

Building South Dakota's Workforce

A Unified Plan For Workforce Investment



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The South Dakota Unified Plan covers the following programs and activities:

- Activities authorized under chapter 2 of title II of the Trade Act of 1974 (Trade Act Programs) (19 USC. 2271 et seq.)
- Programs authorized under Part B of title I of the Rehabilitation Act of 1973 (29 USC. 720 et seq.), other than §112 of such Act (29 USC. 732) (Vocational Rehabilitation) **Included as Appendix F.**
- Programs authorized under Services to the Blind. **Included as Appendix F.**
- Activities authorized under title I, Workforce Investment Systems (Employment and Training Activities for Adults, Dislocated Workers and Youth, or WIA title I, including the Wagner-Peyser Plan)
- Activities authorized under chapters 41 & 42 of title 38, USC, and 20 CFR 1001 and 1005 (Veterans' Programs, including Veterans' Employment, Disabled Veterans' Outreach Program, and Local Veterans' Employment Representative Program)
- Programs authorized under State unemployment compensation laws (Unemployment Insurance) (in accordance with applicable Federal law which is authorized under title III, title IX and title XII of the Social Security Act and the Federal Unemployment Tax Act)
- Programs authorized under title V of the Older Americans Act of 1965 (Senior Community Service Employment Program (SCSEP)) (42 USC. 3056 et seq.)
- Activities authorized under title II of WIA, Adult Education and Family Literacy (Adult Education and Family Literacy Programs)

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Plan Signatures

Department of Labor

I certify that for the State of South Dakota, for those activities and programs included in this plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State in the capacities indicated for the programs and activities indicated. Subsequent changes in the designation of officials will be provided to the designated program or activity contact as such changes occur. I further certify that we will operate those activities and programs included in this Unified Plan that are under my jurisdiction in accordance with this Unified Plan and the assurances described in Section III of this Unified Plan.

Craig W. Johnson

Date

Department of Human Services

I certify that for the State of South Dakota, for those activities and programs included in this plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State in the capacities indicated for the programs and activities indicated. Subsequent changes in the designation of officials will be provided to the designated program or activity contact as such changes occur. I further certify that we will operate those activities and programs included in this Unified Plan that are under my jurisdiction in accordance with this Unified Plan and the assurances described in Section III of this Unified Plan.

John Jones, Secretary

Date

Department of Education and Cultural Affairs

I certify that for the State of South Dakota, for those activities and programs included in this plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State in the capacities indicated for the programs and activities indicated. Subsequent changes in the designation of officials will be provided to the designated program or activity contact as such changes occur. I further certify that, for those activities and programs included in this plan that are under my jurisdiction, we will operate the programs included in this Unified Plan in accordance with this Unified Plan and the applicable assurances described in Section III of this Unified Plan.

Ray Christensen, Secretary

Date

Vision and Goals

Provide the State's comprehensive vision of a workforce investment system, including broad economic, education, training, workforce development and related goals. Describe any challenges to achieving your vision, including any economic development, legislative or reorganization initiatives anticipated that could impact on the performance and effectiveness of your State's workforce investment system. Describe how each of the programs included in the plan will contribute to achieving these goals. SD economic and workforce development goals are interconnected around the necessity, for a well trained, competitive workforce.

The South Dakota statewide planning document articulates a systematic and sustainable plan for workforce and economic development based on customer needs, labor market-based allocation of resources to continue economic expansion for South Dakota. The State leaders expect that all customers, both job seekers and employers, will be served through the South Dakota One-Stop delivery system that capitalizes on the use of the latest technology and effective customer service providers.

Please provide a concise summary of the SESA's key direction and strategies for the Plan, identifying the goal/main objective of each focus area. The Plan does not contain any information for this section.

Response:

The key directions and goals of the unemployment insurance program continue to be 1) identification of employers subject to unemployment coverage, 2) collection of wage data and the appropriate tax payments from those employers on a timely basis, and 3) accurate and timely payment or denial of claims filed by unemployed workers.

Strategies for reaching these goals include 1) recruiting and training qualified staff, 2) having staff members in One-Stop Career Centers where they are readily available to the public if in-person assistance is needed, 3) legislative and policy changes as needed for program direction, and 4) increasing use of technology to provide these services through means such as Internet, e-mail, interactive voice response applications and telephone call centers.

One-Stop Delivery System

Describe the State's comprehensive vision of an integrated service delivery system, including the role of each program incorporated in the Unified Plan.

As a single statewide service delivery area (SDA) under JTPA, the leadership and vision for the system has come from the South Dakota Workforce Development Council (SDWDC). For purposes of title I of the Workforce Investment Act, the State will continue to be treated as a statewide local service area. The SDWDC has been the driving force behind workforce development since it was first formed under the Comprehensive Employment and Training Act (CETA). This distinguished group of key state agency heads, employers, and other interested parties has guided the development of today's One-Stop delivery system in our state. The majority of employment and training programs are provided under the umbrella of the South Dakota Department of Labor, which also provides administrative support for the SDWDC. Under this structure, key employment and training programs like JTPA, Wagner-Peyser, Unemployment Insurance, and Veterans' employment and training programs are

brought together with the interests of economic development, vocational technical education, basic education, and vocational rehabilitation.

The SDWDC was formed to maintain the momentum for economic development and vitality by better connecting workforce strategies to economic needs. The seventeen member SDWDC is comprised of a majority of private sector members who represent the state's employers, labor unions, community leaders and representatives of five state agencies including the Secretary of Labor, Secretary of Education and Cultural Affairs, Secretary of Human Services, Commissioner of the Governor's Office of Economic Development, and the Executive Director of the Board of Regents. The SDWDC members share a common purpose: to improve the services to employers and their current and future employees by streamlining the delivery of workforce and training services.

The purpose of the South Dakota Workforce Development Council continues to be to provide planning, coordination, monitoring and policy analysis for the state training system as a whole and to advise the Governor on policies, goals and standards for the development and implementation of effective programs.

In addition to the key policy decisions made at the state level, a good deal of local control has been built into the system in the form of local workforce boards. These boards, comprised by a majority business membership have been developed in each One-Stop Career Center location. The boards deal with a variety of local workforce issues ranging from School-to- Work (STW) to alternative schools to overall long term planning for WIA. A unique blend of stable state agencies and flexible local private non-profit organizations effectively delivers workforce services to our employer and participant customers.

See Appendix A for Memorandums of Understanding.

Plan Development and Implementation

Describe the methods used for joint planning and coordination of the programs and activities included in the Unified Plan. (WIA §501(c)(3)(A)). Describe the process used by the State to provide an opportunity for public comment and participation for each of the programs covered in the Unified Plan.

The public and all interested parties were given 30 days to offer comment on the Unified Plan. The public comment and review period was from November 20, 1999, through December 20, 1999. Persons wishing to review the plan were given several options to do so. The draft plan was made available through DOL home page on the Internet for all to see. For persons without access to the Internet, hard copies of the draft plan were mailed to every One-Stop Career Center in the state. Persons wanting a personal copy of the plan could obtain them through DOL. In accordance with prescribed state procedures, a notice was published in the major newspapers of the state, announcing the comment period and the availability of draft plans to the public.

The state Workforce Development Council requires that local One-Stop boards be composed of a majority of business people. As a result, the business community has not only had ample opportunity to review and comment on the plan, but were an integral part of its development. Education, vocational rehabilitation, community-based organizations, etc., are represented on the SDWDC and were given complete access to the development and content of the Unified Plan.

The Governor and the South Dakota Workforce Development Council (SDWDC) reviewed and approved the proposed plan prior to submission.

Following is the process that was used for public participation and comment with respect to the Adult Education and Family Literacy portion of the Unified Plan. The South Dakota Department of Education and Cultural Affairs (DECA) provided a draft copy of this plan to the following groups:

- South Dakota Workforce Development Council;
- South Dakota Association for Lifelong Learning;
- South Dakota Literacy Council;
- South Dakota Department of Labor;
- South Dakota Department of Social Services;
- South Dakota Department of Human Services;
- South Dakota Department of Health;
- South Dakota State Library;
- South Dakota Even Start Program;
- South Dakota Department of Corrections;
- South Dakota Division of Workforce and Career Preparation;
- Lutheran Social Services;
- Black Hills Special Services Cooperative; and
- Existing local adult basic education programs and projects.

DECA held one public hearing via the Rural Development Telecommunication Network (two-way interactive video network). Eight different sites in the state were connected. The hearing was advertised in advance and conducted by the State Administrator of Adult Education. Oral and written comments were collected and used to update the plan.

See Appendix B for comments regarding the Unified State Plan submitted by the public during the comment and review period, responses to these comments, as well as the Governor's comments regarding the Adult Education and Family Literacy Act Plan.

Plan Development and Implementation continued...

Provide summaries of the consultations with appropriate agencies, groups and individuals in the evaluation, development and implementation of activities included in the plan. This section should describe the types of activities and outcomes that were conducted to meet this requirement. Demonstrate how comments were considered in the plan development process including specific information on how the various WIA agency and program partners were involved in developing the Unified State Plan.

As South Dakota is a statewide local service area, the SDWDC is the only local board. The following meetings with WIA agency and program partners were held as part of the organization and drafting of the Unified Plan:

- SDWDC Meetings
 - January 12, 1999
 - March 16, 1999
 - May 4, 1999
 - June 15, 1999

July 20, 1999
November 16, 1999
JTPA Conference
September 14-16, 1999
Youth Council Meetings
May 25, 1999
July 7, 1999
September 15, 1999
October 21, 1999
All Partner/Agency Taskforce Meetings
April 27, 1999
July 27, 1999

Needs Assessment

Describe the educational and job-training needs of individuals in the overall State population and of relevant subgroups of all the programs included in the Unified Plan.

Regional, national and international economic changes have brought a demand for a highly skilled and educated workforce. South Dakota's previous agricultural based economy is developing and changing to meet these demands. Quality training is the key to success for both employers and employees.

To meet the challenge of the demands of the "new" economy requires a system that is grounded in specific skills, educational competencies and work experiences. This system will provide employers with a skilled educated workforce and will provide workers with an opportunity for economic security and self-sufficiency.

The workforce in the next millennium will be expected to have sufficient basic academic skills, specific occupational skills, interpersonal skills, and most importantly skills that provide for thinking and creative problem solving. Steps taken by the entities under this Unified Plan will provide workers with the necessary tools to develop and build upon these various skills.

A system capitalizing on the strengths of education, labor, rehabilitation, and social services will succeed for all segments of our population. Youth, adults, dislocated workers, disabled individuals and older workers will have the opportunity to utilize WIA services for their individual employment and training needs.

The state, through the network of One-Stop Career Centers, has developed a system that is customer oriented and makes maximum use of current technology to reach the greatest number of customers. Employers and job seekers have direct access through Internet technology or personal contact with One-Stop staff to assist in the employment and training process. The system is able to access the expertise and programs of partner entities such as education, rehabilitation, economic development, social services and others as may be appropriate.

With the help of a USDOL One-Stop Implementation Grant, South Dakota has made considerable strides in utilizing technology to link related workforce services and bring them closer to the public. A broad range of information is currently available to customers through Internet access. The general public can self-register for services, access labor market

information, use America's Job Bank, view South Dakota job listings, access resume packages and other valuable information.

For employers, the system is able to offer relevant labor market information, a ready pool of job applicants, a referral and screening system, training programs, and a single point of contact for pertinent employment and training information. The system is able to respond quickly to the needs of the employer community.

Job seekers also have ready access to labor market information, employment opportunities, unemployment insurance, employment guidance and counseling, training, as well as a single point of contact for employment and training information.

Services and activities are promoted and made available to the various segments of the workforce. Youth, adults, dislocated workers, veterans, disabled individuals and older workers all have the opportunity for full access to WIA through the One-Stop Career Centers. Accommodations are easily made to allow any individual to benefit from services that may be appropriate.

The following services are available at certified One-Stop centers:

- Labor Exchange
- Veterans Employment Programs
- Unemployment Insurance
- Job Corps recruitment and placement
- Bonding Program
- Alien Labor Certification
- Dislocated Worker retraining
- Adult training programs
- Youth training programs
- Food Stamp E&T
- Older Worker training
- Occupational skill training
- Alternative School enrollment
- GED/Adult Education
- TANF
- Labor Market Information
- Aptitude/interest/basic skills assessment
- Tax Credit
- Job Search Assistance Workshops
- Vocational Rehabilitation
- Resource Room
- Basic skills remediation

Needs Assessment continued...

Adult Education and Family Literacy, objectively assess the adult education and literacy needs of individuals including an assessment of those most in need and hardest to serve including low income students, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement (including individuals with limited English proficiency, criminal offenders in correctional institutions and other institutionalized individuals.) (§224(b)(10), §225)

Statewide needs assessment data for the Adult Education and Family Literacy plan has been gathered from the following sources:

- The 1990 Census Report;
- Cochran, C. (1998) The 1998 South Dakota KIDS COUNT Factbook, Vermillion, SD: University of South Dakota, Business Research Bureau;
- Synthetic Estimates of Adult Literacy Proficiency, Stephen Reder, Portland State University, 1996;
- Adult Education Target Population for Area 3, Division of Adult Education and Literacy, US Department of Education;

- Adult Literacy in America: The National Adult Literacy Survey of 1993, National Center for Education Statistics;
- Women Work, Poverty Persists, August 1994, A Status Report on Displaced Homemakers & Single Mothers in South Dakota;
- FY 1998 Adult Education Statistical Report, South Dakota DECA;
- South Dakota Department of Labor, Labor Market Information Center, 1999;
- South Dakota Department of Social Services, Office of Management Information, 1989 Income levels;
- South Dakota Department of Corrections, 1998; and
- Statewide Survey of local One-Stop Career Centers, 1999.

Individuals Most in Need

The Office of Technology Assessment (OAT), an analytical arm of the US Congress, states in a 1993 report: "Standards and requirements for literacy have increased over time and a large number of adults need to improve their literacy skills. OAT finds that at least 35 million adults have difficulty with common literacy tasks. Although many of these adults can read at rudimentary levels, they need higher levels of literacy to function in society, to find employment, or to be trained for new jobs as the workplace changes."

The National Adult Literacy Survey (NALS) of 1993 evaluated the skills of adults in three areas: prose, document and quantitative proficiency. Prose literacy was the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. Document literacy was the knowledge and skills required to locate and use information contained in materials that include job applications; payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form. Quantitative literacy was the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement. Based upon this national survey 23 percent (40 to 44 million adults) were at Level 1, the lowest of five levels. This group is a primary target population and is often referred to as functionally illiterate. Another 25 percent (50 million adults) were at the second lowest level. While their skills were more varied than those of individuals in Level 1 were, their repertoire was still quite limited.

Based upon synthetic estimates of literacy from the NALS and census predictors prepared by Stephen Reder of Portland State University in 1996, the following is presented: South Dakota has 14 percent of the population age 16 years and older that are at level 1 reading proficiency (lowest level) and 27 percent that are at Level 2 reading proficiency (next to lowest level). The mean literacy proficiency level for the State was 279 based upon a scale of 0 – 500.

The total population estimate for South Dakota in 1997 was 737,973 individuals. This represents a population increase of 41,969 or 6 percent over the 1990 census figure. South Dakota population age characteristics are:

Age grouping	Number	Percent of Total
0-14 years of age	178,279	25
15-24 years of age	108,480	15
25-44 years of age	211,275	28
45-64 years of age	134,741	18
65 years of age and above	105,198	14
Total	737,973	100

On page 9 using the table provided, it can be estimated that the population 55 + is in excess of 20% of the State population. Yet, on page 11, older workers are not one of the defined population groups--although they are undoubtedly found among the groups such as displaced homemakers, educationally disadvantaged, etc. Please explain why older workers are not included in this section or revise this section to include them.

Response:

Older workers are found in all of the identified subgroups. However, individuals, age 55 and older, can face barriers to employment and education that are specific to age. Some older workers have limited abilities relating to today's increasing technological employment opportunities.

The 1990 census reported the total number of family households to be 180,306. The percent below poverty for all persons was estimated at 15.9 percent and the median family income was \$27,602. Shannon County on the Pine Ridge Indian Reservation has the highest rate of persons below poverty in the United States with 46.7 percent of the population living in poverty. According to new Census Bureau figures in 1995, an estimated 13.7 percent of South Dakotans lived below the poverty rate, which is a reduction. In 1995 the federal poverty level was \$15,150 for a family of four. The figure today is \$16,450. In 1995, census statistics showed the median annual income in South Dakota was \$29,426.

Counties with the greatest number of people living in poverty in South Dakota in 1995, according to the US Census Bureau, are Shannon, Ziebach, Todd, Mellette, Bennett, Corson, Buffalo, Jackson, and Dewey

The 1998 Fiscal Year average for basic participation in TANF was 4,126 families and 10,871 recipients. The average TANF dollars per month per family in 1998 was \$292. In FY98, the number of households participating in the Food Stamp Program was 16,964, and the number of food stamp recipients was 45,266. The average monthly amount per food stamp recipient was \$68.

The 1997-1998 school dropout rate in South Dakota was 2.1 percent for public schools and 8.1 percent for Private Schools (Bureau of Indian Affairs and Parochial). These rates were based upon student enrollment in public schools of 132,177 and in private schools of 17,427 for fall of 1998. Evidence indicates that the dropout problem begins not in the schools, but at home. The Nation at Risk study conducted by the US Department of Education in 1985 found that preschool children whose parents read to them are much better prepared to start school and perform significantly better in school than those who have not been exposed to

reading. A National Governor's Association Task Force on Adult Literacy reported in a 1987 publication, Making America Work, that illiteracy is an inter-generational problem, following a parent-child pattern. Poor school achievement and dropping out before completing school are commonplace among children of illiterate parents.

Of those persons age 16 years of age and older, 12 percent have less than a ninth grade education. Ten percent have had 9 to 12 years of education; but have not graduated. The population age 16+ in South Dakota is 517,032. Ninety-eight percent of the state's population speaks English very well, 1 percent speak English well, and 1 percent do not speak English well or do not speak English at all.

Based upon the US Bureau of the Census, Current Population Survey, March 1997 South Dakota showed a 6.1 percent increase in displaced homemakers from the period 1992 to 1997. The 1997 total number of displaced homemakers was 15, 971. Of this number 2,071 (13 percent) did not possess a high school diploma or equivalent. Thirty-seven percent of the displaced homemakers were below poverty level, which was \$10,233 for a two-person household and \$12,641 for a three-person household.

Based upon the aforementioned source, South Dakota showed a 44 percent increase in single mothers from the period 1992 to 1997. The 1997 total of single mothers was 25,043. Of this number, 2,844 (11 percent) did not possess a high school diploma or equivalent. Thirty-one percent of the single mothers lived below the poverty level.

In 1997 the statewide labor force was 392,600. Of this figure, 380,600 were employed and 12,000 were unemployed. This represented an annual average unemployment rate of 3.1 percent. The highest rates of unemployment were in Buffalo County, Dewey County, Shannon County, Todd County, and Ziebach County.

In 1993, South Dakota had a per capita personal income of \$17,879. This ranked 38 in the United States. In 1997 South Dakota ranked 37 among the states in per capita personal income.

Studies indicate that illiteracy has a significant impact on the economy. According to Nation's Business Magazine, an estimated 15 million adults holding jobs today are functionally illiterate. A study done by the Northeast Midwest Institute and the Center for Regional Policy entitled "Literacy at Work," found that business losses attributed to basic skill deficiencies run into the hundreds of millions of dollars because of low productivity, errors, and accidents. The US Department of Education has estimated that 60 percent of the unemployed lack the basic skills necessary to be trained for high tech jobs.

Populations – The following population groups have been identified as needing adult education services:

- Low income adult learners who are educationally disadvantaged;
- Individuals with disabilities;
- Displaced homemakers and single-mothers (parents);
- Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency;
- Criminal offenders in correctional institutions;
- Other institutionalized individuals.

Population Groups Defined

Low income adult learners – Based upon the 1990 census 15.9 percent of the state population and 11.6 percent of all families were living below poverty level. Research literature indicates that:

- A person who earns only a high school diploma is likely to be economically disadvantaged, compared to individuals who have additional education and training.
- A worker who lacks a high school diploma is seriously disadvantaged. Economic advancement requires either additional or specialized training in a high demand occupation. Adult education enables adults to develop the literacy and numeracy competencies, which can lead to a high school diploma or equivalency and technical training.
- The target groups identified as most in need are characterized by a high need for literacy and basic skills training.

Educationally disadvantaged - An adult who (1) demonstrates basic skills deficiency below the eighth grade level on a generally acceptable standardized test; or (2) has been placed in the lowest or beginning level of an adult education program when that program does not use grade level equivalencies as a measure of a student's basic skills.

Individuals with disabilities - It has been projected that as high as 80 percent of adults who function at the lowest levels of literacy have some form of learning disability. Given the correlation between lower levels of education and disability and employment, it is likely that the majority of disabled persons seeking adult education services function at low levels of literacy and requires such services.

Displaced homemakers and single-parents – Displaced homemakers are generally women, who are divorced, separated or widowed and are not employed full-time or year-round or who are under employed. Single parents are generally women formerly married or never married who maintain households alone and have related children under the age of 18 living with them.

Limited English proficient - Adults who function below the sixth grade level. Services may include instruction in life skills, citizenship, and employability skills. Employability skills may include a range of instructional services such as education and training in job readiness, job skills, life skills, parenting skills, job seeking skills, job retention activities.

Criminal offenders - Individuals who have been incarcerated in South Dakota correctional facilities. The South Dakota Department of Corrections reported their 1998 average daily population of incarcerated youth and adults as being 2,479. Approximately 52 percent (1,283) of the average daily population participated in Adult Basic Education programs. National reporting has identified low educational attainment as being highly correlated with incarceration. The Little Hoover Commission's report, Beyond Bars: Correction Reforms to Lower Prison Costs and Reduce Crime, January 1998, indicates there is a strong need for education, treatment, and job training to prepare inmates to become responsible citizens once they return to the community.

Other institutionalized individuals - Youth and adults who reside within South Dakota State Institutions.

