

PROGRAM ABSTRACT

Black Hills Special Services Cooperative (BHSSC) presents a proposal for Adult Education and Literacy Programming to be offered throughout the Black Hills area in six communities including Hot Springs, Custer, Rapid City, Sturgis, Spearfish and Belle Fourche. BHSSC has had a successful and productive partnership with South Dakota Department of Labor and Regulation (DLR) and local DLR office staff in the Black Hills for 30 years working together to provide education, training and employment programming. During this timeframe, BHSSC has demonstrated successful practices and strategies through their Adult Education offerings funded and supported by DLR. BHSSC has the capacity to carry out the requirements of the RFP and the goals, objectives and activities outlined in the proposal.

BHSSC proposes to provide an Adult Education and Literacy (AEL) Program implemented through the Career Learning Center of the Black Hills (CLCBH), a division of BHSSC, located in Rapid City. Teaching staff has had a wide array of experience which includes correctional settings (Rapid City Minimum Security Unit), Juvenile Services Center (JSC), State Treatment and Rehabilitation Academy (STAR Academy), public high schools and Indian Education. Eight staff members have classroom responsibilities. Five instructors hold teaching certificates and three instructors have a bachelor's degree with majors in business administration, statistics and applied science. There is one additional part-time staff whose duties include pre-employment instruction.

BHSSC has identified four goals and related objectives and activities for each of the next four years. The goals for the Adult Education and Literacy Program in the Black Hills Area proposed by Black Hills Special Services Cooperative include:

Goal 1: The Career Learning Center of the Black Hills Adult Education and Literacy Program (CLCBH/AEL) will provide adult education and literacy activities to Adult Education participants in the Black Hills. This will include students in GED® Preparation, Adult Basic Education and English as a Second Language.

Goal 2: The CLCBH/AEL Program will strengthen the alignment between adult education and post-secondary education by increasing enrollment in post-secondary education and/or training including college and university credits and nationally recognized credentials.

Goal 3: The CLCBH/AEL Program will align with Title I, Title III and Title IV WIOA Partners, community service organizations and workforce development to strengthen coordination in providing education, training and workforce preparation activities.

Goal 4: The CLCBH/AEL instructors will participate in professional development opportunities in research-based instruction and classroom effectiveness.

**Cornerstones Career Learning Center Proposed Project for Success!
Improving the Area Workforce through Adult Education and Literacy
Project Abstract**

Cornerstones Career Learning Center, Inc. (Cornerstones) with locations in Huron, Mitchell, Aberdeen, Vermillion, and Yankton, is seeking grant funds to help meet the adult literacy, basic education, GED preparation, English language acquisition, and English Language Civics needs of the area workforce. The project goals address key need areas in ABE/ASE, Transition, High School Equivalency, and English as a Second Language, and Civics. Project curriculum is based on the latest research on effective instruction of adult learners taught by qualified, trained professionals. As part of South Dakota's Professional Development Team, Cornerstones executive director and education coordinator access a wide, nationally renowned professional network to provide relevant and timely training to instructional staff.

In fiscal year 2019, Cornerstones enrolled 671 participants. ESL comprised 67% of Cornerstones students and 95% of the participants fell within the lowest skill levels. Cornerstones served 36% of South Dakota's ABE level 1 participants. In fiscal year 2018, Cornerstones enrolled 600 participants. ESL comprised 69% of Cornerstones students and 92% of the participants fell within the lowest skill levels. In looking back further at Cornerstones participants served, it is evident that Cornerstones has developed a strong English language program to meet the needs of the changing demographics within the communities served and that the focus of our services is on the "most in need." In looking at this year's Cornerstones participants, at the end of February 2020 Cornerstones had 512 reportables.

Over the past 5 years, Cornerstones adult education has served 2948 participants (avg. 590 a year). The majority of students served in ESL are refugees and most can and will seek citizenship. Just as important is the fact that they want to be a part of the community that they live and work in. They want to get involved with activities and correctly utilize and take part in services. Classroom EL Civics provides them with a supportive environment for learning how to make that happen.

ABE and ASE instruction is delivered utilizing managed enrollment with thematic instruction. The curriculum addresses reading, writing, mathematics, basic workplace skills, and post-secondary readiness. Daily lessons consist of teacher-led training and reinforcement activities for group and individual learning.

