South Dakota Unified State Workforce Plan

Under the **Workforce Innovation and Opportunity Act (WIOA)**, the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans

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Formatting Key:

I. SECTION HEADING

a) U.S. DOL Section Subheading

U.S. DOL information/narrative requirements

South Dakota Heading

South Dakota narrative and ***narrative emphasis*** reference

I. EXECUTIVE SUMMARY

The strategic workforce vision of the State of South Dakota is to collaborate amongst government agencies, educators, businesses, and communities to develop a skilled workforce for employers in South Dakota. As South Dakota aligns efforts to make this vision a reality, three main goals will be the focus of workforce efforts as outlined in the 2020 Unified State Plan under Workforce Innovation and Opportunity Act (WIOA).

Informed Decisions and Career Pathway Guidance

The first goal of South Dakota's Unified Workforce Plan is to prepare residents of South Dakota to make informed decisions and provide support during the career pathway journey. The South Dakota Workforce Development Council (WDC), South Dakota's Workforce Investment Board, has identified the following priorities to successfully meet this goal:

- Engage youth in the workforce and ensure their awareness of the variety of educational and workforce options;
- Educate parents about the variety of educational and workforce options for their children; and
- Build a curriculum to assist schools in preparing youth for the workforce.

The South Dakota Department of Labor and Regulation (DLR) continues the commitment to engage youth, parents, and educators to meet workforce needs. Reaching the next generation in South Dakota starts with meeting youth as early as possible by using partnerships with the education agencies and leaders in South Dakota. The South Dakota Department of Education (DOE) and the DLR offer ***joint presentations*** to educators with labor market resources and toolkits. WIOA Title I Youth statewide funding is being utilized in partnership with the DOE Career and Technical Education Division to support 11 DLR staff located in local school districts across the state. The primary responsibility of these ***Career Launch SD Career Advisors*** is to increase work-based learning opportunities for students. Work-based learning builds awareness of career options, especially those in South Dakota, resulting in informed decisions about career and educational pathways. To broaden the impact and reach of the Career Advisors, a regional model will be implemented as part of the 2020 Workforce Plan, with one Career Advisor serving several school districts. Each advisor will assist school districts in developing work-based learning opportunities, provide classroom presentations, coordinate business speakers, job shadows, internships, and industry tours. Career Advisors will also provide one-on-one career guidance. [III.a)2.(B)]

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Performance Indicators for Career Launch	FY20 Projected	FY21 Projected
Career Launch Number of School Districts	12	30
CL Number of Schools Served	28	54
CL Number of Students Served	4,750	8,500
CL Work-based Learning Experiences	950	1,700

A 2013 report issued by Georgetown University Center on Education and Workforce forecasts 65% of the jobs in South Dakota will require some level of ***post-secondary credential***. A partnership between the South Dakota Board of Regents, the South Dakota Board of Technical Education, DOE, and DLR has been established to collaborate efforts towards a 65% attainment goal for South Dakotans ages 25-34 to earn a post-secondary certificate, license, associates, or bachelor's degree by 2025 to meet future workforce needs. Discussions to identify a strategic, cooperative plan to achieve this goal have begun. This effort will result in a stronger economy for South Dakota.

South Dakota continues to lead the country in taking advantage of the U.S. DOL State Apprenticeship Expansion Grants. In 2020, DLR will implement ***Registered Apprenticeship Pathways Program*** to give South Dakota high school students the opportunity to concurrently earn high school credit, Registered Apprenticeship hours, post-secondary credit, and on-the-job experience. Priority for funding will be offered to programs with occupations in high demand in South Dakota. DLR used July 1, 2019 funding to increase programs, develop a pathway program for high school students, and offset costs for existing Registered Apprenticeship programs. DLR will provide the technical assistance to create four Registered Apprenticeship Pathway Programs by the 2021-2022 school year. [VI.b)2.]

Based on an expressed need for soft skills from employers, DLR partnered with school districts to offer a hands-on ***soft skills training*** called Bring Your 'A' Game to Work, designed to teach foundational behaviors and values for employment. Participants to discover these skills through activities and group participation with an emphasis on the seven soft skill behaviors determined to be the most important: attendance, appearance, attitude, ambition, accountability, acceptance, and appreciation. This workshop is offered to both middle and high school students in South Dakota, providing the upcoming workforce with invaluable skills to meet the growing demand. DLR will make efforts to reach 1,400 students each school year with Bring Your 'A' Game to Work curriculum.

Business Engagement

The second goal under the vision of the 2020 Workforce Plan focuses on South Dakota businesses and employers. DLR will increase partnerships with businesses to discover opportunities and identify solutions to address workforce needs by prioritizing relationship building with business and industry organizations and engaging businesses to assist in educating youth and parents about workforce opportunities.