Needs Assessment continued...

Describe the key trends that are expected to shape the economic environment of the State during the next five years. Which industries are expected to grow? Which will contract? What are the workforce and economic development needs of the State? Identify the implications of these trends in terms of overall availability of current and projected employment opportunities by occupation, and for each of your customer segments, the job skills necessary in key occupations. Also describe how the program services provided relate to State and regional occupational opportunities. (WIA §112(b)(4) and Perkins §122(c)(15))

The South Dakota economy appears fairly strong based on most indicators, including labor force participation, the unemployment rate, nonfarm wage and salaried worker numbers, and wage trends. Two areas of concern are the agricultural economy and population trends.

The state labor force participation rate was 71.4 percent in 1997. In other words, over 70 percent of all South Dakota residents 16 years and older were either working or looking for work. Only 10 other states had a higher labor force participation rate.

The unemployment rate remains very low; in 1998 the unemployment rate was 2.9. Historically the unemployment rate in the state has remained quite low. The unemployment rate has been 4 percent or less 20 years out of the last 29 years. The South Dakota economy has remained relatively immune to national recessions, except for the recessions in the early 1980's.

One of the best indicators of the condition of the labor market is the change in the number of nonfarm wage and salaried workers. Nonfarm wage and salaried workers, which is the count of workers at jobs by place of work, showed a solid increase in 1998. The number of nonfarm workers was up 2.1 percent from 1997, totaling 361,300 workers in 1998.

Businesses in the construction, manufacturing, finance and services industries have been adding the most workers. In the future, the manufacturing, retail trade, and services industries will see the greatest gains in the number of nonfarm wage and salaried workers. In addition, the construction and finance industries will see high growth in certain industry sectors. Special trade contractors will add a lot of workers. Depending upon the level of state matching funds for highway construction, highway and street contractors could add a significant number of workers in the next five years. Computer and computer equipment manufacturers are expected to add most of the new workers in the manufacturing industry. New stores and additional menu items will help create the demand for workers in eating and drinking places. Trucking firms will also add numerous new workers. The addition of financial, investment and credit card services will account for most of the new workers in the finance industry. Hotels and motels, gaming establishments, medical clinics, nursing homes and assisted living centers, reservation processors, and telemarketing firms will fuel the majority of the growth in the services industry.

South Dakota nonfarm wage trends indicate a strong economy in the state. In recent years wage increases have been higher than the change in inflation; consequently real wages have risen. Using annual pay (of workers covered by unemployment insurance), wages increased 5.7 percent from 1997 to 1998 in the private sector.

The manufacturing industry and the finance, insurance and real estate industries have shown the largest increases. Since 1990, wages for private business have risen 40.8 percent, while inflation grew by just 24.7 percent.

Although the agricultural industry does not match the nonfarm sector in job creation and wage trends, it is a significant part of the South Dakota economy. A recent university study of the impact of "agribusiness" in the state showed it accounts for about 24 percent of the total value of production and services.

The agricultural economy in South Dakota is still suffering from a combination of weather problems and low crop prices. Parts of the state are still under water, and many farmers cannot get into their fields to plant crops. Other farmers and ranchers have been forced to sell their cattle herds because their farm buildings or pastures are under water. Low prices have caused cash flow problems for many farmers and ranchers; some will be forced to leave their land.

Population trends are another area of concern. Out migration of certain age groups of residents has caused population to remain fairly constant. Population grew only about six percent from 1990 to 1997 and reached an estimated 737,755 residents.

Because the population has remained relatively stable and the state already has a large share of the working age population in the workforce, the continued job growth has been rather surprising. Workers have been available to fill most of the new job openings. A recent study showed that approximately 63,000 new workers appeared on payrolls in 1998 that were not on 1997 payrolls. Those new workers have come from several sources, including multiple job holders, workers commuting from other states and increased participation by students, some of them under 16 years of age.

There are several basic economic development needs in South Dakota. First of all, jobs requiring a full range of skills need to be created in the two Metropolitan Statistical Areas and other larger cities to fuel new job and population growth.

Second, the state needs to develop job opportunities that will pay a living wage for rural residents. Although overall nonfarm worker counts are expected to continue to show growth, not all types of businesses or geographic locations will benefit. Most of the urban areas will benefit from new or expanded businesses adding new workers and moving toward their final staffing goals; others will use overtime to meet increased business demands. At the same time, some firms will make business decisions to close or minimize operations in rural areas. This change will negatively impact the availability of jobs in rural areas.

There also needs to be economic development efforts to attract experienced workers back to the state. These workers are essential to economic development because they will provide needed job skills and perhaps start up new businesses to fuel job growth.

Another economic development need is to create jobs for college and university graduates. Although research indicates that a large share of the graduates find jobs in the state, graduates still leave the state in large numbers, especially in certain programs. And some of those who stay in the state take jobs that do not require post-secondary education.

Overall, economic development efforts are expected to attract specific types of business to the state. A lot of attention will be devoted to value added agricultural processing in South

Dakota. Attracting “back office” type operations will be emphasized. Helping resident manufacturing firms to expand will also be a priority.

The lack of population growth has created a tightened labor market. That tight labor market has caused some firms to go elsewhere when they decide to expand their businesses. Other firms have increased wages to attract the workers that they need. In some cases, the labor market has seen a “step ladder” job demand. Higher wages attract the most qualified workers. As those workers step up to better jobs, job vacancies are created for workers with fewer skills, including welfare clients and younger workers. But the “step ladder” job demand cannot continue indefinitely.

Three things need to happen for South Dakota to continue to have solid job growth. First additional residents need to migrate to South Dakota. Second, demographic groups within the population that have low participation rates, such as disabled residents and American Indians on reservations, need to be better assimilated into the work force. In addition, workers in rural areas, including dislocated farmers and ranchers, need to be retrained for different jobs so they can remain where they want to live.

Implementing an efficient labor market exchange will be necessary to continued economic growth in the state. Effectively matching worker skills to employer needs will be key. Worker mismatches and the resulting turnover are especially counter-productive during times of slow labor force growth. Research shows a fairly high level of turnover (and worker separations and accessions) among some industries in the state.

Additional research by regional states indicates that a large share of the workforce remains with the same employer over time. However, there is a core segment of workers who consistently job hop from employer to employer. Determining which job best fits those workers and making sure they have the skills to perform the work will become important. In most cases, making that happen will require intervention by a labor exchange intermediary.

While the topic has not been fully researched and only anecdotal data is available, a significant number of workers in the state consider themselves “underemployed.” Workers may describe themselves as “underemployed” because they find their job lacks in some area, including the lack of benefits, low wages, lack of full-time work, and feeling that their job does not make use of all their skills or abilities. Research by another rural state showed that a significant number of the “underemployed” have only a high school education. Since many of the jobs that require no post-secondary education tend to be low paid and low skilled, it is not surprising that many of these workers feel “underemployed.” It becomes a catch-22 situation, since a large number of these workers will require additional skills before they will be qualified for higher paying jobs.

As underemployment becomes a bigger issue, training and education programs will be scrutinized closely. Some programs are being shut down because they do not train workers for higher paying jobs or because they are not producing trained workers in a demand area.

In the future, the South Dakota labor market will require workers with good basic work skills for all jobs and specific job skills for some occupations. Most employers are looking for workers with basic work skills and personal characteristics, including integrity/honesty, work ethic, reliability, listening skills, initiative, oral communication, ability to work in teams, sociability, loyalty to organization, problem solving skills and time management.

A wide range of specific job skills will be needed in the next five years. By grouping occupations into categories defined by type of education or training required, the job skills needed in the future can easily be related to education and training programs. In the workers trained on the job category, the following occupations will see the most demand: food service workers, cashiers, retail sales persons, and food preparation workers. For occupations needing experience or some post-secondary education, the following occupations will see the greatest demand for workers: farmers and ranchers (to replace older workers leaving the occupation), first line sales supervisors, first line clerical supervisors, general secretaries, general utility maintenance repairers and metal and plastic machine operators. Registered nurses and computer support technicians lead the list of occupations in the category of workers needing an associate degree. For occupations in the bachelor's degree or higher group, the following occupations will require the most workers: general managers and top executives, secondary teachers, public administration officials, and elementary teachers.

The fastest growing occupations in the next five years will include computer support technicians, desk-top publishing system operators, medical assistants, adjustment clerks (customer service clerks), and computer engineers and systems analysts.

Statistical support is available at <http://www.state.sd.us/dol/lmic/index.htm>.

State and Local Governance

What is the organization, structure and role/function of each State and local entity that will govern the activities of the Unified Plan?

South Dakota Workforce Development Council

South Dakota is a statewide local service area and as a result has combined the WIA requirements for both state and local into the current SDWDC. The SDWDC was created by the Governor's executive order 95-14 on June 19, 1995. There is no consideration for designation of other local areas based on the requirements of sec.116.

The state is required to describe the organization and structure of the board, whether it created a new board or grandfathered an alternative entity as the board. South Dakota needs to describe the makeup of its grandfathered board (Section 111, and Section 112(b) (1)). Further, where a grandfathered alternative board is in place which does not contain all members required under Section 111(b) (1), the state must describe how each of the entities required under this section will be involved in planning and implementing the state's workforce investment system. Please provide this information.

Response:

The SDWDC is a seventeen member council with the majority of the representatives from the private sector and a representative from organized labor. The Secretary of the Department of Labor, the Secretary of the Department of Education and Cultural Affairs, the Commissioner of the Governor's Office of Economic Development, and the Executive Director of the Board of Regents are also members of the board. One of our private sector members is also a member of the SD Rehabilitation Board.

We see no mention in Section 111 that requires a state with a grandfathered council to involve all other nonmembers from Section 111 in the planning and implementation of the state's workforce investment system. However, the planning and implementing of the State's Unified Plan were made available to the public through open SDWDC meetings, which

provided those interested with information prior to submission of the plan. On request the public can receive minutes of the formal meetings of the SDWDC.

Selection of Youth Council Members

The SDWDC appointed an eight member Youth Council that will work closely with the SDWDC in the development of a plan of comprehensive strategies for youth. These strategies guide the local partner's plans for specific youth services resulting in coordinated services and maximization of local resources to address identified needs.

Conflict of Interest

A member of the SDWDC may not vote on a matter under consideration by the council regarding the provision of services by such member (or by an entity that such member represents); or that would provide direct financial benefit to such member or the immediate family of such member; or engage in any other activity determined by the Governor to constitute a conflict of interest.

Please identify the circumstances which constitute a conflict of interest at the local level, e.g., local One-Stop boards (even though there are no Local Workforce Investment Areas as such). § 112(b) (13)

Response:

We believe that our state plan clearly states what constitutes conflict of interest. However, the following is an example: If the SDWDC would be voting on a funding request that financially benefits a member, a member's immediate family, a member's business partner, or an organization which employs a member, that member would abstain from the vote.

Certified Training Providers

WIA requires SDWDC through the Department of Labor to provide customers with an eligible training provider listing. This allows the customer to make an informed decision from a listing of qualified training entities. The following presents the process for initial and subsequent eligibility; maintenance of the provider listing; and an appeals process.

As a designated statewide local service area, the SDWDC serves as the local board. The SDWDC will establish a process to identify eligible training providers for training services for the adult and dislocated worker programs.

Initial eligibility will be extended for a limited time to a provider that is either:

- A post-secondary educational institution that is eligible to receive federal funds under title IV of the Higher Education Act of 1965; and provides a program that leads to an associate degree, baccalaureate degree, or certificate, or
- An entity that carries out programs under the National Apprenticeship Act.

This will include universities, colleges, community colleges, some proprietary schools, technical institutes, and programs registered with the Bureau of Apprenticeship and Training within the US Department of Labor.

The SDWDC will provide an initial eligibility application process with procedures to identify eligible training providers for:

- Other public and private providers of a program of training services;
- A post-secondary educational institution wishing to receive training funds for a program not eligible to receive funds for programs under title IV of the Higher Education Act; and

- An apprenticeship program wishing to receive training funds for a program not registered with the Bureau of Apprenticeship and Training.

Initial eligibility process will include specific instructions on how to submit applications to the SDWDC. Such instructions will include requested content; performance information; program cost information and any additional appropriate requirements the Governor may wish to include.

The SDWDC will provide a list of providers submitting an application that are determined automatically qualified for initial eligibility, providers determined to be initially eligible consistent with the Governor's policy and providers retained on the list that have been determined to be subsequently eligible. The list will contain performance and program cost information on providers determined to meet initial eligibility according to the Governor's policy and all providers that are determined to be subsequently eligible.

All training providers, whether covered or exempt from the initial eligibility process, are subject to subsequent eligibility. The procedures for subsequent eligibility determination will include performance and program cost information as well as a requirement to annually meet performance levels established by the Governor. The provider of a program of training service shall submit information to the SDWDC. The SDWDC will develop a list of eligible approved training providers based on the performance information submitted by the training providers and LMIC.

Training providers initially certified eligible by the SDWDC will be accountable for performance. Each training provider will be subject to an annual review of program, participant, and cost information. The SDWDC will establish procedures to determine subsequent eligibility. Consideration will be given to:

Program information

- Program completion rates for all individuals in applicable programs;
- Percentage of individuals participating in applicable programs who obtained unsubsidized employment (also to include training related employment rates); and
- Wages at placement in employment of all individuals in the applicable program.

Participant information:

- Percent of participants that completed the applicable program who are placed in unsubsidized employment;
- Retention rates in unsubsidized employment 6 months after the first day of the employment;
- Wages received 6 months after the first day of employment;
- Where appropriate, rates of licensure or certification, attainment of academic degrees or equivalents, or attainment of other measures of skills of the graduates of the applicable programs.

Cost information:

- The cost of the training program (tuition, fees, books, supplies, tools, etc.) for participants in the applicable program.

The SDWDC will utilize Department of Labor employer verified information and also consider information supplied from the training provider making application for subsequent eligibility if the information is substantially similar to the information otherwise required.

The SDWDC reviews the available data and weighs this information with the standards set in the Governor's policy. The SDWDC may approve or reject subsequent applications. The SDWDC has the authority to remove a training provider from the approved list of certified providers. A listing of approved and certified training providers and performance and cost information will be widely disseminated throughout the state One-Stop delivery providers.

Individuals eligible to receive training services under WIA shall have the opportunity to select any of the eligible providers.

The SDWDC may enter into reciprocal agreements with other states in order to provide appropriate training opportunities for eligible individuals.

On-the-Job Training or Customized Training

Providers of on-the-job training or customized training are not subject to the certification system as described above. However, One-Stop operators are responsible for collecting performance information from on-the-job training and customized training providers as the Governor may require. The One-Stop operators must determine whether the providers meet the performance criteria established by the Governor and disseminate information identifying providers that meet the criteria as eligible providers and the performance information, through the One-Stop delivery system.

The term customized training means training (a) that is designed to meet the special requirements of an employer or group of employers, (b) is conducted with a commitment by the employer to employ individuals on successful completion of training, and (c) for which the employer pays for not less than 50 percent of the cost of the training.

Training Provider Certification

The training provider certification system shall allow maximum flexibility, emphasize customer choice and strong accountability. The policy is framed by a set of key principles that serve as a framework to guide the development of the system.

Key principles for a training provider certification system:

Limited and efficient government

- The training provider certification system should allow for broad participation of organizations and entities as providers of training.
- The SDWDC will remove training providers from the statewide list for matters such as fraud or illegal or discriminatory practices. The state may remove a provider from eligibility to receive WIA funding based upon poor performance.
- The training provider certification system shall maintain accurate and current information so as to allow consumers to make informed choices.
- The appeal process established to consider complaints from training providers should provide for prompt decisions.
- Performance standards may be adjusted by the state for local conditions and will promote continuous improvement within the state.

SDWDC Guidelines

- Training supported with WIA funds will be directly connected to occupations in demand as established by SDWDC based upon current labor market information.

- SDWDC will require that training providers demonstrate curriculum meets or exceeds the requirements of employers who hire individuals with the occupational skills developed in training and that skill levels meet or exceed industry approved standards.
- SDWDC shall enact sufficient controls to ensure the training system is accountable and effective.
- SDWDC shall enact business practices that allow for efficient and effective control of funds issued in the form of Individual Training Accounts.
- SDWDC will develop a process to allow job seekers to request that an occupation not on the “demand list” be considered as a targeted demand occupation if sufficient and verifiable documentation is provided that demonstrates demand in the local area.
- SDWDC may remove a provider from eligibility to receive WIA funding based upon poor performance but may consider certain mitigating factors such as economic, geographic and demographic factors in the area and characteristics of the population served by the provider.
- SDWDC will adopt policies that allow for the cancellation of Individual Training Accounts if not used within established timelines or conditions.
- SDWDC shall establish a policy that creates a ceiling for the amount of Individual Training Accounts that may be accessed by a job seeker.
- SDWDC shall ensure that training providers certified for WIA funding are paid promptly.
- SDWDC shall determine the extent to which training funds are limited in the local area and the need to establish priority of services.

Personal Responsibility

- Training supported with WIA funds will be provided in a manner that maximizes informed customer choice.
- SDWDC will ensure that South Dakota One-Stop centers provide current labor market information and trained staff to provide labor market analysis for job seekers.
- SDWDC will establish clear standards for job seekers, which outline the conditions for the use of Individual Training Accounts.
- A job seeker who has received training through an Individual Training Account will demonstrate good attendance and progress in achieving the training objectives.
- A job seeker is responsible for making application for all appropriate financial aids (e.g. Pell etc.)

Identification of Eligible Providers of Training Services Policy

This policy governs the WIA funds allocated to a local area to serve adults or dislocated workers. Training services may include:

- Occupational skill training , including training for nontraditional employment;
- Programs that combine workplace training with related instruction, which may include cooperative education programs;
- Training programs operated by the private sector;
- Skill upgrading and retraining;
- Entrepreneurial training;
- Job readiness training; or
- Adult education and literacy activities provided in combination with services described above.

Training services may be provided pursuant to a contract for services in lieu of an individual training account under the following conditions:

- The services are on-the-job training provided by an employer or customized training as defined by WIA;

- The SDWDC determines there are an insufficient number of eligible providers of training services in the local area involved to accomplish the purposes of a system of individual training accounts; or
- The SDWDC determines that there is a training services program of demonstrated effectiveness offered in the local area by a community based organization or another private organization to serve participant populations that face multiple barriers to employment including one or more of the following categories:
 - ✓ Individuals with substantial language or cultural barriers;
 - ✓ Offenders;
 - ✓ Homeless individuals;
 - ✓ Other hard to serve populations that may be identified by the Governor on an annual basis.

Programs of training services must be directly linked to the employment opportunities in the local area involved or in another area in which the adult or dislocated worker receiving such services is willing to relocate.

Prior to enrollment in an adult education or literacy activity provided in combination with other training services, an individual employment plan shall be developed. The plan shall identify the occupational skill training that will be pursued and the required skill competency level associated with the additional training service. In order to assist participant with entering employment as soon as possible, adult education literacy provider and other training providers shall collaborate, whenever possible, to develop concurrent training activity.

Individual Training Accounts

Training services authorized under this policy shall be provided through the use of individual training accounts (ITA) to eligible individuals through the One-Stop delivery system.

The ITA is an account established by a One-Stop Career Center on behalf of an eligible individual. ITA's are funded with adult and dislocated worker funds authorized under title I of WIA. Individuals may use ITA's in exchange for training services for skills in demand occupations from training providers on the approved list of eligible training providers.

ITA's place training resources in the hands of the consumer. Rather than being directed to a provider of training by an agency, the consumers will be able to select high quality training on their own. The list of eligible training providers will be compiled and published by the SDWDC. The SDWDC will seek out vendors of high quality training with relevant curricula. The SDWDC will verify the quality of the vendors on the list. Consumer information about eligible training providers will be made available to all training seekers through the One-Stop delivery system.

The ITA policy and management process will be a written form and include:

- How participants will receive assessment, counseling, and an individual development plan through intensive services prior to issuance of an ITA.
- How participants will learn of the demand occupations or skills for which an ITA may be issued and how exceptions to the list will be handled.
- How the ITA policy will be communicated in simple, understandable language to customers of the One-Stop Career Centers.
- How the participant will have access to the list of eligible providers through the centers. Participants must be able to use their ITA's to acquire services from any eligible provider on the approved list. Reciprocal agreements with border states may be established by

the SDWDC and such approved training may be made available to South Dakota participants.

- Whether the ITA covers books, fees, and other education materials in addition to tuition.
- How the value of each ITA will be determined; if there will be a cap on value.
- A process documenting how other sources of funding were sought (e.g., Pell grants, other programs at the One-Stop Career Centers).
- The internal procedure for ITA issuance, including the appearance of the ITA document that is to be given to participants, who may issue the ITA to participants, whether any signatures are needed and so forth.
- A process for tracking expenditures of all resources paying for the individual's training, including the WIA funds.
- How the participant will be kept informed of their account status.
- The method for disbursement of funds (cash reimbursement, lines of credit, pre-funded accounts with eligible institutions, etc). Only training providers that are on the list of eligible providers are able to redeem an ITA for payment.

The following sequence of events may demonstrate a common set of activities that a participant may pursue to secure and use an ITA:

- Seek employment through core services, then, if necessary use of intensive services;
- Discuss with case manager/counselor training strategy if core and intensive services have not resulted in employment;
- Discuss with case manager/counselor employment interest and review the scores from assessment test;
- Establishes with staff assistance an employment goal;
- Obtain from the case manager/counselor the application process for ITA's;
- With staff assistance or independently, conduct labor market review to determine whether the occupation is in demand and employment opportunities exist in the area;
- Review the list of eligible providers in the state, utilizing the Internet;
- Select possible training providers and research their requirements for enrollment, performance outcomes and cost;
- If providers are in the area, visit training providers campuses or locations to determine environment and transportation needs;
- Research the training requirements and if helpful visit with graduates or students in the training courses of interest (may be staff arranged)
- If occupation is unfamiliar, have staff arrange a tour of an employers operation or a job shadowing activity;
- Complete ITA application and demonstrate commitment to completing training, knowledge of job requirements, knowledge of training courses and availability of jobs in area. List the costs of tests or certifications needed for employment, the cost of tuition, physical examinations, room and board if out of area, fees, tools, books, supplies and other items required for training;
- Agree to apply for Pell Grants and other appropriate financial aids and if selected to refund training program for costs covered by other financial resources;
- When ITA is approved, arrange to contract the career center counselor as agreed to advise of progress;
- Sign agreement to provide attendance information and grades and or progress reports while enrolled;
- Take the ITA or other established mechanism to training provider and enroll in training;
- Upon completion of training, provide documentation to the center staff regarding completion;

- Utilize other center resources or training provider resources for employment placement
- When hired, contact the center and provide name of employer, wage/salary information and benefit information;
- Agree to participate in follow-up activities as established by the SDWDC to determine employment retention and wages.