The technology component of the training is addressed within the curriculum delivery and as part of the assessments. There will continue to be time outside of class and during independent study time to work on technology skills.

Cornerstones will continue to utilize the distance education component that was adopted by the program. This includes instruction that is face-to-face and technology-driven. Cornerstones utilizes a variety of online instructional modes and will consider utilizing the distance learning policies that are established.

In addition to the soft skills embedded in the managed enrollment program format, each curriculum unit incorporates skills that are used in the workplace. Students are asked to research, summarize, analyze, and report on information, produce reports, discuss progress and changes related to completing tasks, and problem-solve both individually and collectively. Curriculum content reflects specific job skills relevant in the high growth fields in local communities.

ESL Managed enrollment with thematic instruction is the delivery mode of instruction. Students are grouped to receive NRS leveled instruction. The curriculum addresses speaking, listening, reading, writing, and workplace skills and civics education. By providing a high-level engagement and repetition, the curriculum increases retention of material and allows students to monitor their own learning, building metacognitive skills and confidence to discuss their learning with instructors.

EL Civics based instruction is integrated into the managed enrollment system. ESL thematically-based instructional units curriculum includes: understanding US communities, government, and history; understanding basic rights and responsibilities; understanding the executive and legislative branches of government; and exploring local governments' decision-making processes.

Those students who have acquired high-level speaking and listening skills often still struggle with the print components of language. The ESL/ABE transitions curriculum provides high-intensity reading and writing which prepares students for the demands of the ABE classroom. As these students fit into the ability ranges recognized by the STAR evidence base, STAR principles will inform instruction. Special attention is placed on fluency, Tier 2 vocabulary and direct and explicit instruction of comprehension strategies.

Cornerstones utilize LACES NexGen to measure student, staff, and curriculum performance because NRS is our primary measurement focus. But, just as important to our staff is their performance in meeting the yearly program goals that they assist in developing. These are monitored through our peer review system during monthly staffing. Cornerstones local level evaluation is an ongoing process that is done in formal and informal sessions. Adult education staff meet as a group to review current program performance based on the reporting system data. Goals are set and plans of action are implemented to address concerns on performance data.

UPDATE: Cornerstones staff and students have moved completely to distance education due to the self-quarantine suggested by the Governor of South Dakota. This is an arduous process with multiple barriers to success. Lack of technology and internet in the participant home is a significant barrier for the people that we serve. Participants are struggling to home school their children, provide childcare, and many of them are still working, or seeking funding to subsidize their family while being unemployed. Participants are stressed and many report feeling unqualified to deal with ongoing struggles with COVID-19 Everyone is feeling enormous stress and we predict our participants will have even more barriers to success as our country moves forward.

***South Dakota Department of Corrections
Adult Education Proposal to the Department of Labor and Regulation,
Adult Education and Literacy Program***

In Response to RFP# 1946 for the 2020-2021 Program Year

Program Abstract

The Adult Education and Family Literacy Act (AEFLA) funds awarded under RFP #1946 would be utilized by the application agency, the South Dakota Department of Corrections (DOC), to fund adult education and literacy services at four main adult corrections facilities and four minimum-security community work centers. The DOC is applying for Corrections Education funds (5.2.3.3) and any other funds available under RFP#1946 to support the program activities outlined in this proposal.

Students accessing services under this project would be inmates in state adult correctional facilities and community work centers who are at least 18 years of age, not currently enrolled in a secondary school and do not have a secondary diploma or a certificate of General Education Development (GED).

Most of the inmates in South Dakota will not spend their entire life within the walls of a prison facility. It is a responsibility of the DOC to prepare the inmates in its custody for life in the community and give them the best chance to be successful after serving their sentence.

Thirty-four percent of inmates under the custody of the South Dakota DOC do not possess a high school diploma or GED certificate. This percentage is disproportionate to the rest of the state as the US Census Bureau estimates that 7.3% of the South Dakota population over the age of 25 does not have a high school diploma or its equivalent. In addition to many inmates not having a diploma or GED, the fact that they are all convicted felons adds to the barriers inmates face when trying to integrate into their communities.

Several studies have shown that correctional education contributes to participants having a lower percentage of recidivism than inmates who did not receive education services and that obtaining a GED while incarcerated could lead to higher odds of obtaining employment following release from prison. Achieving GED credentials and higher levels of education have also been tied to higher self-esteem and happiness which could impact not only the individual achieving educational success, but their families and communities as well.

