> of beginning level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>Beginning Basic Education ABE</b>	<b>48 %</b> of beginning ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>Low Intermediate ABE</b>	<b>45 %</b> of low intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>High Intermediate ABE</b>	<b>44 %</b> of high intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<b>Low Adult Secondary Education</b>	<b>54%</b> of low ASE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.

<b>Beginning Literacy (ESL)</b>	<b>40 %</b> of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>Low Beginning ESL</b>	<b>40 %</b> of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>High Beginning ESL</b>	<b>48 %</b> of low intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>Low Intermediate ESL</b>	<b>46 %</b> of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<b>High Intermediate ESL</b>	<b>40 %</b> of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.

<b>Advanced ESL</b>	<b>35 % of high advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.</b>
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*Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.*

<b>Performance Measures</b>	<b>(PY 2011-2012)</b>
<b>Entered Postsecondary Education or Training</b>	<b>79 % of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.</b>
<b>Entered employment</b>	<b>69 % of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.</b>
<b>Retained employment</b>	<b>70% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.</b>

*Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.*

<b>Performance Measures</b>	<b>(PY 2011-2012)</b>
<b>HS Diploma/GED</b>	<b>87 % of adults with a high school completion goal will earn a high school diploma or recognized equivalent.</b>

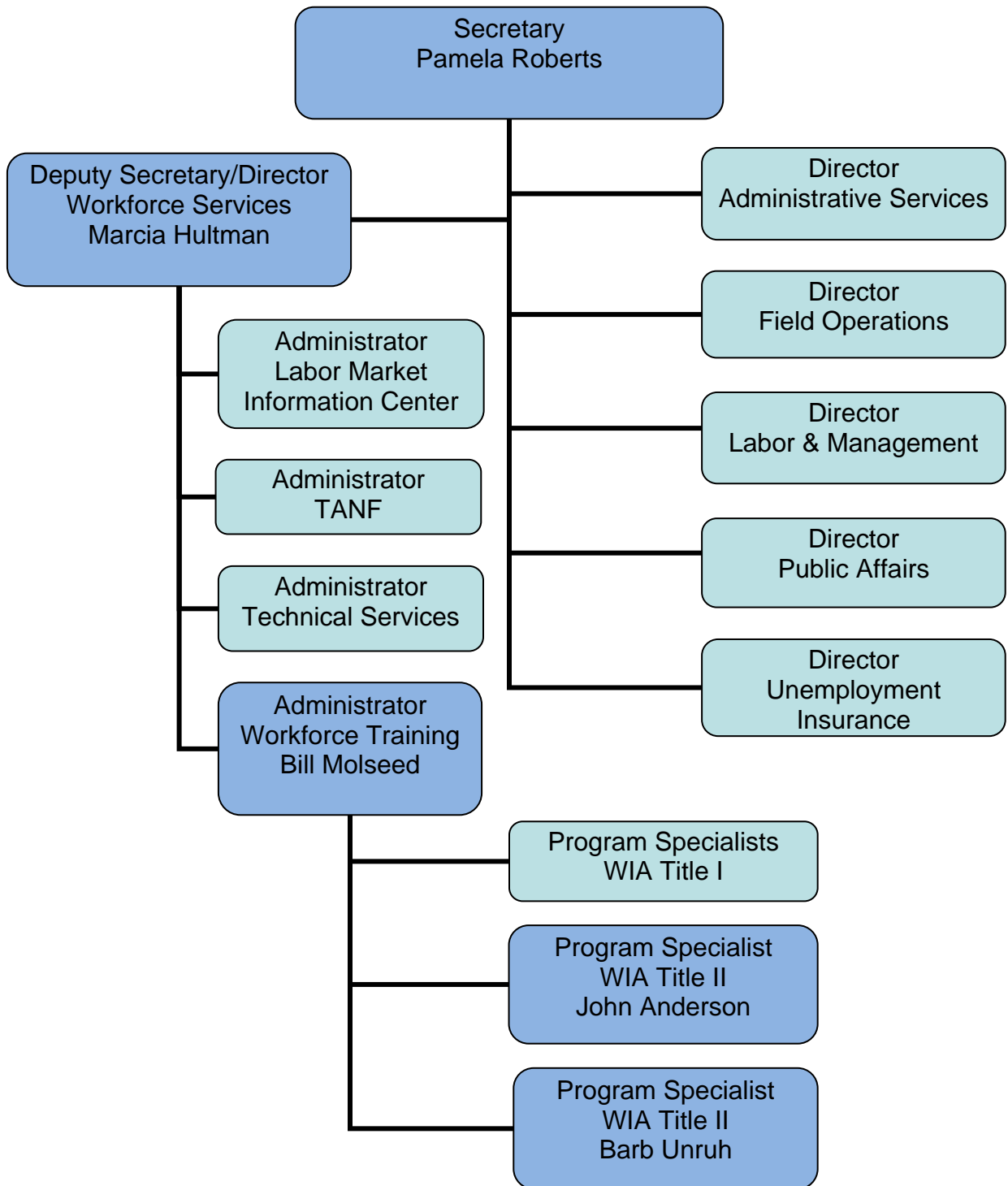
*Continuous improvement:*

With a transition to new leadership and a combination of other factors (e.g., the 60 hours of instruction required before post-testing, the huge influx of ESOL learners to one area of the state, and limited instructional staff), South Dakota’s performance has seen a drop in several educational levels. However, AEL stakeholders across the state are committed to taking South Dakota’s performance back to the more respectable numbers achieved in the past. South Dakota will meet this goal by concentrating on five areas:

- 1) Continued learning and diligent use of the management information system, recognizing and employing the range of data available both to inform and drive program development and/or improvement.
- 2) Research of best practices to implement improvement in the orientation and intake processes.
- 3) Close examination of attrition rates, scrutinizing not only those learners who leave the program after 12 hours, but also those who leave before becoming reportable/fundable.
- 4) Improved communication regarding number of instructional hours before post-testing required by the federal government and test publishers so that all directors and instructors possess identical understanding of requirements and proceed from the same knowledge base.
- 5) Provide as much relevant, appropriate professional development and technical assistance as possible to strengthen research-based instructional strategies.

## **APPENDIX C**

### **Organizational Chart**



## **APPENDIX D**

### **Letter to Governor Governor's Comments**