The SDWDC will manage the individual training system to maximize usage by delivering this service through the network of One-Stop Career Centers. The foundation of a successful training program must be built on customer choice. Participants, prior to approval of training services, will receive an assessment, counseling, and development of an individual employment plan through intensive services. Participants will be provided assistance in an exploration of the labor market and demand occupations. The customer, taking full advantage of intensive services and consumer report information will have a sound basis for good decision making in selecting the most appropriate training provider.

The SDWDC will widely disseminate program, participant, and cost information throughout the One-Stop system. This data results in an accountability that will be used by the SDWDC as a basis for certification of training providers. The data also provides participants with dependable facts in making well-informed decisions as to the most appropriate provider of training.

A market driven system will ultimately produce better training and greater participant success in the labor market, which will be reflected in local performance.

"Individual Training Accounts": *This section of the Plan states that "consumer information about eligible training providers will be made available to all training seekers through the One-Stop delivery system." However, the Plan neither states that individuals with disabilities will have access to the provider list and performance information, nor specifically lists the alternate formats in which the list will be provided to such individuals. Please provide this detailed information.*

Response:

Consumer information about eligible training providers will be made available to all training seekers through the One-Stop delivery system. Individuals with disabilities will have full access to this information. The state will ensure that communications with individuals with disabilities are as effective as communications with others. Appropriate auxiliary aids or services, where necessary, will be made available to afford individuals with disabilities an equal opportunity to participate and enjoy the benefits of the states Individual Training Accounts.

Initial Eligibility Determination Policy - Application Elements

All applicants shall provide to the SDWDC the information outlined in below:

- Name, mailing address and physical location of the training facility;
- Documentation of financial stability, i.e., audits, financial statements, etc.;
- Name of the program(s) of training service submitted for WIA funding, including which programs are eligible for title IV HEA funding;
- Total hours of instruction associated with each program of training service;
- The cost of each program of training services including tuition, fees, books, and any required tools, uniforms, equipment or supplies;
- A brief description of the training facility or training provider, not to exceed 100 words;
- A brief description of each program of training service;

- A description of attendance policy by program;
- A description of the skill set which will be acquired through each program of training services;
- A list of occupations in which these skill sets are of primary interest;
- If any of the occupations described are not on the occupations in demand list provided by the SDWDC, provide evidence from employers, meeting specifications set by the SDWDC, that demonstrates the occupation is in demand;
- A description of class size, instructor/student ratio;
- An outline of the course or program curriculum;
- The minimum hiring qualifications for the training instructors;
- A description of any minimum entry level requirements (e.g., reading or math level, previous education requirements such as high school diploma or GED);
- A description of equipment utilized in the course and equipment/student ratio; and
- A description of employer support of program.

Applicants, who provide training through a program on the date of application, shall include the performance information outlined below and shall meet levels of performance established by the SDWDC.

- Applicants will provide the following verifiable performance information for the program(s) of training services included in the application:
 - ✓ The program completion rates for all individuals participating in the applicable program;
 - ✓ The percentage of all individuals participating in the program who obtained unsubsidized employment;
 - ✓ The percentage of all individuals participating in the program who obtained unsubsidized employment in an occupation related to the program conducted; and
 - ✓ The wages at placement in employment of all individuals participating in the applicable program.
- Applicants will provide verifiable performance information in a format prescribed by the SDWDC; and
- Applicants will provide a description of the methodology used to collect and or determine performance information.

DOL will use the UI wage records, Labor Market Information Center data and other information submitted by the training service provider.

The SDWDC shall provide the current levels of performance required by the Governor to each applicant.

Application Submission and Timeline

Applications for initial eligibility determination shall be submitted to the SDWDC. Applications will be accepted throughout the year. The SDWDC shall provide a written notice of determination of acceptance or rejection to a training provider submitting an application for the completed initial eligibility determination.

SDWDC policy shall determine the circumstances and time period under which reconsideration of a denied application may be afforded to a school that was denied initial eligibility determination.

Appeals

If the SDWDC rejects an application for initial eligibility determination for a program of training service, the board must provide notice with the letter of rejection of the reasons for rejection as well as the availability of an appeal process. Letters of rejection of initial application must be sent to the applicant. An appeal for reconsideration of an initial application must be made in writing within 30 calendar days of the date of receipt of the letter in which rejection of the application for initial eligibility is stated.

An adverse determination by the SDWDC may be appealed. Guidelines for the appeal process will be published and included with any adverse determination.

A training provider may appeal the determination with 30 days of receipt of the adverse determination. The appeal must be in writing and state specific reason of disagreement. Additional support material may be included with the appeal. The SDWDC will review the appeal. The process may require the training provider to supply additional information relevant to the appeal. A decision on the appeal shall be provided at the next scheduled meeting of the SDWDC. A decision on the appeal will be provided in writing. The decision of the SDWDC will be final.

The appeal process shall be made available to providers of on-the-job training and customized training that have been denied eligibility.

Subsequent Eligibility Determination

All providers of programs of training services are subject to the following policy provisions in order to continue to be eligible to receive funds from WIA to provide training services. This includes training providers that were required to qualify for initial eligibility as well as providers exempt from the initial eligibility process.

Performance Information

Each training service provider shall submit the following performance information to DOL:

Program information

- Provider name, program name, location of training, program start date, program completion date, number enrolled, number of completing program, type of training, and program costs;
- Submit the CIP (Classification of Instructional Program) in addition to the required program name;
- Program data will be submitted every six months. Training service providers will submit program information to DOL within 30 days of the end of the reporting period. Program data for programs completed from July 1 to December 31 will be submitted by the following January 31. Program data for programs completed from January 1 to June 30 will be submitted by the following July 31;
- Program cost information will include tuition, books, fees, tools, etc. for the program participants;
- Enrollment will be based on the number of participants who attended the training program for at least two weeks.

Participant information

- Provider name, program name, location of training, participant social security number, participant name, gender, birth date, program completion date, award or degree, date of unsubsidized employment, and name of employer;

- Race, physical disability, highest grade attained and institution conferring degree, in addition to the required participant information;
- Participants within the performance pool must have completed or ended training at least five months prior to submission to DOL;
- Information will be submitted to DOL every six months. Program data for programs completed from July 1 to December 31 will be submitted by the following June 30. Program data for programs completed from January 1 to June 30 will be submitted by the following December 31.

SDWDC policy shall determine which elements of program costs, other than tuition and fees that may be covered by an ITA.

Participants will not be considered part of the performance pool if they have not obtained unsubsidized employment within one year of their program completion date.

DOL will collect additional data needed to determine completion percentages, rates of licensure or certification and placement wages and determine which occupations are related to training provided. DOL will use Unemployment Insurance wage records to supplement data submitted by the training provider, i.e. determining if the participant has obtained employment when the provider does not provide that information on the participant. DOL will continue to collect data on participants as long as they remain in the performance pool.

DOL will provide the following data to the training service providers and the SDWDC: program completion rate, percentage of individuals obtaining unsubsidized employment, percentage of individuals obtaining unsubsidized employment in a related occupation, wage and placement and after six months of employment and licenses or certificates received. DOL will generate reports containing the placement data 60 days after the participant data submittal deadline.

DOL will charge a fee to recover the costs of gathering the data and generating the reports.

The SDWDC will accept program specific performance information consistent with the requirements for eligibility under title IV of the HEA from the provider for the purposes of enabling the provider to fulfill the applicable requirements of this subsection, if the information is substantially similar to the information otherwise required.

Standards of Performance

Annually, the SDWDC shall adopt standards within 30 calendar days of the Governor's action to establish standards of performance. SDWDC standards must meet or exceed the standards adopted by the Governor. Standards shall be developed in the following performance measures:

- Training completion rate
- Entered employment rate
- Training relatedness employment rate
- Average earnings change in six months
- Six months employment retention rate, and
- Educational credential/occupational skills credential rate

Performance standards for employment at six months, wages at six months, and rate of licensure, certification, degree completion and other skill attainment measures may be

adjusted by the state for local conditions and should reflect continuous improvement within the local area.

Consideration in Determining Subsequent Eligibility

- In making determinations of subsequent eligibility, SDWDC may take into account:
- The specific economic, geographic and demographic factors in the local areas in which providers seeking eligibility are located;
- The characteristics of the populations served by providers seeking eligibility, including the demonstrated difficulties in serving such populations, where applicable;
- Occupational demand within the local area;
- The performance including the extent to which the annual standards of performance established by the SDWDC have been achieved;
- The program cost of training services; and
- The involvement of employers in establishing the skill requirements for the training program.

Standards for Verifiable Program Specific Performance Information

The SDWDC may conduct performance verification audits throughout the year and may require training providers to submit additional information to resolve performance reporting anomalies or irregularities. Performance information that is submitted for a program of training services as part of the verification audit process must include a written methodology explaining the collection of the performance information submitted.

The training service providers will provide the following performance information for the program verification audit:

- Program completion rates for all individuals participating in each of the applicable programs; and
- Percentage of individuals participating in each of the applicable programs who obtained unsubsidized employment.

The performance information must be submitted to the SDWDC on a six-month basis after the date of initial eligibility determination. The SDWDC must take verification audit information along with DOL information into account in determining subsequent eligibility for a training provider on an annual basis.

If the SDWDC determines that a provider or an individual providing information on behalf of the provider intentionally supplies inaccurate information, the SDWDC shall terminate the eligibility of the provider to receive funds for a period of not less than two years. This action is subject to the appeals process established by the state.

State Approved List

The SDWDC shall publish the program, performance and cost information of each program receiving eligibility certification in the format prescribed by the SDWDC.

On placing or retaining a provider on the list, the provider shall submit to SDWDC the performance and cost information outlined in the initial and or subsequent eligibility sections above. If the SDWDC determines that the provider does not meet the performance levels established by the Governor, the SDWDC may remove the provider from the list of entities eligible to receive WIA funding for training services. SDWDC shall provide written notice of the removal to the training provider. The notice will include a description of the appeal process.

The SDWDC may also remove training providers from the list if it is determined that the training provider has committed fraud or has violated applicable state or federal law, including prohibitions against discrimination or requirements related to the American with Disabilities Act.

Appeals

If the SDWDC rejects an application for initial eligibility determination for a program of training service the board must provide notice with the letter of rejection of the reasons for rejection as well as the availability of an appeal process. Letters of rejection of initial application must be sent to the applicant. An appeal for reconsideration of an initial application must be made in writing within 30 calendar days of the date of receipt of the letter in which rejection of the application for initial eligibility is stated.

An adverse determination by the SDWDC may be appealed. Guidelines for the appeal process will be published and included with any adverse determination.

A training provider may appeal the determination within 30 days of receipt of the adverse determination. The appeal must be in writing and state specific reasons of disagreement. Additional support material may be included with the appeal. The SDWDC will review the appeal. The process may require the training provider to supply additional information relevant to the appeal. A decision on the appeal shall be provided at the next scheduled meeting of the SDWDC. A decision on the appeal will be provided in writing. The decision of the SDWDC is final.

Criteria for Awarding Grants for Youth Activities

The state level Youth Council will play a significant role in developing programs and services for youth. The Youth Council is represented with individuals from different areas of the state and from different youth perspectives. In accordance with WIA Section 661.340, Youth Council responsibilities include developing portions of the plan related to eligible youth and making recommendations to the Workforce Development Council regarding youth service providers.

Criteria to identify effective and ineffective youth activities and providers would include:

- Develop relationships between youth and caring adults;
- Involve family members;
- Develop youth citizenship and leadership skills;
- Provide appropriate services based on aged and individual youth needs;
- Employability skills training;
- Improve educational achievement, to include offering preparation for postsecondary opportunities and employment;
- Demonstrate the connection between of work and learning;
- Provided comprehensive guidance and counseling;
- Demonstrate knowledge of community resources available;
- Demonstrate current or proposed linkages with community organizations, state agencies, employers, etc.

Clearly differentiate criteria which apply to acceptable providers from those which apply to effective activities. (section 112(b)(18)(B)

Response:

To be considered as acceptable providers the first year of WIA implementation, applicants will have to describe how they will implement the bulleted activities effectively to meet the needs of youth participants. In the following years, the state will also have performance indicators identifying if the activities led to quality performance for repeat applicants.

Competitive and Non-competitive Grant Processes

The SDWDC will have final approval of the grants being awarded. The awards are to be made to organizations possessing the demonstrated ability to perform successfully under the terms and conditions of a proposed subgrant or contract. Where comparable proposals have been received from an offeror which has demonstrated performance and a high risk recipient/subrecipient, and a determination has been made that both proposals are fundable, the award should be made to the offeror which has demonstrated performance, unless other factors dictate a contrary result. Determinations of demonstrated performance shall be in writing and take into consideration such matters as whether the organization has:

- Adequate financial resources or the ability to obtain them;
- The ability to meet the program design specifications at a reasonable cost, as well as the ability to meet performance goals;
- A satisfactory record of past performance (in job training, basic skills training, or related activities), including demonstrated quality of training; reasonable dropout rates from past programs; and performance indicators.
- The ability to provide services that can lead to the achievement of competency standards for participants with identified deficiencies;
- A satisfactory record of integrity, business ethics and fiscal accountability;
- The necessary organization, experience, accounting and operational controls; and
- The technical skills to perform the work.

Potential bidders will have the opportunity to submit proposals by way of public notice being provided.

The state has implemented policies, procedures and standards to ensure fiscal accountability and to prevent waste, fraud, and abuse of programs administered under WIA. A WIA Contractors Guide will be developed and disseminated to all subgrantees. This document will be reviewed and updated on an annual basis.

The state WIA administrative entity will follow those procurement procedures as set forth by the state of South Dakota under the provisions of SDCL 5-23 and 1-24. Purchasing needs will be processed through the state Bureau of Administration Purchasing and Printing Office whose bidding procedures meet or exceed procurement regulations.

Subgrantees will be allowed to operate under their existing procurement procedures if those procedures meet federal and state guidelines. If subgrantees do not have procurement procedures or those procedures do not meet federal and state guidelines, the administering entity will prescribe acceptable procurement practices.

In accordance with Section 112 of WIA, the state has adopted and implemented procurement standards, and arranged for monitoring to ensure compliance with the standards.

WIA procurement requirements shall include provisions to ensure:

- Procurements shall be conducted in a manner providing full and open competition;
- The use of sole source procurements shall be minimized to the extent practicable;
- Procurements shall include an appropriate analysis of the reasonableness of cost;
- Procurements shall not provide excess program income or excess profit;
- Procurements shall clearly specify deliverables and the basis for payment;
- Written procedures shall be established for procurement transactions;
- No grantee, contractor, subgrantee, or subcontractor shall engage in any conflict of interest in the selection, award, or administration of a contract or grant under WIA;
- Grantees and subgrantees shall conduct oversight to ensure compliance with the procurement procedures;
- Procurement transactions between units of state or local governments, and any other entities organized principally as the administrative entity for SDA, shall be conducted on a cost reimbursable basis.

Procurement Sanctions

The State ensures that efforts will be made to secure compliance with the procurement procedures. If, as a result of monitors it is determined that a substate grantee is not in compliance with the procurement procedures, the state shall require corrective action to secure prompt compliance. Appropriate sanctions shall be imposed if timely corrective action is not implemented.

Procedures for Selection of Service Providers

DOL has been designated as the administering entity and the delivery agent of the WIA programs for the entire state. The Governor and the SDWDC have reviewed the available options and considered such factors as past performance, fiscal accountability, quality of training provided and logistics in their decision.

South Dakota has been designated a statewide local service area. A statewide network of local service providers is in place for the efficient delivery of WIA programs as well as many other related employment and training programs. DOL's past record in delivering the employment and training programs, the ability to meet performance standards and ability to meet competency standards for participants with identified deficiencies was reviewed by the SDWDC and the Governor to determine its competency for WIA delivery. Services provided by the One-Stop Career Centers of DOL indicate that the system is capable of meeting or exceeding performance goals.

The statewide system of One-Stop Career Centers in South Dakota helps to reduce the duplication of services and provides for the most appropriate services to those most in need. DOL may, however, contract with subrecipients, either public or private, for specific services in local areas including WIA eligibility determination. In addition, DOL may enter into agreements with other statewide agencies such as the Departments of Education and Cultural Affairs, Human Services, Social Services or Green Thumb in an effort to effect further coordination.

The primary consideration in the selection of a service provider for the state is demonstrated performance, fiscal accountability and the effectiveness of the entity.

"Competitive and Non-competitive Grant Processes": *This section of the Plan states that "potential bidders will have the opportunity to submit proposals by way of public notice being provided," and that "the use of sole source procurements shall be minimized to the extent practicable." However, the State has not provided, for review, the specific procedures it will use in providing public notice, or the specific criteria it will use in order to ensure that they are neutral and will be applied consistently and uniformly. They may be contained in the State's procurement procedures set forth at SDCL 5-23 and 1-24, as cited in the same section; however, those procurement procedures were not provided with the Plan. Please provide a copy of the cited procurement procedures. If those procurement procedures do not provide specific procedures for providing public notice and criteria for determining when to use a sole-source procurement, the State will need to provide a separate description of the procedures and/or criteria.*

Response:

The state will issue public notices for potential bidders to have an opportunity to submit proposals for provision of services. Public notice will be printed in at least two newspapers of general circulation that jointly cover most if not all of the state. In addition to the print media, public notice will also be available through the Internet at the Department of Labor home page.

Sole source procurement will be limited as much as practical. Sole source will be permitted when the provider is truly the only source for the service or product; when there exists an emergency or exigency and the competitive process would be impractical for the situation; or when a provider has a unique capacity to economically provide the requested service or product.

In all cases of sole source procurement complete documentation will be maintained. This will include a written justification and approval prior to entering into the arrangement.

Fiscal Control, Accounting, Audit, Debt Collection

DOL's Division of Administration will be responsible for the accounting and auditing procedures used by WIA. The Division of Administration uses the State Employment Security Agency cost accounting system for federal funds received in South Dakota. DOL is also required to comply with state accounting procedures. DOL will provide for an independent audit annually to ensure proper expenditures according to federal standards. Equipment, purchasing and inventory control will be provided by the Division of Administration according to state and federal standards.

Primary responsibility for detecting fraud or abuse of the program will be the responsibility of the local WIA representatives and the WIA technical assistance staff. All cases of fraud and fiscal impropriety will be reported to the appropriate authorities immediately upon identification. Cases requiring legal action will be forwarded to the South Dakota Attorney General's Office for conclusion.

In accordance WIA, the administering entity is authorized to pool the administrative funds.

Funding

What criteria will the State use, consistent with each program's authorizing law, to allocate funds for each of the programs included in the Unified Plan? Describe how the State will use funds the State receives to leverage other Federal, State, local, and private resources, in order to maximize the effectiveness of such resources, and to expand the participation of business, employees, and individuals in the statewide workforce investment system. (WIA §112(b)(10))

As a statewide local service area, decisions regarding distribution of Department of Labor administered funds rest with the SD Workforce Development Council. In making those decisions, the Council will give consideration to such factors as need, history of services in the area, and local grant administrative capabilities.

Just one example of other leveraged funds is the South Dakota Workforce Development Program. Three state agencies have joined resources to make funds available to train/retrain the state's workforce. The DOL, DECA's Office of Workforce Development and Career Preparation (formerly Vocational Education), and the Governor's Office of Economic Development (GOED) have obligated funds from federal sources along with a larger state pool of funds to assist local businesses in training and retraining their workforce. One-Stop Career Centers and other local resources assist businesses in designing training programs specific to their needs. Applications for funding are reviewed and approved by all three agencies. Retrained workers must receive an increase in pay as a prerequisite for state funding. Employers are required to match state funds on an equal basis.

Under WIA requirements, certain statewide activities must be conducted and other statewide activities are optional. To fund these activities, the state may reserve up to 15 percent from each of the three funding streams, adult, dislocated worker and youth. SDWDC is developing the approximate budget for the statewide activities needed to accomplish the statewide activities for the upcoming year.

As a statewide local service area, South Dakota will not distribute dislocated worker funds to local areas. At least 60 percent of the state's allotment will be made available to the state's One-Stop Career Centers for delivery of program services to assist dislocated workers. The Governor will reserve up to 25 percent of the state's allotment for the provision of rapid response services. The Governor may also reserve up to 15 percent of the state's allotment for the provision of statewide workforce investment activities.

The SDWDC, on authority of the Governor, may transfer up to 20 percent of the allocation for adult programs and up to 20 percent of the allocation for dislocated worker programs between the two employment and training programs. Transfers of funds will be conducted to provide continued service in the local area to the respective group of workers. This allows a single workforce investment area state to offer a seamless delivery of service throughout the state. Transfers are not authorized to or from the youth program allocation.

*Please describe, in detail, the Plans required under Section 8 of the Wagner-Peyser Act which will be carried out by the State. **This is required in the Final Planning Guidance.***

Response:

South Dakota's Unified Plan was submitted on December 30, 1999. The Final Planning guidance was issued on January 14, 2000. When the question was raised at the first

meeting of the new Region IV ES Administrators, Ray Uhalde assured us that states would not be held to retroactive planning guidance.