The DOC employs qualified instructors in its education department and is looking to expand upon the academic success already being shown by operational programs. The DOC is applying for funds to provide adult education and literacy services to increase participant's abilities in English and mathematics as well as additional subjects necessary for the participant to successfully obtain a GED certificate. This proposal includes provisions to expand workforce preparation activities by raising awareness and linking to community services provided under the Work Opportunity and Innovation Act. Activities outlined in the proposal would not only increase the percentage of inmates completing their GED credentials, but also enhance the participant's success in employment and remaining crime free upon release. The goals of this proposal are associated with the following focus areas:

1. General Education Development Certificate Attainment
2. Skill and Ability Development
3. Post-Testing
4. Post-Release Outcomes

The DOC has an established offender management system to track participants in educational programming and utilizes the National Reporting System for Adult Education to measure program outputs and outcomes. Quarterly annual analysis of programmatic activities will also occur to ensure that the goals and objectives associated with this proposal are being met or that enhancements occur to achieve the desired goals and objectives as needed.

NON-DISCRIMINATION STATEMENT

Lake Area Technical Institute does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities, and employment. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Vice President, PO Box 730, Watertown SD 57201; (605) 882-5284 x 225

Those in need of accommodations should notify their instructor and make appropriate arrangements with the Office of Disability Services at (605) 882-5284 x 216.

For further information on notice of non-discrimination, visit <http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

PROGRAM ABSTRACT

The Lake Area Technical Institute (LATI) Adult Education Program will offer academic instruction and educational services below the postsecondary level to residents of Brookings, Watertown, and the surrounding areas that increase an individual's ability to attain a secondary school diploma or recognized equivalent, transition to postsecondary education and training, and obtain employment.

Services will include basic literacy skills, adult education brush-up, GED completion, and workforce readiness. Participants will also be assisted in basic English language proficiencies, if needed. The program strives to improve the quality of the region's workforce, reduce dependency upon social programs, and enhance the productivity of our community. This increased educational attainment will assist the learner in becoming a more employable citizen.

Accomplishments

LATI publishes the President's List for the spring and fall semesters. Watertown's recent GED recipient was noted as having a 4.0 GPA. Watertown and Brookings AEL programs report students having enrolled at SDSU, Dakota State, USD Graduate School, LATI, community colleges in CO, and two colleges in NC.

The most gratifying evaluation of our program is the feedback we get directly from our current and former students. One student shared with us, "I honestly can say I wouldn't have done this without the GED program. The one-on-one help is what I needed. I could not have succeeded with an on-line course. They need to keep this going. I tell everyone about you." This student passed the entrance exam for LATI and completed his enrollment for the Fall semester. Another new student made the comment, "I have never had anybody go above and beyond to help me like the AEL program and the staff at DLR have."

Adult Education and Literacy Services in Sioux Falls



Strengthening Individuals,
Families & Communities

**A proposal from
Lutheran Social Services of South Dakota**

In response to RFP #1946

April 10, 2020

Program Abstract

Lutheran Social Services of South Dakota is a 501(c)(3) private non-profit organization based in Sioux Falls. The LSS Center for New Americans (CNA) has been providing English language training for newcomers for 45 years. CNA specializes in providing literacy instruction to adults with the lowest levels of literacy and spoken English language skills.

The U.S. Census indicates that 3,130 Sioux Falls adults between 18 and 64 either do not speak English at all or do not speak English well. They may be recent arrivals, or may be people who have been in the U.S. for some time but have not yet become fluent in English. These residents are eager to succeed in the many entry-level jobs available in Sioux Falls.

CNA provides the three required components of an Integrated English Literacy and Civics Education Program (IELCE) as codified in WIOA Section 243: English Language Acquisition, Civics Education, and Integrated Education and Training, including Workforce Readiness Classes and Workforce Training Classes. Workforce Classes are designed in partnership with local employers and in response to local high-demand industries and occupations. We plan to serve 300 adult ESL students in the Sioux Falls area through SD AEL funding in FY 2021.