South Dakota Governor Noem has identified the week of April 20 – 24, 2020, as the ***South Dakota Week of Work*** in partnership with DLR, DOE, and South Dakota Governor's Office of Economic Development (GOED), to promote work-based learning. The Week of Work will be filled with job shadows, industry tours, and classroom presentations by businesses for all high school sophomores statewide. Businesses will register to host an event and schools are asked to complete assessments with their students to connect them with the right industry. DLR hopes to catalyze partnerships between educators and businesses in further workforce development efforts; and continue the Week of Work as an annual event. III.a)2.(B)

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Performance Indicators for Week of Work	FY20 Projected	FY21 Projected
Week of Work (WOW) # Schools Participating	135	140
WOW Work-based Learning Experience (WBLE):	28	54
# Students in WBLE	4,000	5,000
# Businesses Offering WBLE	750	800

The number of workforce programs offered by South Dakota government agencies can be confusing for employers to decipher and understand. DLR and the South Dakota Department of Human Services (DHS) WIOA Title IV will ***streamline business engagement*** and services as part of the 2020 Workforce Plan by offering joint DHS and DLR training for business engagement and more opportunities for businesses to learn more about services.

At the end of 2019, DLR held a lean event, called a kaizen, to review the current ***business engagement practices*** in One-Stop Career Centers statewide. The workgroup documented several areas of opportunity and improvement. After the completion of Business U training and certification surrounding business engagement, DLR and DHS staff will work to develop training to build the confidence for One-Stop Career Center staff as they work with businesses to resolve their workforce needs by creating: III.a)2.(D)

- Speaking points and an engagement plan for each community;
- Training to emphasize the importance of documenting business services to improve reporting accuracy; and
- A Customer Relationship Module to identify engagement and measure efforts with businesses not registered in SDWORKS.

Continuous Improvement

South Dakota's third goal surrounding the 2020 Workforce Plan is to engage a system of continuous improvement to ensure the alignment of workforce services. To do this, South Dakota must ensure coordination and collaboration with partner agencies and community partners.

South Dakota will improve ***data sharing*** among case management information systems impacting the four core programs under WIOA. III.b)6. Three different case management information systems are used by these four programs, each designed to meet the needs of the programs it serves. Sharing reporting elements will offer significant

improvements to customer service, guidance to customers, federal and state reporting and performance, and communication between agencies. DLR will strategize with the South Dakota Bureau of Information and Telecommunications (BIT) and system vendors to develop electronic referral processes, combine or coordinate payroll features for work experiences, and improve the collection of unemployment insurance wage records from other states. Current efforts are in place to improve data sharing among secondary students, Board of Technical Education, Board of Regents, and DLR. Data share agreements and a data matching process are being explored.

A DLR partnership and agreements with the South Dakota Department of Corrections (DOC) offers job search assistance, the National Career Readiness Certificate (NCRC), and high school equivalency prep courses to inmates. DLR and DOC will review this partnership and identify ways to better engage and retain ***ex-offenders*** in the workforce to reduce recidivism rates. A survey will be sent to leadership in the local areas to learn more about current efforts, gaps, and needs. DLR and DOC will identify existing promising practices across the state and establish ways to measure success. [III.a)2.(B)]

The DLR and DHS will develop a strategic plan to improve services and increase the presence and engagement in ***rural communities***. The Adult Education and Literacy Distance Learning program is an example of remote services, offering online instruction and feedback as students prepare for the high school equivalency exam.

DLR is developing a module in SDWORKS to help streamline the process for providers to apply for the ***Eligible Training Provider List*** (ETPL) in order to save providers and DLR staff time and increase the number of providers on the ETPL. This module will be part of the 2020 application process. [III.b)1.(A)] Improvements to the ETPL process will also include a data share agreement with the Board of Regents and Board of Technical Education to alleviate some of the reporting requirements from the providers.

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South Dakota is a U.S. DOL Office of Apprenticeship state and will continue efforts to train One-Stop Career Center staff to engage with businesses and discuss ***Registered Apprenticeship*** opportunities for their workforce. While DLR staff do not have the expertise of the U.S. DOL Office of Apprenticeship State Director, they can assist in laying the foundation and offer as much assistance as possible to reduce the bottleneck historical frustrations with the federal Registered Apprenticeship model. DLR will measure success in this facet by an increase in Registered Apprenticeship programs, in both amount and variety, in South Dakota.

South Dakota will ensure ***continuous collaboration*** by holding annual meetings among WIOA partner programs to identify collaborative efforts, best practices, and areas for improvement. Locally, workforce partner meetings will take place quarterly and engage partners in local efforts impacting their workforce such as training, housing, and transportation. At the state level, the Core Partner Alignment Consortium [IV] (CPAC), comprised of staff from the four core programs will meet quarterly. The objective of each effort to bring partners together is to improve information sharing to benefit case management, increase engagement and services to rural areas, and coordinated efforts while preventing duplication of services.