Neither the planning guidance, nor Section 8 of the Wagner-Peyser Act provides specific guidance as to what should be included in such a plan. As indicated in the Unified Plan, Employment Services is a cornerstone of the One-Stop system in South Dakota. On page 31 of the Plan, basic services are briefly described under the **Labor exchange** section. Throughout the Unified Plan, references are made to these services being provided through One-Stop Career Centers. These centers are also the locations for access to Employment Services. South Dakota chose to integrate the Employment Services into the overall Plan in keeping with the concept of One-Stop service delivery and unified planning. The answers to questions concerning governance or Veterans' services for example can be found under those respective headings. We saw no need to repeat these topics in other areas of the unified plan.

One issue that was not mentioned in the Unified Plan was South Dakota's arrangements for a One-Stop operating system. After considerable study, we have decided to purchase the necessary hardware and software to install the UWORKS system. Naturally, some modification will be required to meet the specific needs of South Dakota. We expect the new SDWORKS system to be installed and functioning by January 1, 2001. The remaining One-Stop grant funds will be used to support the majority of the cost associated with the new system. However, One-Stop funds alone will not be adequate, and the state intends to make up the difference from the budgets of the key USDOL programs using the system. As a result, we expect the Employment Security budget to contribute toward the purchase and installation of the SDWORKS system. Other programs using the system, such as WIA, and UI will also contribute according to their expected usage levels. The final cost to ES has not yet been determined, but is not expected to exceed \$150,000. This cost will be taken from the Program Year 2001 90% funds.

If there are particular questions concerning the delivery of Employment Services, please contact Lloyd Schipper, Deputy Secretary.

The Plan did not indicate how the State will use the 10% funds allotted under Section 7(b) of the W-P Act. Please specify how the funds will be used.
§112(b)(7) and 20 CFR §652-204. This is required in the Final Planning Guidance.

Response:

South Dakota will continue to use the 10% W-P funds for services to groups with special needs. Specifically, the funds will be used to support small One-Stop satellite offices in the remote areas of the state. These offices are typically located in communities on or adjacent to Indian Reservations. Examples are the offices located in Pine Ridge, Winner, and Mobridge. Without the 10% set aside, the state could not justify maintaining these offices due to small populations. Although these satellite offices will not be staffed to directly provide all of the services available in larger offices, the use of high technology allows us to offer a nearly complete menu of One-Stop services.

Dislocated Workers

DOL utilizes information provided by an advance notice of plant closure or layoff under the Worker Adjustment and Retraining Notification Act (WARN) to plan and implement an appropriate response. A rapid response team activates on receipt of all notices received under WARN.

A rapid response effort will be conducted in as reasonable a time frame as possible. The preferred response will be within 48 hours of the receipt of notice of a plant closure or mass layoff. The rapid response team develops a plan of service that provides pre-layoff assistance to the workers, the company, and the community. Technical assistance is available from the rapid response team. The DOL maintains responsibility for the provision of rapid response services.

The rapid response team may be initiated at the discretion of the DWU for plant closure or layoff actions that are not covered under the requirements of the WARN. For smaller or more rural dislocations, the One-Stop Career Centers responsible for the impacted area conduct a more local, expeditious response effort with the support of the DWU. The network of One-Stop Career Centers provides an effective outreach effort to all areas of the state.

Situations may arise where the DWU encounters difficulties in the usual rapid response process. In such cases the DWU will work closely with the local entities to encourage full cooperation in the rapid response activity. The DWU will negotiate with appropriate local entities to ensure that a suitable response is available for the dislocated workers.

The DWU dislocated worker program specialist is responsible for implementation of all rapid response functions. Other DOL technical staff will assist as needed. This includes staff with expertise in unemployment insurance, training, placement and labor market information. Local One-Stop Career Centers will be involved in all rapid response efforts within their service area.

The functions of the Rapid Response team include but are not limited to:

- Establishing on site contact with employer and employee representatives to provide information concerning the availability and access of public programs and services;
- Promoting labor/management committees where appropriate;
- Collection of information concerning the dislocation, available resources for the affected workers, and survey of the employment and training needs of the workers;
- Providing or obtaining financial and technical advice and serving as a liaison with other organizations;
- Dissemination of information on the availability of services; and
- Assisting the local community in developing a response to the dislocation.

The rapid response team will determine the extent of involvement of the DOL. Pre-layoff services will be available to dislocated workers to assist in preparation for transition to other suitable employment. This may include individual and/or group activities. Such intervention ensures the dislocated worker, including those with multiple barriers, will have access to all appropriate services as early as possible. Core, intensive and training services will be made available to dislocated workers from local One-Stop Career Centers.

A comprehensive plan of service will be developed with the dislocated worker. This plan will be based on an assessment of the worker's needs including educational level, skill level, employment needs and any specific support needs. Methods of assessment may include structured interviews, observation, interest inventories, career guidance instruments, aptitude tests and basic skills tests. Assessment is an on-going process that will be updated and reviewed as needed.

The SDWDC has designated the South Dakota Department of Labor as the state's Dislocated Worker Unit.

The DWU has the availability of technical staff from DOL to work with the local One-Stop Career Centers in responding to notices of plant closure or mass layoff. The team will also include, as appropriate, representatives from the GOED, organized labor, DWCP and other entities, which may be of benefit to a specific rapid response effort. The composition of the team will vary depending on the particular situation.

On receipt of notice of layoff, the DWU will implement the rapid response team to gather information that will be utilized to determine the extent of DWU assistance. The rapid response team will collaborate local government, local economic development agencies and all other appropriate entities in designing the response. Technical assistance from DWU will be made available to local entities.

Funds will be managed by DOL. The state's DWU will connect with all appropriate local entities through a rapid response effort to ensure dislocated workers have access to all due WIA services.

Basic Labor Exchange

South Dakota will continue to operate a statewide basic labor exchange system as it has in the past. The primary purpose of this system is to bring together individuals who are seeking employment and employers who are seeking workers. The services are provided through our statewide network of One-Stop Career Centers.

The goals of the employment service are entirely compatible with the goals and objectives of the One-Stop Career Center delivery system and the SDWDC. Standards used to gauge employment service performance include: individuals placed, obtained employments, job openings, unemployment insurance claimants placed, placement transactions, and average wage at placement. Every One-Stop Career Center/Job Service office will have a minimum of one person designated to assist veterans in their employment and training needs. The duties of at least one person in every One-Stop Career Center/Job Service office shall include the promotion and development of employment opportunities for persons with disabilities and for job counseling and placements of such persons.

Job seekers will be assisted through assessment, job referral, job search assistance workshops, access to self-help resource rooms and labor market information. Employers will be assisted with recruiting services, and technical information on a variety of regulatory topics. The latest technology such as America's Job Bank, autodialers and the Internet will be used whenever feasible.

Priority of Adult Funds

The SDWDC shall determine whether funds allocated to the local workforce development area for adult employment and training activities are limited and priority among the recipients of training services shall be established in compliance with WIA requirements. In the event that the SDWDC determines funds are limited, priority shall be given to recipients of public assistance and other low-income individuals for intensive and training services. The SDWDC shall direct One-Stop Career Centers with regard to making determinations related to such policy. This policy does not apply to dislocated workers.

The SDWDC may administer the priority so as not to preclude providing intensive and training services to other individuals. A process for determining eligibility for "other individuals" receiving services will be based on a substantiated need and documentation of employment barriers.

Adult Education and Family Literacy Local Funds Eligible Providers – Section 203 (5)

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

- Local educational agency;
- Community-based organization 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 describe in (a) through (h) above and has the ability to provide literacy services to adults and families; and
- Consortium of the agencies, organizations, institutions, libraries, or authorities described above.

Applications

Local providers will be eligible to receive funds if they meet the following criteria:

- The provider will establish measurable goals for participant outcomes;
- The provider can show past effectiveness in improving the literacy skills of adults and families. One year after DECA 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;
- The commitment of the eligible provider 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;
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains;
- Whether or not the program uses instructional practices and activities that research has proven to be effective in teaching individuals to read;
- Whether the activities are built on a strong foundation of research and effective educational practice;
- Whether the activities effectively 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 coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, one-stop centers, job training programs 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 DECA' performance measures; and
- Whether the local communities have a demonstrated need for additional English literacy programs.

Notice of Availability

DECA 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 be published in three major newspapers in South Dakota with statewide distributions.

Process – Competitive Grants

Pursuant to Section 232 of the Adult Education and Family Literacy Act, 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.

DECA 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; and
- 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; or
- English literacy 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.

Evaluation of Applications (Section 231 (e))

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

DECA 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 hard 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;
- Demonstrated past effectiveness in improving the literacy skills of adults and families based on the performance measures established under section 212 of the Act;
- 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;
- Instruction provided will be of sufficient intensity and duration for participants to achieve substantial learning gains;
- Providers use instructional practices and activities that research has proven to be effective in teaching individuals to read;
- Activities are built on a strong foundation of research and effective educational practice;
- Activities effectively employ advances in technology, as appropriate, including the use of computers;
- 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;
- Activities are staffed by well-trained instructors, counselors and administrators;
- 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;
- 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;
- 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 providers have a demonstrated need for additional English literacy programs in the local community.

Special Rule (Local Administrative Expenditures) (Section 223 (c))

In cases where the cost limits described in the Act are too restrictive to allow for adequate planning and administration, DECA may determine an adequate level of funds to be used for non-instructional purposes.

Description of Proposed Leadership Activities - Each eligibly agency shall use funds made available under Section 222 (a)(2) for one or more adult education and literacy activities.

DECA will use not more than 12.5 percent of the grant funds to conduct leadership activities.

Leadership Activities for Adult Education and Literacy

The South Dakota Adult Education and Family Literacy Program will continue to offer professional development opportunities through the statewide in-services and regional and local workshops. These training opportunities will continue to expand instructional skills in literacy, reading comprehension, numeracy, family literacy, employability and career readiness skills, and effective use of technology in the classroom. Training designed to meet the instructional needs of learning disabled and the provision of services to isolated rural sites will continue.

The South Dakota Adult Education and Family Literacy Program will also be interested in providers that address the needs of parents and their role as the child's first teacher. Since research has demonstrated that the first three years of a child's life are critical to successful development as individuals, the State will be looking at providing training to parents who lack the literacy skills, knowledge, and understanding of the importance of proper stimulation during the formative years of brain development.

The South Dakota Adult Education and Family Literacy Program will also present training in a wide range of adult education topics on GED, Basic Skills, and English as a second language.

Annually, local service providers will be provided the opportunity to establish topics and activities they feel will address their local needs for professional development. Professional development activities will be updated annually throughout the duration of this plan.

The State Adult Education and Family Literacy Program will provide technical assistance opportunities for all local program providers in the areas of learning disabilities, and person with developmental, mental, physical, or emotional disabilities.

The State Adult Education and Family Literacy Program will provide technical assistance to local program providers to implement local data collection procedures through an Adult Student Management System and will provide training if changes in the system need to be made.

The State Adult Education and Family Literacy Program will provide technology support designed to aid the local program providers in using the latest technologies in the classroom, professional development and other program activities. The State will arrange for workshops and staff development opportunities for adult education and literacy staff. They will be provided information on the latest research and technologies and how they can use technology to improve their instructional program.

The State Adult Education and Family Literacy Program will serve as a partner with the South Dakota Literacy Resource Center System. We will provide training opportunities for locally funded programs and local volunteer literacy groups. A variety of training opportunities based upon identified needs will be offered. Topics of interest will include technology development and expansion, family literacy, adult literacy, English as a second language, numeracy, problem solving, and the latest research and best practices.

The State Adult Education and Family Literacy Program will:

- Implement and refine an Adult Student Management System that shows student outcomes and results;
- Train local program providers in gathering valid and reliable data consistent with federal guidelines;

- Evaluate assessment instruments and update if necessary;
- Examine current research in the development of level completion/exit tests to ensure accurate progress data;
- Collect, aggregate, and analyze qualitative and quantitative program data through program reports and statewide demographics and surveys; and
- Conduct local program monitoring and evaluation procedures to assure quality standards are met.

The State Adult Education and Family Literacy Program maintains a strong collaborative association with the South Dakota Department of Labor. The State Adult Education and Family Literacy Program has worked collaboratively with the South Dakota One-Stop Career Centers, Job Training Partnership Act programs, and LMIC.

LMIC in cooperation with the State Adult Education and Family Literacy Program annually conducts an adult secondary student completer survey to determine where former students are at in terms of further education, employment, etc. This activity provides useful information in terms of follow-up data and will be continued under the Unified Plan.

Each eligible local program provider is required to describe the coordination with local agencies for the provision of support services for economically disadvantaged students. Local program providers have coordinated with local public and private agencies to ensure each student's ability to attend classes and to avoid duplication of services.

Each local adult education program will provide employment and career readiness skills training to all enrolled students from beginning literacy through adult secondary education. Local programs will be encouraged to visit with local employers as to skills they desire in employees.

The State Adult Education programs work cooperatively with postsecondary institutions to provide basic skills services to adult students enabling them to take advantage of vocational training. Around 69.7 percent of those individuals taking the GED high school equivalency test reported doing so to qualify for further education. Several local adult education programs are located at community colleges and vocational technical institutes. This provides an excellent opportunity for adult students to move from adult education into the postsecondary system.

Collaboration with Other Related Agencies and Programs

DECA will work cooperatively with other governmental agencies in providing adult education services throughout the state. Cooperative linkages have been established with the State Department of Labor, the State Department of Social Services, the State Department of Corrections, the State Department of Human Services, the State Department of Health, the State Even Start Program, the State Literacy Resource Center System and the South Dakota State Library. The objective of having partnerships with the aforementioned state agencies is to provide for the specific educational needs of each adult and avoid duplication of services.

All local adult education service providers funded through the Adult Education and Family Literacy Act will also be required to describe collaboration and outreach strategies in the application process.

At the national level, the State Adult Education and Family Literacy Program will collaborate and coordinate with the Office of Vocational and Adult Education, Division of Adult Education and Literacy regarding national trends in adult education.

The State Adult Education and Family Literacy Program will work cooperatively with other groups that support adult education at the local, state, regional and national levels such as:

- Pelavin Research Center;
- The General Educational Development Testing Service;
- The American Vocational Association;
- The National Center on Adult Literacy;
- Educational Resources Information Center;
- Kentucky Educational Television Network;
- Midwest Literacy Information and Communication System (LINCS);
- National Center on Adult Literacy (NCAL);
- The Missouri Valley Adult Education Association;
- The South Dakota Vocational Association;
- The South Dakota Association for Lifelong Learning;
- The South Dakota Statewide Literacy Effort;
- The Learning Disabilities Association of South Dakota;
- The South Dakota Literacy Resource Center System; and
- Community Action Agencies.

Ensuring Equitable Access (GEPA Section 427)

DECA will address the needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

Training for adult education and literacy practitioners will address the need for greater knowledge in the instruction of learning disabled individuals and ESL adults. Special emphasis will be placed on providing specialized training for staff to eliminate any barrier that may exist based on gender, race, color, age and national origin.

DECA will also ensure, through its competitive grant application process, that applicants clearly address the provision of Section 427 for both students and staff.

Description of Steps to Ensure Direct and Equitable Access

- DECA will require all section 231 and 225 eligible providers to use the same application and application process, so that these applications can be judged by the same review and scoring criteria.
- A special application will be developed to address (section 223) the 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 DECA for his/her review and approval.
- DECA 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.
- DECA 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 Web site maintained by DECA.

- 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 new interested agency will be added to a list of potential new providers. At the next multi-year application cycle they will receive the application packet.

Notice of Availability

DECA will ensure that:

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

Activities to be Funded

For each of the programs in the Unified Plan, provide a general description of the activities the State will pursue using the relevant funding.

The statewide network of Job Service offices is the foundation for the One-Stop system in South Dakota. All former Job Service offices are now either full service or satellite One-Stop Career Centers. The USDOL One-Stop implementation grant has assisted us in developing a three-tiered labor exchange service strategy. Self-help services can be accessed through the Internet or at "resource rooms" located in each One-Stop Career Center. Facilitated self-help is available at each center; staff-assisted services are provided only on-site at certified One-Stop Career Centers.

The South Dakota Department of Labor administers the Wagner-Peyser grant. The services provided under that grant are delivered by state-employed merit staff in the One-Stop Career Centers throughout the state.

In accordance with the Workforce Investment Act of 1998, Section 322, the Agreement between the Governor of South Dakota/South Dakota Department of Labor (Appropriate State Entity) and the Secretary of the Department of Labor, through the Veterans' Employment and Training Service (VETS), specifies the provision of services to veterans, the roles and responsibilities of the Workforce Investment Act of 1998 (WIA) service providers, and the integration of Disabled Veterans Outreach Program (DVOP) specialists and Local Veteran Employment Representatives (LVERs) within the State of South Dakota. The agreement extends the historical preferential precedents for veterans and other eligible persons to the State Workforce Investment System. In administering veterans' service programs under Chapter 41 and 42 of title 38 United States Code, the South Dakota Department of Labor will undertake the functions described in this Agreement.

Please provide more information regarding the State's Plan for a three-tiered labor exchange service strategy and the provisions for accessibility of facilitated self-help and staff assisted services. This is not addressed in the Plan.

Response:

The state will ensure that services will be made available on an equitable basis to all individuals. Appropriate accommodations to provide accessibility to self-help, facilitated self-help, and staff assisted services will be made as necessary to allow individuals full access to service through the One-Stop system.

Allocations to the state for adult and dislocated worker programs will be used to support core, intensive and training services. Activities may include:

Core Services

- Determinations of individual eligibility to receive services;
- Outreach, intake (which may include profiling), and orientation to information and other services available through the one-stop system;
- Initial assessment of skill levels, aptitudes, abilities and supportive service needs;
- Job search and placement assistance, including career counseling where appropriate;
- Labor market information, which provides accurate information relating to local, regional and national labor market area and information relating to local occupations in demand and the earnings and skill requirements for such occupations;
- Performance information and program cost information on eligible providers of training services;
- Information regarding how the local area is performing on the local performance measures and any additional performance information with respect to the one-stop delivery system;
- Information about available supportive services including child care and transportation available in the local area and referral to such services, as appropriate;
- Information regarding filing claims for unemployment compensation;
- Assistance in establishing eligibility for welfare-to-work activities available in the local area and programs of financial aid assistance for training and education programs that are not funded under WIA and are available in the local area;
- Follow-up services including counseling regarding the workplace for participants in workforce investment activities who are placed in unsubsidized employment, for not less than 12 months after the first day of the employment, as appropriate.

Intensive Services

- Comprehensive and specialized assessments of skill levels and service needs including diagnostic testing and use of other assessment tools and in depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- Development of employment plans to identify the employment goals, appropriate achievement objectives and appropriate combination of services for the participant to achieve employment goals;
- Group and individual counseling and career planning;
- Case management for participants seeking training services;
- Short term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills and professional conduct to prepare individuals for unsubsidized employment or training.

Training Services

- Occupational skills training including training for nontraditional occupations;
- On-the-job training;
- Programs that combine workplace training with related instruction, which may include cooperative education programs;
- Training programs operated by the private sector;
- Skill upgrade and retraining;
- Entrepreneurial training;
- Job readiness training;
- Adult education and literacy activities in conjunction with other training;

- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

The foundation of a successful training program must be built on customer choice. Individuals will be provided intensive services that will assist the customer in an exploration of the labor market; an assessment of their basic skills, aptitudes, and interests and employment counseling that will lead to the development of an appropriate employment plan. From this plan, the customer will have a sound foundation to select the most appropriate training service.

The State's consumer report system and knowledge of training programs will be beneficial to the customer in their decision making. This report information will identify various programs approved by the Workforce Development Council. The report will include information on the enrollment process, cost, and performance of the specific training program. This information will be widely disseminated throughout the one-stop system and other public venues.

The Sixth Youth Eligibility Criterion at §101(13)(C)(vi)

*Please provide further clarification on the State's definition of the sixth eligibility criterion. Please describe how the proposed criterion will be applied to determine eligibility. We suggest that the State separate the individuals into two categories -- In-school and Out-of-school, which would clarify whether a youth is eligible for services. For example, In-school youth who have poor attendance in the last 12-month period **and** poor grades are eligible. Out-of-school youth are eligible if they are employed but have no vocational/employment goals **and** a poor work history, **or** are underemployed; **or** are unemployed.*

Response:

The state definition was edited to include in-school and out-of-school wording.

An in-school youth who:

- Is currently attending an education; AND
- Has previously dropped out of an educational program OR has poor attendance patterns in an educational program during the last 12 calendar month; AND
- Has below average grades;

OR, an out-of-school youth who:

- Is not attending an educational program; AND
- Has no vocational/employment goal; AND
- Has a poor work history OR is unemployed OR is underemployed.

Economic guidelines will be the criteria for eligibility *with* related barriers to obtaining and/or maintaining employment. Up to 5 percent of the participants may be over income and be WIA enrolled as long as they have barriers to obtaining and/or maintaining employment.

Comprehensive Services to Eligible Youth

The Youth Council will develop and enhance relationships with local agencies and service providers to ensure that necessary services are available to eligible youth in the local area. The delivery of comprehensive youth services will continue to be a coordinated effort to include a variety of agencies such as education, social services, corrections, Job Corps, STW, welfare and vocational rehabilitation. Many of the agencies that provide youth services are represented on the Youth Council, providing a forum for information exchange and establishment of coordination strategies. In developing a program or comprehensive

services, the Youth Council will include a strategy to eliminate duplication of services and target available community services.

An objective assessment will be provided for each youth including a review of the academic and occupational skill levels as well as the services needed. Employability plans, including an employment goal, will be developed for each youth. The types of services and activities provided to the youth will include preparation for postsecondary educational opportunities, linkages between academic and occupational learning, life skills, preparation for employment and connections with intermediaries with strong links to employers.

Youth programs will be enhanced and expanded so youth will have the resources and skills they need to achieve and maintain self-sufficiency.