CNA utilizes a number of effective instructional methods based on a strong foundation of research. A sufficient intensity and duration of classroom instruction is provided to facilitate substantial learning gains. A learner participating in all class offerings may access up to 22 hours of instruction a week, depending up on their work schedule and learning goals. These classes are offered year-round for 44 weeks each year. Morning, afternoon and evening class schedules allow adult learners to attend classes that accommodate their work schedules. Class quarters are 11 weeks in length and students are allowed to repeat a level of instruction until mastery is achieved. CNA has a Memorandum of Understanding with the local Department of Labor and Regulation (DLR) office outlining our collaborative activities.

The South Dakota State ESL Competency lists will be used to direct curriculum and classroom content. The BEST Plus 2.0 or BEST Literacy test will be used to measure Educational Functioning Level (EFL) gains. CNA also aligns classroom instruction with the College and Career Readiness Standards for Adult Education (CCRS).

The sample curriculum materials attached to our proposal are marked as Proprietary, because

they have been developed by the LSS instructional staff and are the property of LSS.

The program plan described in this proposal is our plan for the next four years. We acknowledge that pandemic restrictions may limit the instruction we can provide in FY 2021, and potentially in subsequent years. CNA has developed instruction that can be delivered through live videoconference, with each student receiving a packet of corresponding learning materials. LSS uses HIPAA-compliant Zoom technology, which students can access from personal smart phones, tablets or laptop computers.

THE RIGHT TURN

Adult Education and Literacy Program Proposal, RFP# 1946

5.2.2 PROGRAM ABSTRACT

According to South Dakota's draft 2020 WIOA Unified State Plan, the strategic workforce vision of the State of South Dakota is to collaborate amongst government agencies, educators, businesses, and communities to develop a skilled workforce for employers in South Dakota. As a Core Program Partner of the Workforce Innovation and Opportunity Act, The Right Turn's Title II Services are an essential component of the State's Unified Plan.

The Right Turn, Inc. was founded over forty-five years ago to provide adult education and workforce development training to area adults. We have served thousands of individuals over the years to help them advance their education and enter and retain employment. No other agency in central South Dakota provides programs and services comparable to those available at The Right Turn.

"I never went to high school because my mom needed me at home. Both she and my grandma were sick, so I took care of things for them. When my mom died, I was only 18 and I didn't know what to do. I never had a job before, and the Social Security money stopped coming in. Right Turn helps me so much. I came to classes and passed the GED test. They also helped me find an apartment, fill out job applications, find good clothes to wear, learn how to keep my uniform clean, understand the employee handbook, fill out health insurance forms, and so many things. I don't need to study anymore but I still go to them for advice about how to get along with my boss and things like that."

~ Daniel Motta

Since 1993, we have served Adult Education and Literacy students at our primary facility in Pierre. Our services help the State of South Dakota to meet goals set forth in the WIOA Unified State Plan. We propose to continue with our current program that has been funded by the South Dakota Department of Labor and Regulation for many years, and to and expand our services with increased emphasis on distance learning. Funding Title II services at The Right Turn augments and complements activities that are supported by diversified funding sources such as Capital Area United Way, SD Department of Social Services, Walmart Foundation, SD Arts Council, Zonta Club of Pierre/Fort Pierre, Delta Dental Foundation, Mother of God Monastery, and numerous private individuals and businesses. Our services are braided and blended with those of other WIOA core partners to achieve economic benefit for the State of South Dakota.

Our proposed service area covers more than 12% of the state's geography and contains 5.5% of the individuals statewide over age 18 who lack a high school diploma or equivalent.

The extreme workforce shortage in central South Dakota impacts the economic vitality of our area. The unemployment rate for individuals in Hughes County without a high school

THE RIGHT TURN

AEL Program Proposal, RFP# 1946
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equivalency is 6.8%, compared to the overall unemployment rate of 1.7% for individuals with some college and 0% for those with a bachelor's degree.

Median earnings are closely tied to educational level, and economic disparity is particularly strong in Hughes County. Median earnings for adults in Hughes County with less than high school education are \$10,833, compared with \$29,406 for adults with a high school equivalency, \$40,419 for those with some college and \$49,343 for those with a bachelor's degree. Statewide, the median earnings for people over age 25 with no high school graduation or equivalent is \$24,899.

The youthfulness of our student body aligns well with the priority to serve youth outlined in the SD WIOA Unified State Plan. Fifty-seven percent of our current reportable learners are under age 25. Thirty percent of our current reportable learners entered the program at age 18 or younger, compared to only 7% of reportable learners statewide. During the third quarter of PY2018, we noted that 21% of our reportable learners age 18 and under identified as homeless, and 67% of them achieved a measurable skills gain. Our staff has championed advocacy for disengaged youth for many years.