A program of comprehensive services will include:

- Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies;
- Alternative secondary school offerings - at this time DOL works with 18 alternative school programs throughout the state. DOL will ensure the alternative schools provide all of the comprehensive services;
- Summer employment opportunities directly linked to academic and occupational learning - this will be provided through contractors coordinating with the local One-Stop Career Centers to determine a suitable employer who will provide skill training within the youth's career area. It will be required for those providing summer activities that applied learning be used in their curriculum;
- Paid and unpaid work experiences including internships and job shadowing programs. Coordination with One-Stop Career Centers, human resource managers, chambers of commerce, and individual employers will be required to provide the best experiences for the youth.
- Occupational skill training - these activities will be provided by approved training providers;
- Leadership development opportunities - this may include exposure to postsecondary educational opportunities; community and service learning projects; peer-centered activities; organizational and team work training; decision-making training; citizenship training; life skills training such as parenting, work behavior and budgeting resources; and employability training.
- Supportive services - to include linkages to community services, assistance with transportation costs, assistance with child care and dependent care costs, assistance with housing costs, referrals to medical services, and assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear.
- Adult mentoring for a duration of at least twelve months. This may occur both during and after program participation. Training for the mentors will be provided.
- Follow-up services for not less than 12 months after the completion of participation. The types of services provided and the duration of services provided must be determined based on the needs of the individual. These services may include: the leadership development and supportive services listed; regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise; assistance in securing better paying jobs, career development and further education; work-related peer support groups, adult mentoring; and tracking the progress of youth in employment after training;

- Comprehensive guidance and counseling including drug/alcohol abuse counseling as appropriate to the needs of the individual youth will be provided.

*Under **Comprehensive Services to Eligible Youth**, the Plan has a general description of the State's strategies to assist youth who have special needs or significant barriers to employment, but does not mention strategies to serve youth who are offenders, homeless, or foster children. Please describe how services for all youth will be coordinated through the One-Stop system. (section 112(b)(18)).*

Response:

The state plan, in the section Special Populations and other groups, describes the process that insures all youth will receive coordinated services with the local one-stop provider acting as a hub of services.

Youth under 18 shall re-enroll in and attend school, an alternative high school, an alternative course of study or a high school equivalency program.

*Under the **Comprehensive Services to Eligible Youth** heading, 3rd to last paragraph, "Length of services to youth, especially out of school, will be extended, including the 12-month follow-up services as appropriate." Please clarify this statement to indicate that all out-of-school youth will receive 12-months of follow-up. It also should specify that 30 percent of the youth funding will go to out-of-school youth. Additionally, please clarify whether the term "as appropriate" allows them **not** to conduct 12 months of follow-up.*

Response:

The paragraph indicated was edited to:

All youth will receive a minimum of 12 months of follow-up services. Of the youth funds, a minimum of 30 percent will be spent on out-of-school youth.

Youth that are pregnant or parenting will be provided the opportunity for appropriate services at the site or given a referral.

Youth with disabilities will be served as appropriate under WIA and continued coordination with Vocational Rehabilitation will ensure appropriate services.

Job Corps

DOL will provide services for the Job Corp program. This activity will be conducted on a statewide basis through the One-Stop Career Centers. The activities to be undertaken to meet the detailed requirements are included in the following narrative.

DOL will provide a continual year-round effort to recruit Job Corps enrollees. The Pierre Central Office will be responsible for the overall administration and program procedures and resources to comply with the outreach/admissions requirements. The One-Stop Career Centers will be responsible for the outreach and admission of eligible youth for Job Corps to ensure the arrival of 425 youth at Job Corps centers. To accomplish this end, each One-Stop Career Center will have at least one individual who is trained in the specified requirements of the outreach and admission process outlined in the Policy and Requirements Handbook (PRH).

Job Corps Admissions Counselors will make regular contact with schools, social service agencies, court services, personnel associations and other appropriate agencies that deal with at-risk youth to promote the Job Corps program. Admissions Counselors as well as the

OAP coordinator will speak to community groups, participate in media talk shows, and speak at conferences to promote Job Corps. Admissions Counselors will contact local newspapers to print feature stories on Job Corps students from their local areas.

One-Stop Career Centers may utilize a portion of their annual advertising budget to place ads in local newspapers. DOL will spend the majority of special advertising funds on TV advertising. A portion of special money will be earmarked for radio advertising, to be utilized in communities deemed most in need. All paid TV and radio ads will be matched by free Public Service Announcements whenever possible.

Admissions Counselors will screen applicants for acceptance into Job Corps in the following manner:

- Conduct the initial in-person interview, secure all required information, complete the forms specified in PRH, Chapter 1 and assess the information collected for compliance with Job Corps eligibility requirements; or
- Determine eligibility for each youth interviewed following the sampling methodology set forth in Chapter 1, Appendix 101 of the PRH.
- Develop adequate procedures to adhere to the eligibility determination and documentation policies described in the PRH.
- Secure all additional medical, mental health, behavioral and other information as required by PRH Chapter 1.
- Transmit to Job Corps Data Center (JCDC) all required information in a timely manner utilizing the OASIS system.
- In instances where the applicant is not eligible for Job Corps, the Admissions Counselor will make a referral to other appropriate agencies.
- DOL has developed a tracking system to identify the actual number of arrivals achieved on a monthly basis.

The Admissions Counselor will make an initial determination of eligibility for each youth interviewed. When the file is transmitted to the OAP coordinator, it is reviewed again to ensure eligibility. This determination will be in accordance with Job Corps regulations and policies and will be fully documented in the youth's application folder. Maintenance of applicant records will be in accordance with Job Corps regulations and policies.

The Regional Office of Job Corps is responsible for establishing assignment procedures and a system for providing assigned youth with transportation tickets as required. DOL in a manner directed by the regional office has established a system to manage assignments, transportation, provide petty cash for meals, and coordinate readmits and medical and mental health reviews in cooperation with each of the centers.

DOL will develop in a manner directed by the Regional Office an arrival schedule, which is designed to maintain all centers in the region at a capacity for all students of a cumulative average of no less than 100 percent.

Regarding Automated Data Processing, DOL will be responsible for the following:

- Ensuring that collection of data is accurate, current and transmitted in a timely manner;
- Maintaining and repairing government equipment;
- Providing security of data and government furnished equipment;
- Returning government furnished equipment in good working order or replacing in the event of loss or damage;
- Complying with the operation system as required in the system users manual provided to the Admissions Counselors.

Every effort by DOL, in conjunction with centers with placement responsibilities, will be made to place students in jobs with promising prospects for long-term employment. DOL will use the definition of placement as recorded in the PRH.

DOL will be responsible for providing a variety of placement services to terminated students with the final objective being a successful "quality" placement (i.e., a training related job or full-time employment). DOL will exert maximum effort in obtaining full-time employment as soon after the student's termination as possible.

DOL has developed a tracking system to identify the actual number of placements achieved on a monthly basis for the state.

DOL will review all vocational/academic training, job readiness skills and work history through individual interviews and review of information provided by the Center. The Placement Counselor will determine whether any terminnee is in need of supplemental job readiness skills. The Placement Counselor and the terminnee will jointly develop an Employability Development Plan for placement, which will be documented in the student's files.

Based on the assessment of the terminnee's potential and the job market, the DOL will provide each terminnee with techniques regarding job interviews, work ethics on the job and job retention. DOL will help those terminnees who lack resumes to prepare a quality resume. DOL will perform group guidance or group job search assistance sessions when it will be beneficial to placement.

DOL, through the One-Stop Career Centers, will seek in a proactive manner employment opportunities in the local job market to match students' skills gained through the Job Corps program. Visits will be made to employers, academic institutions, military recruiters and other personnel agencies to enhance placement opportunities for returning students.

One-Stop Career Centers will be responsible for continuous placement services for terminnees in their pool. Placement efforts will assist all terminnees and may result in multiple placements to reflect upgrades and job training matches. Terminnees will have access to all placement services and will be contacted no less than once every 30 days to ensure positive placements.

DOL shall provide direction, management and administrative support to all functions and activities of the outreach, admissions and placement program, establishment of short and long range plans to ensure effectiveness and optimum allocation of resources, and ensure that all staff understand Job Corps contractual policies and procedures. DOL shall establish and use internal management procedures sufficient to prevent fraud and abuse.

Job Corps, along with other youth programs, will continue to be promoted within each local One-Stop Career Center and contractor. Those youth enrolled into WIA who continue training in Job Corps will be provided with many of the same services under WIA. When the participant exits Job Corps, WIA services can continue or the individual could possibly be served as an adult.

School-to-Work

DOL oversees the development and implementation of the STW Implementation Grant. Under the direction of the WDC, and working collaboratively with education and

telecommunications, STW initiatives reflect the academic and technical education preparation needed to best prepare youth for living and working in tomorrow's society.

As a member of DOL/WIA team, the STW state coordinator works closely to bridge communications between educators and employers, as well as those that plan education and employment training programs. The state coordinator works to connect all groups through committees, training and networking at the local level.

STW utilizes DOL LMIC system extensively. Through LMIC data collection and projections, information can be produced at appropriate for youth and adults. With input from the SIOCC, information comes to life in awareness and exploration formats at various reading levels.

STW also builds on past successes and knowledge gained from JTPA education programs. Educators from alternative schools and career learning centers are great leaders in demonstrating ways to infuse career education. They are also able to show great benefits in presenting academic content in authentic contexts. Successful educational experiences at such DOL sites are true educational leaders.

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 5 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; and
- Coordination and nonduplication with other federal and state education, training, corrections, public housing, and social service programs.

State Leadership - DECA 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 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, 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 provided to adult learners participating in instructional programs which guides educational planning beyond the scope of normal instructional activity;
- Recruitment involves notifying eligible population about instructional programs and services available and encouraging adult learners to enroll;
- Retention involves services and activities to assist adult learners enrolled in instructional programs to overcome barriers and complete their short and long-range goals;
- Assessment and testing involves activities designed for the purpose of measuring individual adult learner achievement. The information obtained is generally used 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 aged birth to 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; and
- An 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 curricula.

Volunteer Literacy activities involves 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.

Special Rule

DECA 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 such agency may use such funds for such purpose if such 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)).

Descriptions of New Organizational Arrangements

DECA works collaboratively at the state and local level by serving on boards, committees, and in partnerships to assist in ensuring adult education and literacy education is included in the overall services that are provided throughout the State. Currently, DECA maintains a very strong professional relationship with the DOL, the DSS, the South Dakota Department of Human Services, the South Dakota Department of Corrections, the South Dakota Department of Health and the SDWDC.

The Director of the Division of Workforce and Career Preparation serves on the SDWDC. The State Adult Education Administrator is a member of the One-Stop Career Center taskforce created by the DOL.

Local adult education service providers are currently located in the nine Career Learning Centers operated by DOL. When possible, local providers are being encouraged to pursue the “one- stop” center concept. South Dakota One-Stop Career Centers, Social Service case managers, Vocational Rehabilitation representatives, local school district personnel, local literacy councils, career learning center personnel and local boards collaborate to provide effective and unduplicated services to their respective communities.

See Appendix C for the DECA organizational chart.

Programs for corrections' education and education for other institutionalized individuals - Section 225 requires for each fiscal year, each eligible agency to carry out corrections education or education for other institutionalized individuals using funding authorized by Section 222 (a)(1). Section 232 (a)(1) allows not more than ten percent of 82.5 percent of the funding for the cost of educational programs for criminal offenders in correctional programs and other institutionalized individuals. Section 225 (c) requires that priority be given to those individuals who are within five years of release from incarceration.

Types of Programs

From funds made available under Sec. 222 (a)(1) 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 or its equivalent;
- Preparing students to make a successful transition to the community; and
- 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

Correctional institution means any of the following:

- Prison;
- Jail;
- Reformatory;
- Work farm;
- Detention center; or
- 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, English as a second language, secondary education and GED preparation.

Adult education programs operating in their area may serve local and county 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.

Recruitment and Selection of Enrollees for Senior Community Service Employment Program (SCSEP)

Green Thumb plans to operate the SCSEP primarily in rural areas. Many eligible rural seniors live in isolated communities and are difficult to recruit by using traditional recruitment methods. Consequently, key local organizations, churches, and community leaders will be contacted for assistance. Cooperative relationships will be established and strengthened with aging, employment and training, and social service organizations. Persons who have been, or who currently are enrolled in the SCSEP, and former and current Host agencies, will be encouraged to assist with recruitment. Green Thumb will also develop brochures, posters, press releases, videotapes, and other public information materials to assist in recruitment efforts.

Green Thumb enrollees, referred to hereafter as participants, will be recruited. When practical, vacancies will be listed in local One-Stop Career Centers. Recruitment activities generally will be performed by Green Thumb field representatives and designated SCSEP participants. Recruitment efforts shall, to the extent possible, ensure equitable participation by minorities, women, persons with disabilities, veterans, persons with limited English speaking abilities, Native American eligible individuals, and eligible individuals who have the greatest economic need, at least in proportion to their numbers in the areas served.

Each applicant's eligibility will be determined by an interview and will be documented on an eligibility intake form. To be eligible for the program, a person must meet the following criteria:

- Be 55 years of age or older;
- Have declared permanent residence within the state of enrollment;
- Be eligible to work in accordance with the Immigration Reform and Control Act of 1986 (IRCA); and

- Be a member of a family whose annual income does not exceed 125 percent of the applicable poverty guidelines, or be an individual who receives, or a member of a family that receives, regular cash welfare payments.

In selecting enrollees from among eligible applicants, Green Thumb will adhere to the following established priorities:

- Eligible individuals with the greatest economic need;
- Eligible individuals who are 60 years of age or older;
- Eligible individuals who seek re-enrollment following termination because of illness or engaging in unsubsidized employment, provided that re-enrollment is sought within one year of termination;
- Within all enrollment priorities, those persons with poor employment prospects shall be given preference.

An individual's initial and continued eligibility for the SCSEP will be verified and documented during an interview with a Green Thumb representative. If documentation is not available to determine eligibility, the individual may certify eligibility by signing the income worksheet, SCSEP eligibility certification and enrollment agreement. When such documentation is available, an applicant's or enrollee's refusal to produce the substantiating documentation may result in the denial of enrollment or continued enrollment.

Income eligibility will be computed by counting the individual's actual includable income for the twelve month period preceding the month in which the application or certification is completed. An annualized income computation based on the previous six months income may be used when the applicant/enrollee is ineligible according to the 12-month computation, or when the interviewer has reason to believe that an annualized computation would result in a lower includable income figure.

Continued Eligibility for Enrollment in the SCSEP - SCSEP Responsibility of Project Sponsors

Participants are recertified at least once within the program year. Participants will receive a letter requesting a response when there is a change in family size or an increase in total annual income of more than \$500 in the last year. A formal recertification will be completed only when it appears the individual may be over-income. Any participant who is found to be ineligible (over-income) is provided a 30-day notification of termination, the opportunity to appeal and supportive services needed, including job-seeking assistance.

Participants will be instructed to promptly report to their Green Thumb supervisors any increases in income and any changes in family size. These changes may give rise to a recertification of the enrollee's eligibility prior to his/her annual recertification date.

A deduction of five hundred dollars (\$500.00) will be made from the includable income of individuals being recertified for continued enrollment and for individuals who are applying for SCSEP re-enrollment after being terminated due to illness or unsubsidized placement only when necessary to establish eligibility.

A participant who is found to be ineligible for continued enrollment at the time of recertification through no fault of his/her own, or because the enrollee is over income, will receive a notice of disqualification for continued enrollment. That notice will inform the enrollee that his/her enrollment will terminate in 30 days, explain the reason(s) for termination, and will explain the enrollee's right to appeal the finding of ineligibility. When

possible, participants who are found to be ineligible for the SCSEP will be referred to other sources of employment and income assistance.

Should an enrollee be found ineligible for continued enrollment due to an intentional misrepresentation of fact, that enrollee shall be given notice of immediate termination and the reason for the termination. Green Thumb may seek recovery of all wages and benefits paid to an enrollee who obtained SCSEP services by knowingly providing false eligibility information. Eligibility records will be kept in each enrollee file.

Physical Examinations

A sentence in this section states that "Green Thumb will encourage host agency supervisors to make every effort to adjust job duties to accommodate limitations by participants as required by the Americans with Disabilities Act." This sentence is an incorrect statement of the obligations of Green Thumb, to the extent that it is a One-Stop partner participating in the One-Stop delivery system. To that extent, Green Thumb must ensure that its host agencies provide reasonable accommodation to qualified individuals with disabilities unless providing the accommodation would cause "undue hardship." 29 CFR §37.8(a). Furthermore, the regulations specifically define the term "undue hardship" at 29 CFR §37.4, and provide procedures that the recipient must follow in determining whether a requested accommodation would cause such hardship. 29 CFR §37.8(a)(1)-(3). Please amend this sentence accordingly.

Response:

Green Thumb will ensure that Host Agency supervisors and training providers will provide reasonable accommodation to qualified individuals with disabilities as required by the Americans with Disabilities Act unless providing the accommodation would cause undue hardship. This determination will be based on the nature and net cost of the accommodation needed and the overall financial resources of the host agency. Each participant will be offered the opportunity to take a free physical examination annually (referred to as a health screening). The health screening will be offered upon enrollment or within 60 days after active participation in a community service training assignment for which the enrollee receives paid wages. The health screening will be performed by a health nurse or other medical practitioner, will be limited in scope, and will be regarded as a fringe benefit or service to the individual. Results of the screening will not be reported to Green Thumb except voluntarily by the enrollee unless required by law.

When possible, Green Thumb will obtain health screenings at low, or no cost to the program. Host agencies are encouraged to provide free health screenings for enrollees assigned to them. Green Thumb reserves the right to designate the provider of all health screenings.

A participant may be required to have a health screening at any time required by law or when the host agency, the Green Thumb Regional/State Director, or a designee possesses a reasonable belief that the participant's physical or mental condition indicates the potential for harm to the participant or others. A participant's refusal to submit to an examination under these circumstances may be grounds for disciplinary action, up to and including termination of enrollment.

Orientation

Participant Orientation - As soon as practical, after a determination of eligibility, Green Thumb will provide each participant with orientation, which will generally cover the following types of information contained in Green Thumb's calendar/handbook: SCSEP and Green

Thumb goals and objectives, SCSEP eligibility, host agency assignments, participant assessment, participant IDP responsibility, evaluation and transfer, community service training and employment opportunities, hours of work/training, wages and fringe benefits, supportive services, drug free workplace requirements, maintenance of effort prohibitions, nepotism, operation of motor vehicle restrictions, work schedules and time sheets, health and safety, grievance procedures, job search responsibilities, training opportunities, responsibilities, rights, and duties of the participant and the host agency, permitted and prohibited political activities, and unsubsidized employment opportunities through local businesses, Experience Works!® staffing service, e-commerce project, and other services.

Orientation may be conducted by a Green Thumb staff member or a Field Operations Assistant, Employment Assistant, Administrative Assistant, or Clerical Assistant, or through the use of an orientation videotape. Time spent in orientation may be compensated if conducted after the participant is enrolled. The Eligibility Certification/Enrollment Agreement will document that the participant has received orientation.

This section lists the topics that Green Thumb will cover in orientations for participants in the Senior Community Service Employment Program (SCSEP). To the extent that, in conducting these orientations, Green Thumb is acting as a One-Stop partner participating in the One-Stop delivery system, this section needs to include a description of participants' rights under the nondiscrimination and equal opportunity provisions of WIA and 29 CFR Part 37, including the right to file a complaint of discrimination with Green Thumb or with the CRC Director. 29 CFR §37.36. Please amend the Plan to include this topic in the list.

Response:

The list has been amended to include the following:

Nondiscrimination and equal opportunity provisions including the right to file a discrimination complaint with Green Thumb or the Civil Rights Commission Director

Host agency Orientation - Green Thumb will provide orientation for each host agency Supervisor to ensure a clear understanding of host agency rights and responsibilities and program guidelines. This orientation will generally cover the information included in the Green Thumb calendar/handbook.

Assessment

An assessment of each participant's work history, skills and talents, physical capabilities, need for supportive services, employment assistance, and training will be performed prior to or upon enrollment to determine the most suitable available training/work assignment for the participant. This assessment may be completed in its entirety on applicants who have been determined eligible for the SCSEP, but who will not be immediately enrolled (i.e., who will be placed on a waiting list). Applicants who have been determined eligible, but for whom positions are not currently available, in essence will receive a "conditional offer of enrollment," the conditions being the availability of a Green Thumb position and a suitable host agency.

The assessment will be made in consultation with the participant and will be based upon the individual's preferred occupational category, physical capabilities, work history, skills, aptitudes, career goals, potential for performing community service work assignments, potential for transition into unsubsidized employment, place of residence, supportive services needs, and personal interests. Skills testing may be conducted when appropriate to determine training and/or employment needs.

Green Thumb may consider a copy of an assessment performed by another employment and training provider to satisfy its assessment requirement providing the assessment was prepared within the last 12 months.

Individual Development Plan (IDP)

An Individual Development Plan (IDP) will be developed for each participant based upon the assessment. The initial IDP will identify appropriate goals, employment and quality of life objectives, other services for the participant and the strategy to attain goals. The IDP will be developed by a Green Thumb representative and the participant.

The (IDP) will be reviewed at least once in a 12 month period to determine each participant's potential for transition to unsubsidized employment, to determine the appropriateness of each participant's assignment and to evaluate the progress of each participant in meeting objectives of the development plan. IDP updates will include appropriate information to modify the initial and most recent IDP completed.

Records of participant assessments, IDP's, and evaluations will be maintained as part of the participant's personnel file.

When a participant refuses to accept at least two referrals or job offers to unsubsidized employment consistent with his or her IDP and no extenuating circumstances are determined, the participant may be terminated. The termination shall be subject to applicable appeal rights.

Placement into Subsidized Employment

Assignment to Community Service Activities - Participants will be assigned to projects that will:

- Offer meaningful work involving the delivery of essential community services that would not otherwise be provided;
- Provide them with the opportunity to learn new skills and enhance their potential for unsubsidized employment;
- Create new community services or expand existing services;
- Improve direct services to the elderly and to the community in general, and especially to the economically disadvantaged; or
- Involve host agencies that can and will provide all the support necessary for enrollees to carry out their SCSEP job assignments satisfactorily and ultimately, obtain employment off the program.

Special effort will be made to develop projects involving intergenerational activities, literacy training and Job Corps. At the same time, Green Thumb will strive to ensure diversification of projects and host agencies.

Methods Used to Assign Participants to Host Agencies - Applicants and participants will be assigned to host agencies based primarily upon individual assessments of their skills, aptitudes, interests, career goals and training needs. Other factors considered in determining agency assignments include local community and agency needs, the availability of suitable work assignments and the demonstrated commitment of qualified agencies to Green Thumb and SCSEP goals and objectives. Green Thumb will endeavor to assign each participant to a host agency site in or near the community where the participant resides. If appropriate, a participant may be assigned to a host agency site in a neighboring jurisdiction in which Green Thumb operates in order to provide the best training or employment opportunity for the participant.

As a general rule, a participant will receive a new training/work assignment or be assigned to a different host agency at least once every two years unless the participant's current assignment plainly offers him/her an opportunity for additional training, advancement, or unsubsidized employment, or is otherwise in the best interest of the participant. A participant may be transferred from a training assignment at any time Green Thumb determines that a transfer would be in the best interest of the participant, the local community or Green Thumb.

Participants may be transferred when necessary to encourage cooperation with Green Thumb's placement goal. Reassignment may also occur when necessary to ensure that participants and host agencies fulfill their duties and obligations.

Participants will not be assigned to projects which would require them to participate in sectarian religious activities or partisan or nonpartisan political activities. When in the best interest of the participant, Green Thumb may place a participant in a nonpolitical assignment in a local government office or office of a local elected official. Green Thumb will closely monitor such assignments through field visits and other appropriate methods to ensure that these assignments do not involve political activities.

Participants in Administrative Positions - Participants may be eligible for appointment to positions such as Field Operations Assistants, Employment Assistants, Administrative Assistants, Clerical Assistants, and other positions designed to assist with program administration and to provide direct services to SCSEP participants. Other assignments may include assisting other unemployed or underemployed individuals find employment by preparing resumes, conducting job search skills training, working with employers to fill temporary, temporary to permanent and permanent jobs through Experience Works!® staffing service. The duties of participants in these positions will be based on the needs of the Green Thumb staff member to whom he/she reports. Those duties may be very limited in scope and duration, and may vary from one individual to another. Participants will also be placed in administrative positions to assist in managing and operating additional Green Thumb projects such as Welfare-to-Work, WIA, Experience Works!® staffing service and other workforce development projects.

Regional/State Directors have discretion to allow participants in administrative positions to assist with a wide range of functional responsibilities, including but not limited to recruitment, orientation, assessment, evaluation, visitation, public awareness, coordination, training/job development, and generation of program income. Participants in administrative positions must fulfill basic program eligibility requirements. However, because of their unique contribution to the SCSEP, they may be recruited out of priority based on job-related criteria, may be paid a wage higher than the minimum wage as established by Green Thumb, and may be assigned to work additional hours as needed to fulfill program objectives. Participants will be encouraged to apply for administrative positions and Green Thumb staff positions, as appropriate, when vacancies occur.

Types of Host agencies and the Procedures and Criteria for Selecting Work Assignments - To be eligible to serve as a Green Thumb host agency, an agency must be either: (1) an agency of local, state or federal government, or (2) a non-profit agency that performs services for the general public and has obtained 501 (c)(3) tax exempt status from the IRS. Host agencies will be expected to contribute, in the aggregate, at least 10 percent of the cost of the Green Thumb SCSEP project by providing direct participant supervision and other necessary resources and support.

Project assignments should generally provide participants with the opportunity to learn new skills or improve existing skills, develop self-confidence and positive self-esteem, make a meaningful contribution to his/her community and to the host agency and obtain training and employment off the program. Participants may not be assigned to work involving the construction, operation or maintenance of any facility used, or to be used, as a place for sectarian religious instruction or worship, or to work which primarily benefits religious institutions.

Average Number of Hours in Participant Work Week - A participant will not be permitted to exceed 1,300 hours of paid SCSEP participation during the 12 month period of July 1, 1999 through June 30, 2000. Participants generally will be offered a minimum of 20 hours of work per week unless a participant elects to work fewer hours, or unless, due to budgetary constraints, participants must be offered less than 20 hours for limited periods of time. When participants must be offered less than an average 20 hours of work per week due to budgetary constraints, Green Thumb will notify the DOL in writing, and this notification shall constitute approval by the Department for any temporary reduction in work hours.

Host agencies will be required to prepare training/work schedules for each participant in accordance with established Green Thumb guidelines. Those training/work schedules will be maintained by the host agency and will be periodically monitored by a Green Thumb representative.

Host agencies may not require nor permit participants to volunteer hours of work in the performance of the same or similar duties as those for which the participant receives SCSEP pay. A participant who works additional time for a host agency in the same or similar capacity as that compensated by Green Thumb must be paid for that additional time by the host agency.

Average Participant Wage Rate - Participants will be paid an hourly wage equivalent to the higher of the federal or applicable state minimum wage, or the prevailing wage rate paid by Green Thumb for participants in similar positions within the state. Monetary bonuses may be available to recognize participants for outstanding contributions to the program, their communities, or host agencies. Participants in administrative positions may be paid more than the minimum wage, as determined appropriate for their positions by Green Thumb.

Enrollee Fringe Benefits - Host agencies, including Green Thumb when it serves as a host agency, may provide additional fringe benefits for enrollees when approved by Green Thumb. Participants will be provided the benefits listed below:

- FICA;
- Workers' compensation;
- Personal leave of one hour for every 26 hours paid, up to a maximum of 40 hours, not payable upon termination;
- An annual health screening, if desired;
- Bereavement leave for up to three days when a death occurs in the participant's immediate family;
- Emergency leave for up to two weeks. Participants may be awarded up to two weeks of pay when displaced from work due to a natural disaster and an appropriate host agency assignment is not available; and
- Jury duty benefits, sick leave and other fringe benefits in accordance with Green Thumb policy.

Procedures for Assuring that Participants are Given Adequate Worksite Supervision -

Primary responsibility for the day to day supervision and training of participants resides with the Host agency. Green Thumb representatives will visit each worksite, at least semi-annually, to ensure that Host agencies are providing participants with the training and job-site supervision necessary for safe, productive, and effective work, and that the participant's job duties and hours are consistent with applicable Green Thumb guidelines.

Training during Community Service Employment and for Other Employment

During enrollment, participants generally will receive training designed to promote the development of new job skills and enhance existing skills; encourage safe work practices and a healthy work environment; build self-confidence and positive self-esteem; develop effective job search skills and positive work habits; and provide information about supportive services, available types of assistance, and issues that affect them, including but not limited to Social Security benefits, personal health and nutrition, housing, and tax and retirement laws. Training that is not necessarily related to a participant's host agency work assignment, but which could lead to unsubsidized employment, will be obtained for participants whenever possible through coordination with educational institutions, literacy councils, the aging network, community-based organizations, human service agencies, One-Stop Career Centers and job training programs.

Virtually all Green Thumb participants receive some type of training designed to assist them in performing their SCSEP work assignments and to obtain employment off the program. This training may focus on developing and improving job skills, obtaining a basic education, developing effective job search skills, positive work habits, and a healthy self-esteem. Participants may or may not receive compensation for time and travel relating to job training. When possible, Green Thumb will obtain training for participants at no cost to the SCSEP through locally available resources such as host agencies, One-Stop Career Centers, WIA providers, literacy councils, and educational institutions.

In appropriate circumstances, SCSEP eligible individuals will be co-enrolled in training programs provided under WIA. Cost associated with the training will then be shared by the SCSEP and WIA. For example, Green Thumb may provide SCSEP wages and benefits to a participant for time spent in training provided under WIA.

Supportive Services

When a participant needs personal support, or is faced with a potential barrier to employment such as the need for health care, housing, transportation, legal assistance or training in basic literacy skills, Green Thumb will attempt to assist the enrollee by referring him/her to local service providers or by obtaining the service directly through locally available resources. When possible, supportive services will be provided to participants at no cost to the SCSEP.

Green Thumb may also provide incidentals necessary for the participant to perform his/her job, if they are not available from the host agency or other sources. These incidentals may include, but are not limited to work shoes, uniforms, safety glasses, eyeglasses, rent subsidy and hand tools.

Participant Transportation

Green Thumb will make every effort to assign participants to training assignments that are within a reasonable distance of the participant's place of residence. We will also attempt to help participants obtain transportation necessary to perform their SCSEP assignments by working with the participant's Host agency and by accessing other community resources.

Green Thumb may reimburse participants directly for transportation costs related to their SCSEP work assignments, training, and/or job search responsibilities. The reimbursement rate for participants who use privately-owned automobiles for transportation will not exceed the mileage rate established by the General Services Administration.

Placement into Unsubsidized Employment

Green Thumb is committed to assisting every participant improve his/her economic condition by obtaining employment off the program. Accordingly, Green Thumb will make every effort to meet and exceed DOL's unsubsidized placement goal of 20 percent by actively promoting the transition of participants into unsubsidized employment. Participants will be strongly encouraged to use the experience gained through community service work to acquire new skills or revitalize existing skills to facilitate successful entry or re-entry into the competitive labor market.

Green Thumb will conduct follow-up surveys of participants placed into unsubsidized employment to determine the quality and success of the placement. Those follow-up surveys will be conducted once during the initial three month period after placement and again approximately six months after placement. The follow-up surveys will normally be done by phone or mail.

To promote unsubsidized placement, individuals applying for SCSEP enrollment and agencies applying to be host agencies will be informed that Green Thumb provides work and skill training for eligible seniors, rather than "permanent" subsidized employment. Green Thumb will also work to (1) identify job openings, training resources, and job search assistance for participants, (2) improve public awareness of the SCSEP and the abilities of older workers, (3) develop partnerships with private employers and business organizations, and (4) coordinate with other employment and training programs, SCSEP sponsors, One-Stop Career Centers, Job Corps, Carl D. Perkins Vocational Education ACT, the Aging Network, and WIA.

Green Thumb will follow DOL criteria for determining when to count an unsubsidized placement. Consistent with past practice, when possible, Green Thumb will continue to assist individuals on its waiting lists, other unemployed or underemployed individuals, and other older individuals who need employment. This assistance may include appropriate referrals to other agencies, resume preparation, job search training, skills training, placement into temporary, temporary to permanent, and permanent jobs through Experience Works!® staffing. These activities may or may not generate program income.

Individual Development Plan-Related Termination

Green Thumb will exercise the option to terminate a participant based upon his/her failure to act in accordance with the IDP as provided in Older Worker Bulletin 96-11. Participants will be informed about Green Thumb's termination policy during orientation. In addition, the IDP related termination policy will be included in the Green Thumb Calendar/Handbook.

The IDP will reflect the goals of the participant and will be jointly agreed upon by the participant and a Green Thumb representative. When a participant refuses to positively act on two or more referrals made in response to the IDP, the participant may be subject to disciplinary action up to and including termination. Green Thumb representatives will explore the cause for the participant's failure to comply with the IDP, and provide him/her with a corrective action notice. The participant will then be given a period of 30 days to take corrective action. When needed, subsequent notices will follow a progressive pattern from a warning to termination, and will cite the specific cause of action. IDP related activities may

include but are not limited to the following: job openings, sabotaging a job interview, training opportunities, community service assignments, Job Service registration, JTPA co-enrollment opportunities, supportive service assistance, and other IDP related referrals.

IDP's will be modified when needed to be consistent with mutually agreed upon changes in the participant's goals and plan of action. A minimum of two levels of review is required prior to termination.

Participant Complaint Resolution

The complaint resolution process described in these two pages does not adhere to the requirements set forth in 29 CFR §37.76. Please amend this process to meet those requirements.

Response: The following section has been completely revised.

Green Thumb, Inc., is committed to providing an environment for its participants that is free of discrimination based on race, color, religion, sex, national origin, age, disability, or political affiliation or belief. Green Thumb has appointed an Equal Employment Opportunity Officer ("EEO Officer") to ensure nondiscrimination and equal opportunity for the individuals who participate in SCSEP through the WIA One-Stop System. The Green Thumb EEO Officer is Ms. Rita Bailey, Assistant Director of Human Resources, Green thumb, Inc., 2000 North 14th Street, Suite 800, Arlington, VA 22314, (703) 522-7272.

Any participant who believes that he or she has been the victim of discrimination should file a complaint in accordance with the following procedures.

1. Where and When to File a Complaint

A complaint of discrimination should be filed within 180 days with either:

- a) The participant's Field Operations Coordinator, the participant's Green Thumb Regional/State Director at PO Box 509, Sioux Falls, SD 57101, (605) 332-7991; or Green Thumb's EEO Officer at the addresses listed above; or
- b) The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue, N.W., Room N-4123, Washington, D.C. 20210.

2. Form of Complaint

A complaint of discrimination to Green Thumb should be detailed and preferably be in writing in order to assist Green Thumb's understanding and investigation of the complaint. A discrimination complaint filed with the CRC must be in writing and must include the following information:

- a) The name and address of the complainant or other method of contact;
- b) A detailed description of the discrimination, including the circumstances in which it occurred, the dates on which it occurred, and the identities of the individuals involved; and
- c) The signature of the complainant or authorized representative.

A complaint may be filed using a Complaint Information and Privacy Act Consent Form. These forms may be obtained from the EEO Officer or from the CRC.

3. Initial Written Notice

Complaints of discrimination made to a Green Thumb FOC or Regional/State Director shall be forwarded to the Green Thumb EEO Officer. Upon receipt of a complaint of discrimination, the EEO Officer shall immediately give notice of the complaint to the Green

Thumb Director of Human Resources and Legal Counsel. Within five (5) calendar days of the receipt by Green Thumb of the complaint, Green Thumb shall give Initial Written Notice to the complainant that contains the following information:

- a) An acknowledgement that Green Thumb, Inc. has received the complaint, and
- b) Notice that the complainant has the right to be represented by an attorney or other individual of their choice in the complaint process.

4. Written Statement of the Issue(s)

Within 15 calendar days of the receipt of the complaint, Green Thumb shall give a Written Statement of the Issue(s) to the complainant that includes the following information:

- a) A list of the issues raised in the complaint, and
- b) For each issue, a statement whether Green Thumb will accept the issue for investigation or reject the issue, and the reason for each rejection.

5. Investigation

Green Thumb shall, as soon as reasonable and practicable after the date of the Statement of the Issue(s), conduct a fact-finding investigation of the issues raised in the complaint.

6. Resolution Attempt

After the Investigation is complete, Green Thumb shall attempt to resolve the complaint either through direct negotiation with the complainant or through use of Alternative Dispute Resolution (ADR). The complainant shall have the choice of which resolution method to use. If the complainant chooses to use ADR, the following procedures apply:

- a) Green Thumb shall have the sole responsibility to select the method of ADR used, *i.e.*, mediation or arbitration, depending on the availability and cost of the ADR services in locations convenient to both Green Thumb and the complainant. The cost of ADR shall be borne evenly by the parties.
- b) If an agreement is reached under ADR, Green Thumb shall notify the complainant that in the event of breach of the agreement, the non-breaching party may file a complaint with the CRC within 30 days of the date the alleged breach is discovered.
- c) If an agreement is not reached under ADR, Green Thumb shall inform the complainant that he or she may file a complaint with the CRC within 180 days of the alleged unfair treatment.

7. Written Notice of Final Action

Within 90 days of the date on which the complaint was received by Green Thumb, Green Thumb shall send the complainant a Notice of Final Action. This Notice shall include the following:

- a) For each issue raised in the complaint, a statement of either Green Thumb's decision on the issue and an explanation of the reasons underlying the decision, or a description of the way the parties resolved the issue; and
- b) Notice to the complainant that he or she has the right to file a grievance with CRC within 30 days of the date of the Notice of Final Action if he or she is dissatisfied with the final action taken by Green Thumb.

Every Green Thumb participant will be given the following at application:

Equal Opportunity is the Law

It is against the law for this recipient of Federal financial assistance to discriminate on the following basis:

- Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and
- Against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

1. Deciding who will be admitted, or have access, to any WIA Title I-financially assisted program in, or treating any person with regard to, such a program or activity; or
2. Making employment decisions in the administration of, or in connection with, such a program or activity.

What to Do if You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a WIA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

1. The recipient's Equal Opportunity Officer (or the person whom the recipient has designated for this purpose); or
2. The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue, NW, Room N-4123, Washington, DC 20210.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with the CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within the 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

Coordination and Non-Duplication

Describe how your State will coordinate and integrate the services provided through all of the programs identified in the Unified Plan in order to meet the needs of its customers, ensure there is no overlap or duplication among the programs, and ensure collaboration with key partners and continuous improvement of the workforce investment system.

Please describe how the State will assure coordination with UI on the Work Test. §112(b)(8)(A) and §112(b)(18)(C)&(D).

Response:

Claimants without a job attachment will be referred to the Career Center to register for work or complete a registration if it has been partially done as part of a telephone claim. Career Center staff monitor compliance with this reporting requirement and notify UI administration of non-compliance so appropriate action can be taken on the claim. A similar process occurs for job call-ins and referrals with Career Center staff monitoring claimant compliance with these mandatory activities. Claimants also report periodically for re-interviews on their UI claim and receive labor market information and job referrals as part of this process. This entire work test process is not changing from the way it is currently handled.

*Please summarize requests for any Federal partner assistance (primarily non-financial) that would help the SESA attain its goal. The plan does not contain any information for this requirement. **This is required in the Final Planning Guidance.***

Response:

The federal partner could provide assistance by acting as a clearing house or referral source for new or innovative techniques, procedures or technology that are being used in other states.

The State of South Dakota proposes to eliminate unnecessary and duplicative steps in the administration of the programs identified in this Unified Plan in order to meet the needs of its customers, ensure there is no overlap or duplication among the programs, and ensure collaboration with key partners. This endeavor will be accomplished in this manner:

- Since South Dakota is a Statewide Local Service Area, the coordination of integrated services is greatly simplified. The South Dakota Department of Labor will act as administrator under the guidance of the South Dakota Workforce Development Council for WIA implementation.
- Under a MOU process in which mandatory partners are identified, the services, processes, and referral methodology is outlined. In the MOUs, one of the main objectives is that each One-Stop Partner be aware of what every other Partner has to offer in the way of services to the customer. Once this is accomplished, duplicative steps and/or unnecessary administrative steps will be eliminated.
- State One-Stop Career Centers will serve as the 'hubs' for workforce participants. Once a plan is developed for a customer, the appropriate referral(s) to a Partner(s) will take place. The overall objective is to allow the customer to receive the services they need in a timely manner without having to go through a series of unnecessary steps.
- Furthermore, technological advances will be made available to allow many customers to be 'self-served'. The customer, however, will always be made aware that they may have access to a One-Stop representative whenever they may need one.

Description of Planned Adult Education and Training Integrated Activities

DECA 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. DECA will continue and 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 Education's State Adult Education and Family Literacy Program currently is supporting the One-Stop Center concept and has adult education programs located in all 9 career learning centers operated through the DOL. DECA will continue to foster relationships and work closely with other adult service providers who impact the lives of

adults. Prior year's 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.

- DECA has a long history of collaboration with the DOL. 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.
- DECA collaborates with DSS in the provision of services to TANF recipients.
- DECA collaborates with the South Dakota Department of Human Services in the provision of services to institutionalized adults.
- DECA collaborates with the South Dakota Department of Corrections in the provision of services to incarcerated adults.
- DECA collaborates with the South Dakota Department of Health to insure adult learners know how to properly care for the health needs of their children.
- The State Adult Education program funds 22 local provider sites that provide services to over 50 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 and correctional facilities.
- The State Adult Education and Family Literacy Program also works collaboratively with the South Dakota Association for Lifelong Learning, the South Dakota Literacy Council, the Learning Disabilities Association of South Dakota, the State Literacy Resource Center System, the State Library, the Missouri Valley Adult Education Association, Lutheran Social Services, South Dakota Network, the Even Start Program, the Ohio Literacy Resource Center, the South Dakota Vocational Association, the American Vocational Association and Community Action Agencies.

SCSEP Cooperative Relationships and Working Linkages

Green Thumb has consistently worked to develop strong partnerships with agencies and organizations serving the elderly 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.

Green Thumb will enhance its ability to serve those who are older and/or economically disadvantaged by using its SCSEP resources to develop effective public/private partnerships and cooperative agreements with foundations, corporations, business organizations, and private employers. Grants/contracts will be developed with other agencies for the purpose of augmenting existing services and providing critical services such as outreach assistance, job placement assistance, skills training assistance, and information on Supplemental Security Income (SSI), food stamps, and other public assistance programs. Public/private partnerships, cooperative agreements and contracts will similarly be developed to enable Green Thumb to better meet critical, basic needs of its

enrollees, other older persons and local communities. Coordination opportunities will be pursued with the welfare system, and particularly welfare-to-work programs. In addition, Green Thumb will work with providers of youth employment and training to develop effective intergenerational program models, which may include cooperative agreements and contracts/grants for the operation of youth programs.

Green Thumb will aggressively continue to seek opportunities to develop effective partnerships with the private sector and business organizations, other organizations that operate employment and training programs, and programs funded under welfare legislation, the National and Community Service Act, WIA and other workforce development legislation in its effort to expand training, employment, and community service opportunities available to SCSEP participants and other older and disadvantaged individuals. Consistent with Older Worker Bulletin 91-7 and 84-12, and with other Department of Labor and Congressional directives promoting coordination between the JTPA and SCSEP, Green Thumb will take affirmative steps to access JTPA training resources as well as WIA resources for eligible individuals. In addition, Green Thumb will continue to access additional training resources through direct operation of JTPA, WIA, and other workforce development projects, state SCSEP funding, welfare-to-work programs and other employment and training or community service projects. When necessary to promote maximum coordination between such programs and the SCSEP, Green Thumb may advance funds from its SCSEP budget to finance the initiation of such projects or to provide minimal support of State SCSEP projects from its SCSEP budget.

SCSEP resources will be directed to support a wide range of activities designed to provide eligible individuals with WIA training and employment-related assistance. These activities will include, among others, staff time, travel and expenses to participate in joint planning sessions to attend WIA meetings and conferences; to participate in Workforce Development Board; to develop joint intake, enrollment, assessment, and evaluation procedures; to develop and implement training programs for eligible individuals and SCSEP/WIA staff; and to develop and implement WIA/SCSEP cooperative agreements, grants and contracts for the direct provision of WIA services by Green Thumb.