Local support for our education program is strong. The Cities of Pierre and Fort Pierre included modest funding for Right Turn services in their annual city budgets for the first time this year. Capital Area United Way has provided \$109,500 in financial support over the past three years, which includes a one-time \$17,500 technology investment in 2017. Community fundraising efforts in 2019 generated more than \$31,000 to support our education programs. These substantial contributions from non-DLR sources complement and augment WIOA Title II resources, which historically has comprised approximately 22% of our annual budget. The cost per learner at Right Turn is high when compared to statewide figures due to the inherent challenges of providing any rural service. However, we must prioritize services to this area even when resources are limited because local employers depend upon us to close the work readiness gap for individuals to successfully enter their workforce.

We provide many different and creative supports to ensure the success of our learners. Our staff is comprised of well qualified, talented teachers who are passionate about what they do. We utilize research-based strategies and nationally approved assessment tools to monitor, track, and document student progress and program outcomes. Our flexible, customized learning approach ensures access to opportunity for each individual in our program, and we maintain strong working relationships with staff from a wide variety of local service providers to ensure that the complex needs of our learners are met.

We will comply with all provisions of RFP #1946 and all procedures set forth in the SD Adult Education Manual. We have many years of experience providing this type of programming and we look forward to continuing our positive impact in central South Dakota for many years to come.

PROGRAM ABSTRACT—Southeast Technical Institute

The city of Sioux Falls has experienced a population increase of 18.1% in comparing the 2010 population of Sioux Falls to the 2018 population of Sioux Falls, according to the U.S. Census Bureau's quick facts report. The same report identifies 8.3% of the Sioux Falls population aged 25+ have less than a high school diploma or equivalent. The U.S. Census Bureau reports that between 2013 and 2017, the foreign-born population comprised approximately 6.5% of the population of Sioux Falls. The Labor Market Information Center, South Dakota Department of Labor and Regulation, reports that Sioux Falls has an unemployment rate of 2.7% as of January 2020. The Sioux Falls School District website reports that the district's student population is comprised of 37.3% minority students.

The AEL program offers two modes of instruction: independent, group instruction and traditional teacher-led classes. Individuals are placed into teacher-led classes according to proficiency on standardized assessments. Individuals enrolled in the AEL Program at Southeast Tech are assessed using the Test of Adult Basic Education (TABE) or the Basic English Skills Test (BEST). An instructor develops an individualized lesson plan for each individual based on the standardized assessment results and personal goals. After the plan is completed, the instructor and the individual collaborate to set goals. Individuals enrolled in the AEL program are required to meet attendance and post-testing requirements to increase student retention and individual goal completion. The AEL program offers a flexible schedule to accommodate individual work schedules and family obligations. To continue to provide flexible scheduling, the AEL program will implement a hybrid education program to support students with barriers to face to face attendance. Public transportation is available to assist students with transportation issues. The AEL program is staffed with instructors with a minimum education level of a Bachelor's degree and a minimum of three years of teaching experience. The instructors in the AEL program have a combined 300 years of teaching experience with over 150 years of experience in adult education.

The Adult Education and Literacy Program (AEL) at Southeast Technical Institute offers instruction for all educational functioning levels (EFL), as defined by the National Reporting System (NRS), of English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) as well as GED preparation and basic skill development for entrance into employment or post-secondary education. The goal of the AEL program is to provide individuals with the skills necessary to be successful in employment as well as post-secondary education. The AEL program provides the first step for individuals to complete their long-term goals as they relate to education and employment. To continue to support student's transition to post-secondary education, Southeast Tech will implement a two-year academic program to build basic skills for students to prepare for enrollment into a post-secondary program

The AEL program expects to enroll 20 students into the transition to post-secondary program in 2021-22 and 25 students in the hybrid classes in 2020-21. Expectations for the transition program include grade equivalent gains of 0.6 to 1.0 on the TABE reading, math and/or language subtests for each class completed. Expectations for the hybrid program include increased retention rates to reach 69% by June 30, 2024. The AEL program strives to meet the post-testing requirement of 60% and the overall performance targets set forth by the state. The AEL program has exceeded overall EFL completion targets for the past 3 years.