Green Thumb will provide factual and technical information about the SCSEP and Green Thumb activities to members of Congress, the state legislature, the Governor, and other elected officials and their staff. This information will be provided on an on-going basis, and may include quarterly progress reports, informational visits and annual reports.

During National Employ The Older Worker Week, Green Thumb conducts various activities to promote and highlight the employment of older Americans. As a part of these activities, Green Thumb will again conduct a search for the outstanding older worker from each state and for America's oldest worker. The Prime Time Award celebration and related activities will be held in the Washington, D.C. area in late September or early October 2000, to recognize the honorees. These grant related activities will include, among others, staff time, travel and expenses to conduct the search and organize the Prime Time Awards and related activities.

Green Thumb will coordinate with information technologies (IT) companies and training providers to promote and develop training and employment opportunities for SCSEP eligible individuals and other unemployed or underemployed mature workers. Training will be offered via Green Thumb's GOT/IT Web Site as well as in Green Thumb computer labs or other computer labs as identified through collaboration with other training providers. Fees

earned through SCSEP supported activities will be considered SCSEP program income and will be used to promote Green Thumb's SCSEP mission and goals.

Special Populations and Other Groups

Describe how your State will develop program strategies, to target and serve special populations. States may present information about their service strategies for those special populations that are identified by multiple Federal programs as they deem most appropriate and useful for planning purposes, including by special population or on a program by program basis.

It is South Dakota's intention to adhere to all laws and requirements pertaining to discrimination and equal opportunities. Refer to the Certifications and Assurances.

An individual customer driven approach is available to all individuals through the State's network of One-Stop Career Centers. An initial assessment of skills, aptitudes, abilities and support needs will guide customers to selection of appropriate services. One-Stop staff will assist and refer eligible individuals for intensive and training services. This approach will be used to determine the needs of all workers regardless of their distinct situation.

Attention and effort will be given to specific groups of workers. These include dislocated workers; displaced homemakers; low income individuals; recipients of public assistance; individuals training for non-traditional employment; individuals with multiple barriers to employment (including older workers, those with limited English speaking ability, and those with disabilities); veterans; migrants and seasonal farmworkers; the agricultural community serving the migrant and seasonal farmworkers; and unemployment insurance claimants identified under the Worker Profiling system.

Workers will be able to access statewide employment and training programs or locally delivered programs as appropriate to their specific situation. Local delivery of core, intensive and training services is conducted through the One-Stop Career Centers. Statewide activities, as approved by the Governor, will be made available within the guidelines established under WIA.

The state's program staff will work with all appropriate One-Stop partners and other entities, as appropriate, in providing employment and training services for eligible individuals.

South Dakota One-Stop Career Centers provide the full range of employment and training services to migrants and seasonal farmworkers (MSFW's). All staff is trained to insure that MSFW's receive equity of service. South Dakota is not a "supply state" nor does it have "significant MSFW offices." Compliance with 20 CFR 653.107 is assured through monitoring by local office managers and through reviews of the planning and technical assistance staff. Services to agricultural employers and agricultural workers will be provided by local One-Stop Career Center staff and the State Monitor Advocate.

Services to the employers will include the placement of job orders and assistance in the recruitment of workers through the intrastate and interstate system. Information and technical assistance will be provided to employers concerning recruitment procedures, protection of workers, employment issues and regulatory changes affecting their business.

Services to MSFW's will be provided by local One-Stop Career Center staff and the State Monitor Advocate. Services will include outreach to identify and inform MSFW's of services,

benefits, and protection provided under State and Federal regulations. The Monitor Advocate will be responsible for coordinating with South Dakota Labor and Management and the 402 Farmworker Program (167 Grantee under WIA). The Monitor Advocate, working in close cooperation with these agencies, will ensure that worker complaints are handled correctly, and to see that compliance is being met regarding suitable working conditions, housing standards, and transportation of MSFW's.

South Dakota ensures that veterans receive priority in the One-Stop Career Center system in several ways. The Unified Plan includes assurances that veterans will receive priority for assisted services in One-Stop Career Centers and all service delivery points at which Wagner-Peyser funds are utilized regardless of the availability of Disabled Veterans Outreach Program/Local Veterans Employment Representative staff. Each One-Stop is measured against DOL-VETS established, and state negotiated, Veterans' performance criteria.

The primary role of DVOP and LVER staff is provision of service according to grants, law, regulations, and agreements with DOL to those veterans most in need via a case management approach. DVOP and LVER staff provide, where feasible, direct services or assist One-Stop staff in the provision of priority services to veterans.

DVOP and LVER staff provide technical assistance and staff training to One-Stop Career Center staff relative to programs, resources and the priority of services to veterans. LVER staff, serving as functional supervisors for veteran services, analyze the status of veteran services within the One-Stop Career Center and make recommendations to management for improvement.

Planning guidance includes the language in the DOL-VETS MOU with the state. The foundation of veteran services at the local and state levels will be based upon legislative requirements, the DVOP/LVER grant and existing or newly established MOUs.

*Please provide information on what services are provided to claimants selected through WPRS, and how information about potential eligibility issues is provided to UI staff. §112(b)(17)(A)(iv) and §112(b)(17)(B). **This is required in the Final Planning Guidance.***

Response:

Service provided to profiled claimants can include job search workshops, aptitude tests, proficiency tests, referral services, job development contacts, JTPA or WIA retraining, vocational counseling, referral to adult basic education and referral to other agencies as appropriate.

Profiled claimants must participate in certain mandatory services. If they do not participate a hold is placed on the claim by local Career Center staff and benefits are denied by UI Administration unless and until they agree to participate.

Description of Program Strategies for Populations – Section 224 (b)(10) of the Adult Education and Family Literacy Act

The State Adult Education and Family Literacy Program recognizes the importance of serving students with low income, adults with disabilities, single parents and displaced homemakers, adults with limited English proficiency and others with multiple barriers to unsubsidized employment.

Special attention will be given to developing the local application criteria for funding. The State will continue to place higher priority in funding those projects that recognize the need to serve the aforementioned populations. The State criteria for local funding will recognize providers that wish to use volunteers in their programs. The State will also give priority to family literacy programs that address the concept of parents as first teachers for their children.

Special efforts will be made to coordinate services with other local, regional, and State agencies that work with low income students, adults with disabilities, single parents and displaced homemakers, adults with limited English proficiency and others with multiple barriers to unsubsidized employment. The State Adult Education and Family Literacy Program maintains collaborative relationships with the public and private agencies and organizations.

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 hard 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, the GED, 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.

Limited English Proficient Adults - 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 experience must prepare them to communicate with English speakers and to learn about the cultures and customs of the United States and their community. It will 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; and
- Using techniques that help implement effective instructional practices.

"Individuals with Disabilities": This section characterizes "reasonable accommodations" as a type of "educational service." This characterization is incorrect. "Reasonable accommodation" is more appropriately described as a legal obligation toward individuals with disabilities, which the adult education programs discussed in this section must provide in order to enable such individuals to receive educational services. 29 CFR §37.4 (definition

of "reasonable accommodation"), and §37.8(a). Moreover, to the extent that the adult education programs are recipients as defined in 29 CFR §37.4, the programs have the additional obligation of providing reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, as provided in 29 CFR §37.8(b). Please amend this section accordingly.

Response:

Edits have been made to the following section:

Individuals with Disabilities - South Dakota local adult education programs reported that 11 percent of the population they served had indicated they had some form of disability. However, there may be many adults that do not report or even realize they may have a learning deficiency. The Learning Disabilities Association of South Dakota estimates as many as 80 percent of the adults being served in adult education and literacy programs, if diagnosed, would exhibit some form and degree of learning disability.

Adults come to instructional programs with a variety of disabilities. Most predominant have been the developmental or learning disabilities, physical disabilities, and mental disorders.

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

- Reasonable accommodations;
- Individualized instructional strategies; and
- Providing access to facilities.

Reasonable accommodations refers to meeting the specific needs of the individual. It may include modifying equipment and materials, physical access to programs, and extending time to complete assessments or assignments. Access to facilities includes providing program and architectural accessibility.

Instructional strategies include a variety of groupings and techniques to address different learning styles. Learning disability is a general term, which refers to some type of central nervous system dysfunction, which interferes with the ability to acquire, store and retrieve information or skills. These disorders are often congenital and usually occur across the life span. The majority of individuals with these learning disabilities, though requiring some accommodations and special services, will be enrolled in regular adult education classes. Those individuals with mild developmental disabilities, mild conditions of autism and many with cerebral palsy will be integrated in many adult education classes by providing appropriate accommodations.

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; and,
- Provide reasonable modifications in policies, practices, or procedures when necessary.

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 towards 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 session, and conferences to improve and expand services to all participants.

Single Parents and Displaced Homemakers - DECA will encourage adult education service providers to make child care available or collaborate with other programs or agencies that will enable single parents with small 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 that 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. The South Dakota Department of Corrections in 1998 had a daily population of 2,479 inmates. Approximately 52 percent of that population participated in adult basic education programs. This target group is considered to be a significant portion of the hard 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 high school equivalency. Incarcerated students must have this GED before being eligible for parole.

The South Dakota Department of Corrections has integrated technology into the classroom to meet the unique needs of the incarcerated students. Academic programs for basic education with special emphasis on reading, writing, vocabulary and arithmetic; special education programs; ESL; and adult secondary education programs all offer these adults an increased chance to attain the skills to successfully integrate into society.

Rapid Response and Basic Readjustment Services Provided to Trade-impacted Workers

The South Dakota Department of Labor has been assigned the responsibility for the administration and implementation of activities under the Trade Act (TAA) and the North American Free Trade Act – TAA (NAFTA-TAA). DOL also has the responsibility for delivery of services to dislocated workers under WIA. This offers a consistent approach to working with dislocated workers regardless of the cause of dislocation.

The State's DWU will implement rapid response and basic readjustment services for dislocated workers found eligible under TAA, NAFTA-TAA, or WIA. The DWU will disseminate information to the adversely affected workers of any benefits for which they may be eligible. All workers will have full access to services provided through the state's network of One-Stop Career Centers including core, intensive and training services.

The DWU will respond to all notices received under WARN. The rapid response team will investigate the layoff to determine if the action may be considered to be a trade impacted event. The DWU will assist the company or the workers in the application process for TAA or NAFTA-TAA certification.

Professional Development and System Improvement

How will your State develop personnel to achieve the performance indicators for the programs included in your plan?

In order for staff in the One-Stop Career Centers to serve the broad range of customers' needs, it is critical that all staff is familiar with the services available through the center. As a part of the local planning process, each One-Stop Career Center was asked to prepare a plan for cross-training staff in the basic operation of each partner's program(s). Many Centers will devote a part of each multi-agency staff meeting toward learning the provisions of a particular program. Subsequent meetings will focus on different programs until all available services have been covered. Some Centers will set aside an entire day or half day to cover all services in one session. Additionally, the State will provide training to staff at regional or statewide training sessions.

Progress toward performance indicators is reported to the SDWDC and the local One-Stop Centers on a monthly basis. To the extent possible, the performance reports have been combined into two or three documents. Progress is shown against negotiated goals for each Center. One-Stop boards are now an integral part of setting goals and will be able to evaluate their Center's progress toward those goals.

We are currently investigating a statewide One-Stop Operating System that would give each One-Stop Career Center the capability of assessing their progress directly from the statewide database at any time. This "real time" access to progress would provide much more accurate and timely feedback to local service providers, allowing faster reinforcement or change of strategic direction and continuous improvement of the workforce investment system.

Performance Accountability

What are the State's performance indicators and goals in measurable, quantifiable terms for each program included in the Unified Plan and how will each program contribute to achieving these performance goals?

The SDWDC, with recommendations from the Youth Council, will assist the Governor in the development of state performance measures dependant upon definitions and other components of the national performance system. South Dakota will use the WIA title I Core Indicators of Performance listed below.

For Adults, Dislocated Workers and Youth 19-21

- Entry into Unsubsidized Employment
- 6 - Months retention in Unsubsidized Employment
- 6 - Months earnings received in Unsubsidized Employment
- Attainment of Educational or Occupational Skills Credential by participants who enter unsubsidized employment, or by youth who enter post-secondary education, advanced training or unsubsidized employment.

For Youth 14-18

- Attainment of Basic Skills, Work Readiness and/or Occupational Skills
- Attainment of Secondary School Diplomas/Equivalentents

- Placement and Retention in Post-Secondary Education/Advanced Training, Military, Employment, or qualified Apprenticeships.

Customer Satisfaction Indicator for Participants and Employers

The Tables in Appendix D show South Dakota's expected performance for each of the title I Core Indicators. The expected level of performance for each of the Core Indicators and the Customer Satisfaction Indicator will be negotiated with the Secretary of Labor.

On-going assessment and analysis of program performance as indicated in the Core Measures will be used to promote continuous improvement over the life of the plan. South Dakota's ongoing performance evaluation system will ensure year-end program performance results. The automated data collection system allows tracking status on specific measures. State WIA staff will maintain communication with local service providers to answer questions related to performance data and reports. Regular performance reviews for One-Stop Career Centers and other service providers ensures that if necessary, timely corrective actions can be taken to ensure achievement of performance measures. State WIA staff will assist local service providers to adjust their strategies and/or operations to meet required performance.

The goals of the employment service under the Wagner-Peyser Act are entirely compatible with the goals and objectives of the One-Stop delivery system and the SDWDC. Standards used to gauge employment service performance include individuals placed, obtained employment, job openings, unemployment insurance claimants placed, placement transactions and average wage at placement.

In addition, the federally mandated preferential service to veterans is weighed against services to non-veterans in the following areas placed in job/obtained employment, counseled, enrolled in training and reportable service. Also, the employment service is judged positively or negatively according to whether it provides equitable or non-equitable service to migrant and seasonal farmworkers.

Under WIA, South Dakota will measure customer satisfaction of employers and job seekers as part of its continuous improvement strategy. South Dakota is working toward the development of an easy to use, easy to manage customer satisfaction measurement system that will collect customer satisfaction data, analyze the information and utilize the information in a continuous improvement process.

Surveys will be used to determine what is important to customers and how satisfied they are with the services they have received. A baseline customer satisfaction indicator of performance will be established. A process for making changes and program improvements will be designed and implemented. A coding system will be established to distinguish targeted applicant groups as required under WIA title I, the Wagner-Peyser Act and title 38.

Attainment of core indicators, review of the performance of our various training activities, customer surveys, the consumer report card system, and the application of the continuous improvement method will enable us to measure how we're progressing toward our goal of total customer satisfaction.

South Dakota is a statewide local service area as defined in the WIA (1998), section 116. Therefore, the core indicators have been established as statewide indicators.

We are unable to compare South Dakota with other states due to the lack of information from those states. We anticipate that the Department of Labor will issue adjustment methodology allowing economic conditions and participant characteristics to be taken into account for South Dakota.

The South Dakota Adult Education and Family Literacy program office will conduct annual evaluations of activities by each program as designated under Section 224.

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; and
- Target Population follow-up.

Description of Evaluation Strategies

Comprehensive Evaluation

- The State will conduct a compliance evaluation of at least 20 percent of the local programs annually beginning July 1, 1999;
- 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-evaluation and a review by a representative from the DECA; and
- 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 done by the State Adult Education and Family Literacy Program and other personnel as designated by the State;
- Each selected site will receive technical support and assistance in meeting the monitoring criteria;
- The selected site will receive a written report of deficiencies and a plan for correcting those deficiencies; and
- 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 an Adult Student Management System, which will allow each local site to maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures. DECA will:
 - Require each approved program to keep all records up-to-date on a quarterly basis and submit a data report annually;
 - The State will monitor and analyze data for each program and provide feedback; and
 - Student performance measures will be monitored on a regular basis to assure continuous improvement at the local level.

Target Population follow-up

DECA will identify special populations and programs to conduct follow-up studies. These follow-up studies will assure that the target population is being served, 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; and
- Single Parents and Displaced Homemakers

DECA will establish a comprehensive performance accountability system. The system will assess the effectiveness of eligible local providers' achievement in continuously improving their adult education and literacy program delivery.

The State Adult Education and Family Literacy Program has developed and implemented indicators of program quality. The indicators address student educational gains, program planning, curriculum and instruction, staff development, support services, recruitment techniques and retention strategies. Local program providers are required to demonstrate positive student results in relation to the economic impact, the social impact and the educational impact their program of services has on the community and the state.

Local program providers use recognized standardized assessment instruments to measure student progress and outcomes. They will continue to utilize test instruments that assess student progress, student placement and student mastery of skills and competencies for completion of a program level and promotion to the next level.

The State Adult Education and Family Literacy Program will be implementing a local program database reporting system, the Adult Student Management System. This system will enable local programs to collect and report all student progress and outcome measures. The system will provide student, class and program reports that enable local providers to have immediate access to the data for targeting instruction based on student goals and for continuous program improvement. The system will also collect the data elements needed to meet the reporting requirements to the US Department of Education Secretary on an annual basis.

Eligible Agency Performance Measures (Section 212)

DECA will establish a comprehensive performance accountability system as described in Section 212 of the Act. The system will assess the effectiveness of funded providers in achieving continuous improvement of adult education and literacy activities funded under the Act in order to optimize the return on investment of Federal and State adult education and literacy funds.

Eligible local provider performance measures will include student goal attainment and demonstrated student improvements in literacy levels within a program level, student completion of a program level and student advancement to higher program levels. Additional performance measures will include receipt of a secondary school diploma or its recognized equivalent, placement in post-secondary education, training, unsubsidized employment, or career advancement.

In accordance with section 212, DECA will establish levels of performance for each of the following core indicators:

- Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement; and
- Receipt of a secondary school diploma or its recognized equivalent.

Performance levels will be expressed in an objective, quantifiable, and measurable form, and will show the progress of the eligible local providers in continuously improving performance.

Indicators and Measures

Eleven indicators and measures being used by DECA to develop levels of performance for the first three years of the Unified Plan period are identified in **Appendix D**.

Data Matching

DECA in cooperation with DOLO will use student social security numbers to document longer term student outcomes, such as entering postsecondary educational programs or obtaining gainful employment for learners who have attained a secondary school diploma or its recognized equivalent.

Participating local providers will track and report the number of learners who pass the GED test, earn credits toward a high school diploma, or attain a high school diploma for those students enrolled in adult secondary education programs. The South Dakota State GED Testing Program will report the number of GED certificates issued each calendar year.

Student progress and outcome data in South Dakota indicated significant differences in levels of performance based on individual student characteristics. These characteristics include initial literacy skill level upon entry into the program, literacy levels of limited English proficient students in their home language, the number of years of education completed before entering the adult education program, learning and developmental disabilities and other demographic and socio-economic variables.

Service delivery factors also affect performance such as the intensity, duration, and quality of the instructional program; convenience and accessibility of the instructional program; ability of the program to address specific learning goals and instruction related to student goals.

South Dakota serves an extremely diverse adult student population with a broad range of skill levels and different short and long term learning goals. Many adult learners enter the program with a short-term goal but as they make progress toward their goal and experience success, they remain in the program to achieve long-term learning goals.

TANF adult learners have time limits on educational participation. As a result, the performance measures must address both short and long term goals, length of participation and initial skill levels at program entry.

Local providers will be encouraged to continue to serve the least educated, most in need, and evaluate the measures of performance that are most appropriate for the populations they serve.

Reporting

DECA shall annually prepare and submit to the Secretary of the US Department of Education a report on the progress in achieving the performance measures and the level of performance achieved on the core indicators of performance included in the Unified Plan. The report will include demographic characteristic of the populations served, the attainment of student goals, progress on the core indicators of performance by program and program level and learning gains within literacy levels, as well as level completion and movement to higher instructional levels.

Unemployment Insurance

South Dakota is engaged in two major efforts to improve unemployment insurance performance and service through the better use of technology.

South Dakota still uses a paper format for unemployed workers to certify their continued unemployment and request benefits. The applicant mails a weekly claim. After review and processing, eligible applicants are mailed a check along with another blank claim form. Programming is being done to convert this process to a computerized telephone interactive voice response (IVR) system. Applicants will call a toll free number and certify their continued unemployment. Checks to eligible applicants will be mailed the following workday. Significant benefits will include faster claim processing; avoidance of delays that now occur when claims must be returned for additional information; and elimination of the one to four day mailing time now required to submit claims. In summary, unemployment benefit checks will be issued much more quickly with the IVR system. Programming is now being done and installation of the system on a test basis is expected in early 2000 with statewide implementation planned for mid 2000.

The second major effort is conversion of the legacy mainframe benefit payment system to a benefit processing and information system. The current system programs were first written in the 1970's. While the system works well, it now has decades of internal modifications and lacks many of the sophisticated features of more modern systems. Examples include much of the claim record still being in paper files, many processing functions still being done manually and lack on connectivity between parts of the system, which requires duplicative efforts for a number of processes. The new system will eliminate these and many other problems. The result of this effort will be better overall service to applicants and employers. Nearly all claim records will be in an electronic format which means telephone inquiries can be handled accurately and without delay. Decisions on claim eligibility can be made more quickly which means faster benefit payments to unemployed applicants and faster notice to employers of claim eligibility. System design has been in progress for about 18 months. Programming should begin in late 1999 and will require over 14 months to complete. Testing of the new system will require an additional six months, with statewide implementation planned for mid 2001.

SCSEP Green Thumb Performance Goals

- The number of authorized positions will be 351 (266 Federal grant positions, plus an additional 85 state allocated positions awarded to us by the Governor). Green Thumb will make every attempt to fill all positions by July 31, 1999.
- Green Thumb will make every attempt to place at least 105 (30 percent) individuals into unsubsidized employment.
- Green Thumb will make every attempt to serve 40 percent more participants than authorized to serve.

Data Collection

What processes does the State have in place to collect and validate data to track performance and hold providers/operators/subgrantees accountable?

South Dakota's management information system (MIS) will allow access to a wide range of information about individuals who receive services from One-Stop Career Centers and various contracted service providers. South Dakota maintains a single, compatible, statewide computer system. The one mainframe allows the DOL to have their own database containing multiple files. An added capability provides connectivity to the existing ES database and the Unemployment Insurance database to access data for concurrent reporting items. Although not all encompassing, MIS will track the full range of core, intensive, and training services required by WIA.

South Dakota quarterly wage record information is accessible in South Dakota's WIA data system and can be matched to recipients of WIA services on an individual basis. The full manner in which wage record information is used will be defined largely by the performance standard system established by the Department of Labor.

South Dakota is committed to continuous improvement of its information and data systems. During year one of WIA implementation, South Dakota intends to explore the feasibility of installing a statewide One-Stop Operating System with anticipated enhancements that will acknowledge individuals' participation in other programs. Through information sharing with the State's other departments, potential for an even more comprehensive data system exists. The new system will focus on reducing staff workload by automating repetitive tasks, reducing data redundancy and increasing data integrity.

Please provide a more detailed description of the common data collection system and reporting processes. §112(b)(8)(A) and §112(b)(8)(B).

Response:

The breadth of partners involved in providing services through the State's service delivery system gives rise to a diversity of interests in the One-Stop Operating System design. South Dakota is committed to supporting an operating system that services the entire system equally and effectively. To this end, state staff has been working with other states and nationally recognized system designers to develop a design that can be customized to meet South Dakota's individual needs. This new SDWORKS system will assure coordination of and avoid duplication among all entities providing workforce investment activities.

Please provide a description of the common data elements that are in place to promote integration of Unified Plan activities.

Response:

South Dakota will initially be using an Interim Database that is a mainframe system that is capable of promoting integration of Unified Plan activities. JTPA data will be converted into this system as of July 1, 2000.

Within the first year of WIA implementation, a new system SDWORKS will be designed. South Dakota will not be using mainframe system technology for the development of SDWORKS. Instead of a mainframe system, the new system is being designed using a web enabled component-based architecture. Component-based architecture allows improved

functionality over mainframe legacy systems in several ways including the ability of the following:

- Adding local level components to the system,
- Interfacing with other systems with well defined Application Program Interfaces,
- Minimizing the impact of a modification to an existing business function by restricting modifications to only the component(s) responsible for delivering the business function, and
- Adapting more quickly to new business requirements by adding component(s) which will have little or no impact on how the existing system operates.

Corrective Action

Describe the corrective actions the State will take for each program, as applicable, if performance falls short of expectations.

South Dakota met or exceeded all federal performance standards in 1999, except for the percentage of appeals decided in 30 days after the appeal is filed. The standard is 60 percent of cases must be decided in 30 days; the South Dakota result was 44.5 percent of the cases were decided in this time frame.

This deficiency was directly related to a unique set of circumstances in late 1997. Two of the four administrative law judges resigned at about this time, causing delays related to filling the positions and training new incumbents. The second issue contributing to the deficiency was the flood disaster that occurred in South Dakota in 1997 and the subsequent availability of the Disaster Unemployment Assistance program. There were several thousand claims filed under this program. Appeals to denied claims caused approximately a 25 percent increase in the appeals workload. It was simply not possible to find, hire and train new staff quickly enough to avoid the decline in performance. The workload carried forward and impacted 1999 performance. The problem has since been resolved through a return to full staff and elimination of the Disaster Unemployment Assistance appeal backlog. This is evidenced by our performance of deciding 76.9 percent of cases within 30 days in the current measurement year.

Waivers and Work-Flex Authority

The State of South Dakota was designated a Work-Flex State under the Workforce Flexibility Partnership Demonstration Program pursuant to the Work-Flex waiver authority for the period through June 30, 2002. South Dakota fully expects to reserve this designation. When current authority expires, South Dakota will apply for continued designation as a Work-Flex State. In addition, South Dakota reserves the authority to retain all current waivers that are applicable under the Workforce Investment Act.

At this point in time, no issues requiring waivers have been identified. However, evaluation will be on going. South Dakota will identify unforeseen barriers during the first years of WIA implementation. Such obstacles will be addressed by state policy or rule, and where necessary, will be addressed by exercising the Work-Flex waiver authority for the development of a comprehensive workforce development system and for improving the results of the system. South Dakota's Work-Flex authorization supports implementation of WIA by providing the opportunity to:

- Streamline the planning process;
- Focus plans on achievement, not process;
- Create consistency in calculating performance;
- Allow attention to customer needs on an individualized basis resulting in better connections among services, training, and employment; and
- Address impediments to improving delivery of service at One-Stop Career Centers and through eligible training providers and eligible youth contractors.

Certifications and Assurances

Because the Signature Page incorporates the assurances by reference in the Unified Plan, States should not include written assurances in their Unified Plan submittal. The State elected to include assurances included. If the State elects to include written assurances in the Plan, they must be included in their entirety in accordance with Section III of the Final Unified Planning Guidance for each program included in the Plan. The State may also elect to exclude written assurances in the Plan since the Signature Page incorporates the assurances by reference in the Plan. Please note that there are differences between the Proposed Unified Planning Guidance Assurances and the Final Unified Planning Guidance Assurances.

Response:

The State elects to exclude the written assurances in the Plan.

Appendix A
Governor's Letter of Support for AEFL Plan
Comments Received During Public Comment and Review Period
Responses to Comments Received



STATE OF SOUTH DAKOTA
WILLIAM J. JANKLOW, GOVERNOR



MEMORANDUM

TO: Ray Christensen, Secretary
Department of Education and Cultural Affairs

FROM: William J. Janklow *Bill Janklow*

DATE: March 23, 1999

SUBJECT: Adult Education and Family Literacy Act

I have been provided the opportunity to review the South Dakota Department of Education and Cultural Affairs' One-Year Transitional Plan for the Adult Education and Family Literacy Act.

The transitional plan appears to meet the requirements of the Adult Education and Family Literacy Act. It also supports the statewide initiatives of this office by expanding academic and technological opportunities to the citizens of this state. The plan is designed to provide further education and training which lead to more gainful employment and economic self-sufficiency.

I support the South Dakota Department of Education and Cultural Affairs and its implementation of this plan in South Dakota.

WJJ:dbb

EXECUTIVE OFFICE
STATE CAPITOL
500 EAST CAPITOL
PIERRE, SOUTH DAKOTA
57501-5070
605-773-3212

December 20, 1999

Grady Kickul, Director
Division of Rehabilitation Services
E. Hwy 34, % 500 E. Capitol
Pierre, SD 57501-5070

Dear Grady,

I would like to take this opportunity to submit the following comments regarding the Memorandum of Understanding (MOU) on behalf of the Client Assistance Program.

It would be very beneficial for the document to have a glossary, index, or dictionary to let persons who are not experts in a particular field to better understand the terms referenced. Part of intent of WIA is to help us all begin to better understand the language of each of the various ONE-STOP PARTNERS.

It would be helpful if uniformity regarding specific terms would be used. For example, terms e & t, E & T, and Food Stamp Employment and Training are all used. Are they the same thing? If so, uniformity of style should be considered.

We would like to recommend that "people first" language be utilized throughout the entire document. For example, instead of underemployed citizens rather citizens who are underemployed. Another example, is customers, including those with special needs, rather customers with disabilities is the preferred language.

On page 52 of 72 (page 93 of printed document) under the General Provisions, in # 9 it does not outline the manner in which the customer will be informed of the grievance procedure.

The matrix on pages 53 – 56 (pages 95 - 98 of printed document) seems confusing if one is looking to it for an understanding of what is available. Although listed, the correlation and responsibility is not clear. Will this information be addressed in the language of the Cooperative Agreements?

On page 59 (page 105 of printed document), under the Section entitled Black Hill Special Services Cooperative # 3, there is language that references the "best interest of the client." We are concerned as to how the customer will be involved in this decision and who then would ultimately decide what is in the best interest of the customer.

Under the section of Cost Allocation: page 59 (page 105 of printed document) it may be beneficial to track how the lack of housing affects the applicant's ability to gain or maintain employment.

It appears that there is a need to strengthen "customer choice" provisions throughout the document. In many of the identified Partners, customer choice is often disregarded ie. our experience with Green Thumb is that the customer does not often participate in the development of determining the desired type of employment.

On page 60 (page 108 of printed document) there is a term referenced "Articulation agreements." Again, this is where a glossary or dictionary would be beneficial.

On page 61 (page 110 of printed document), under Compensation and Method of Payment there is no reference made to the role of the IEP Teams in connecting students with disabilities to these services.

Under the Section referencing the Division of DRS and SBVI, it appears that the Divisions are offering to provide the "necessary resources." The CAP is of the opinion that it is appropriate for the Divisions to provide technical assistance and yet not be the entity that provides all of the necessary resources. The intent of WIA is to determine how other Partners will share in that responsibility. (The phrase "necessary resources" makes us uncomfortable.)

On page 63 (page 114 of printed document), there is reference made to customer satisfaction. Is this an addition to the consumer satisfaction surveys performed by the State Rehabilitation Councils? Has there been any thought given to coordinating these efforts?

In review of the section outlining the Native American Job Training Grantees (page 116 of printed document) it was noticed that Pine Ridge was not referenced. While Pine Ridge may not be part of the current agreement, would it not be beneficial to specify that in the MOU? The language in # 3 under this section could present sovereignty concerns to some of the Nations.

We also had some additional questions as to how the Native American 121 Vocational Rehabilitation Programs will specifically be involved.

The primary overall concern of CAP is that the document lacks clear responsibility for each Partner to identify customer choice or accommodation issues in the provision of services. It will be necessary to address these issues specifically in the language of the Cooperative Agreements.

Thank you for the opportunity to provide comment. If you need any additional information or clarification regarding the comments of the Client Assistance Program, please do not hesitate to call.

Sincerely,

Nancy L. Schade, Director
Client Assistance Program

Cc : Board of Vocational Rehabilitation
Board of Service to the Blind and Visually Impaired

BOARD OF VOCATIONAL REHABILITATION
DEPARTMENT OF HUMAN SERVICES
DIVISION OF REHABILITATION SERVICES
221 South Central Avenue
Pierre, South Dakota 57501
(605) 945-2207 (Voice or TDD)

December 20, 1999

Grady Kickul, Director
Rehabilitation Services
Hillsview Plaza E Hwy 34
c/o 500 East Capitol Avenue
Pierre, SD 57501



Dear Grady:

Members of the Board of Vocational Rehabilitation have reviewed the Memorandum of Understanding (MOU) and offer the following comments:

- If one of the purposes of the document is to convey information to the general public rather than being just an internal administrative document, acronyms need to be clearly defined and used in a consistent manner.
- Page 52 (page 92 of printed document) lists several services DOL will provide at one-stop Centers, including Internet access for customers, labor market information and brochures and pamphlets. We recommend that a statement be included within this section assuring that all such services will be accessible to individuals with disabilities.
- Under the Section referencing the Division of DRS and SBVI, it appears that the Divisions are offering to provide the "necessary resources." We believe this sections needs to be clarified in that VR provide technical assistance and that resources are only provided in cases where there are disability related functional limitations to overcome.
- On page 63, (page 110 of the printed document) there is reference made to customer satisfaction. Is this an addition to the consumer satisfaction survey conducted by the State Rehabilitation Councils? Has there been any thought given to coordinating these efforts?
- It does not appear that the Native American section 121 Projects are mentioned in the agreement. Do they have a role in this agreement?

Thank you for the opportunity to comment. The Board of Vocational Rehabilitation looks forward to working with you as we all proceed into this new venture.

Sincerely,

Dave Vogel, Chairman
Board of Vocational Rehabilitation
cc: BVR Members and Staff

Following are responses to comments submitted during the public comment and review time period:

The document was corrected for uniformity of style. The suggested changes were made.

As a WIA manual and Contractor's Guide are developed, the use of "people first language" will be taken into consideration. A glossary of terms will also be provided in these documents.

The recommended statement regarding assurance that all services provided at One-Stop Career Centers will be accessible to individuals with disabilities is included on page 91, fourth bullet under Purpose.

The Memorandums of Understanding are agreements between the South Dakota Department of Labor and partner agencies. They do not stipulate agreements between the partners and the customer; therefore, suggestions to provided clarity regarding customer interactions are not appropriate for this section of the document.

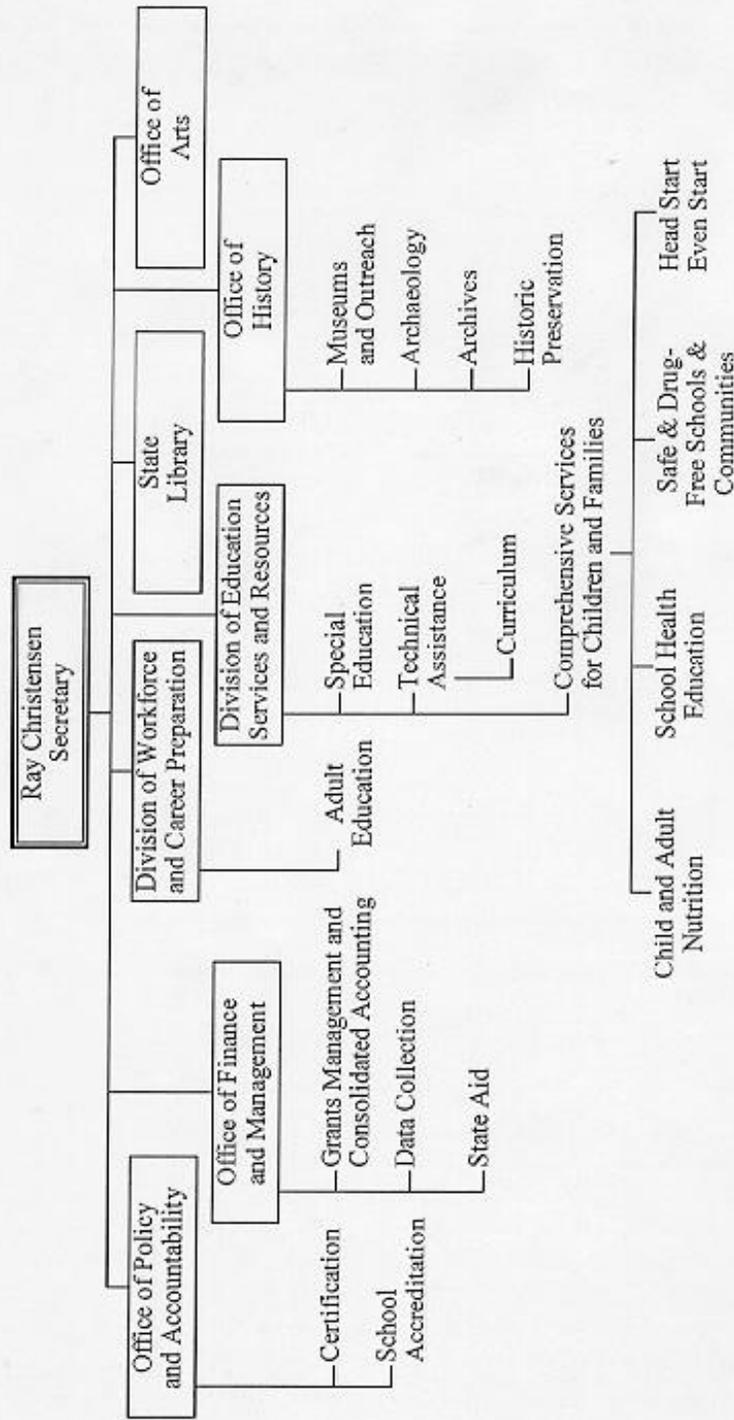
Comments specific to the MOU with Vocational Rehabilitation DRS and SBVI will be referred to that Department for the appropriate action. Native American 121 Vocational Rehabilitation Programs were not covered in the federal guidelines.

WIA dictates customer satisfaction survey requirements. The Department of Labor must comply with the federal mandates. Conversations have been held regarding the possibility of coordinating survey efforts.

Pine Ridge was referenced in the Native American Job Training Grantees' section as the Oglala Sioux Tribe.

Appendix B
Department of Education and Cultural Affairs Organizational Chart

**SOUTH DAKOTA DEPARTMENT OF
EDUCATION AND CULTURAL AFFAIRS**



7-2, 1999

Appendix C
Department of Education's Indicators and Measures

Adult Education - Performance Measures Worksheet - Based upon levels negotiated with US Department of Education

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

Performance Measures	Year 1	Year 2	Year 3
<p>1. Beginning Literacy (ABE) The percentage of adult learners enrolled in Beginning Literacy who completed that level. (# completed level divided by # enrolled = percent completed)</p>	14 percent of beginning level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	16 percent of beginning level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	18 percent of beginning level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<p>2. Beginning ABE The percentage of adult learners enrolled in Beginning ABE who completed that level. (# completed level divided by # enrolled = percent completed)</p>	26 percent of beginning ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	28 percent of beginning ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	30 percent of beginning ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<p>3. Intermediate ABE The percentage of adult learners enrolled in Intermediate ABE who complete that level. (# completed level divided by # enrolled = percent completed)</p>	25 percent of intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	28 percent of intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	30 percent of intermediate ABE enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
<p>4. Beginning Literacy (ESL) The percentage of adult learners enrolled in beginning literacy (ESL) who completed that level. (# completed level divided by # enrolled = percent completed)</p>	25 percent of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	26 percent of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	35 percent of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
<p>5. Beginning ESL The percentage of adult learners enrolled in beginning ESL who completed that level. (# completed level divided by # enrolled = percent completed)</p>	23 percent of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	25 percent of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	27 percent of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.

<p>6. Intermediate ESL The percentage of adult learners enrolled in intermediate ESL who completed that level. (# completed level divided by # enrolled = percent completed)</p>	<p>25 percent of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p>27 percent of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p>30 percent of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.</p>
<p>7. Advanced ESL The percentage of adult learners enrolled in advanced ESL who completed that level. (# completed level divided by # enrolled = percent completed)</p>	<p>30 percent of advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p>35 percent of advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p>42 percent of advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.</p>

Note: Performance measures 1 through 7 and performance measure 11 is based upon adults learners enrolled for 12 or more hours of instruction.

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Performance Measures	Year 1	Year 2	Year 3
<p>8. Placement in post secondary education or training The number of adult learners entering other academic or vocational programs at the post secondary level.)</p>	<p>1,000 adult learners will enroll in further academic or vocational programs.</p>	<p>1,100 adult learners will enroll in further academic or vocational programs.</p>	<p>1,200 adult learners will enroll in further academic or vocational programs.</p>
<p>9. Placement in unsubsidized employment The percentage of unemployed adult learners (in the workforce) who obtained unsubsidized employment.</p>	<p>24 percent of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.</p>	<p>25 percent of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.</p>	<p>27 percent of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.</p>
<p>10. Retention in or job advancement The number of adult learners who retained employment or advanced on the job based upon a 15 month follow-up study</p>	<p>240 adults will be retained on the job or advance on the job.</p>	<p>260 adults will be retained on the job or advance on the job</p>	<p>275 adults will be retained on the job or advance on the job</p>

Note: Performance measures for #'s 9 and 10 above assume job market remains stable.

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

Performance Measures	Year 1	Year 2	Year 3
11. High School Completion The number of adults enrolled in adult secondary education level that earned a high school diploma or recognized equivalent.	600 adults will earn a high school diploma or recognized equivalent.	700 adults will earn a high school diploma or recognized equivalent.	800 adults will earn a high school diploma or recognized equivalent.

Performance Indicators for Family Literacy Programs

Performance Indicator	Program Outcome
Interactive literacy activities between parent and their children	Appropriate curriculum materials and instructional strategies with observations and anecdotal comments by instructor (qualitative measure)
Curriculum materials and instructional strategies, which are considered age-appropriate (qualitative measure).	Instructional strategies and methodologies which focus on parenting and the value of education during the first three years of a child's life. (Qualitative measure).
Economic self-sufficiency	Follow-up parents to determine if the family unit is self-sufficient (i.e. removal from welfare, reduction in TANF recipients, employment, etc.) (quantitative measure)
Age-appropriate education for children	Curriculum materials and instructional strategies, which are, considered age-appropriate (qualitative measure).

DECA prior to the fourth year of the State Plan shall reach agreement with the Secretary of the U.S. Department of Education on levels of performance for each of the core indicators of performance for years 4 and 5 of the Plan.

Appendix D
Department of Labor's Performance for Core Indicators

Following are South Dakota's final negotiated Performance Measures for Core Indicators:

Performance Indicator	PY2000 Goal	PY2001 Goal	PY2002 Goal
Adult Entered Employment Rate	69%	70%	71%
Adult Retention Rate	73%	74%	75%
Adult Earnings Gain	\$2500	\$2550	\$2600
Adult Credential Attainment Rate	30%	31%	32%
Dislocated Worker Entered Employment Rate	74%	74.5%	75%
Dislocated Worker Retention Rate	85%	86%	87%
Dislocated Worker Earnings Replacement Rate	85%	85.5%	86%
Dislocated Worker Credential Attainment Rate	30%	31%	32%
Youth 19-21 Entered Employment Rate	63%	63.5%	64%
Youth 19-21 Retention Rate	73%	74%	75%
Youth 19-21 Earnings Gain	\$2000	\$2040	\$2080
Youth 19-21 Credential Attainment Rate	35%	36%	37%
Youth Attainment Rate of Basic Skills/Work Readiness/Occupational Skills	55%	56%	57%
Youth Attainment Rate of Secondary School Diplomas or Equivalent	40%	40.5%	41%
Youth Placement and Retention Rate in Post-secondary Education, Training, etc.	50%	51%	52%
Participant Customer Satisfaction	65%	66%	67%
Employer Customer Satisfaction	60%	61%	62%

Appendix E
Vocational Rehabilitation and SBVI Plans

FFY 2000 State Plan
Submitted by the Division of Rehabilitation Services
Available at: <http://www.state.sd.us/dhs/drs/plan/2001/ffy2001.htm>

FFY 2000 State Plan Submitted By the
Division of Service to the Blind and Visually Impaired
Available at: <http://www.state.sd.us/dhs/sbvi/plan/SBVI2001/ffy2001.htm>