II. STRATEGIC ELEMENTS

a) Economic, Workforce, and Workforce Development Activities Analysis

1. Economic and Workforce Analysis

(A) Economic Analysis. The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

(i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

As a measure of existing demand, tabulations by industry of jobs advertised online in 2018 indicate the South Dakota industries with the greatest existing need for workers are Health Care and Social Assistance, Manufacturing, Retail Trade, Administrative and Support, and Waste Management and Remediation, Public Administration and Educational Services. Each of these sectors individually accounted for more than 5% of total job openings listed online (for which industry was listed) in the state in 2018 and accounted for more than 70% of job openings when combined. The online jobs data was extracted from the South Dakota virtual labor market data system in October 2019.

Identifying ***existing occupational demand*** and skills currently in demand using industry data alone can be difficult because of the mix of occupations in any industry. Tabulations by occupation of jobs posted online helps outline skill demands. Data on 2018 job openings in South Dakota by broad occupational group indicate the greatest current demand include: Healthcare Practitioners and Technical, Office and Administrative Support, Management, Transportation and Material Moving, Sales and Related Occupations, and Production Support. Each of these groups account for more than 5% of total job openings advertised online in the state in 2018. Combined, they account for nearly 60% of job openings advertised online.

South Dakota Industries with Highest Number of Job Openings Advertised Online 2018

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Industry	Industry Code	Job Openings	Mean (Average) Wage	Percent of Openings with Wage Listed
Total, All Industries	00	144,116	$38,786	17%
Health Care and Social Assistance	62	31,522	$36,076	9%
Manufacturing	31-33	10,881	$33,621	15%
Retail Trade	44-45	9,111	$24,643	12%
Administrative and Support and Waste Management and Remediation Services	56	7,928	$38,645	40%
Public Administration	92	7,059	$42,620	50%
Educational Services	61	6,720	$33,693	21%
Professional, Scientific, and Technical Services	54	5,005	$34,151	14%
Finance and Insurance	52	4,780	$53,444	7%
Wholesale Trade	42	4,507	$31,402	5%
Accommodation and Food Services	72	4,062	$21,641	28%

Source: Virtual labor market data system, Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

Comparing specific occupations within these groups with the most job openings provides greater insight into the skills and abilities most in demand in the recent labor market. This report reviews occupations within each of these groups that accounted for 2% of more of all 2018 job openings within the broader group.

South Dakota Occupational Groups with Highest Number of Job Openings Advertised Online 2018

Occupation	Job Openings	Mean (Average) Wage	Percent of Openings with Wage Listed
Healthcare Practitioners and Technical Occupations	19,664	$65,920	9%
Office and Administrative Support Occupations	11,581	$28,854	27%
Management Occupations	8,699	$73,073	9%
Transportation and Material Moving Occupations	8,249	$34,984	22%
Sales and Related Occupations	7,843	$37,059	12%
Production Occupations	6,852	$31,329	25%
Healthcare Support Occupations	5,323	$29,776	14%
Food Preparation and Serving Related Occupations	5,037	$24,423	24%
Installation, Maintenance, and Repair Occupations	4,526	$39,150	17%
Computer and Mathematical Occupations	3,796	$57,104	11%

Source: Virtual labor market data system, Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

In the ***Healthcare Practitioners and Technical Occupations*** group, the highest demand occupation was Registered Nurses, with 8,976 openings advertised online in 2018 (about 46% of all openings listed within this occupational group). Other specific occupations for which listed job openings made up 2% or more of all openings in the occupational group were: Licensed Practical and Licensed Vocational Nurses (1,988 openings), Physicians and Surgeons (807 openings), Occupational Therapists (710 openings), Physical

Therapists (583 openings), Critical Care Nurses (449 openings), Medical and Clinical Laboratory Technicians (419 openings), Radiologic Technologists (405 openings), and Speech-Language Pathologists (401).

In the ***Office and Administrative Support Occupations group***, the highest demand occupation was Customer Service Representatives, with 3,038 openings advertised online in 2018 (more than 26% of all openings listed within this occupational group. Other specific occupations with notable job openings listed were: Executive Secretaries and Executive Administrative Assistants (1,063 openings), Stock Clerks – Stockroom, Warehouse, or Storage Yard (694 openings), Patient Representatives (611 openings), Bookkeeping, Accounting, and Auditing Clerks (607 openings), Receptionists and Information Clerks (516 openings), Tellers (435 openings), Office Clerks, General (409 openings), Stock Clerks, Sales Floor (400 openings), Hotel, Motel, and Resort Desk Clerks (320 openings), Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (319 openings), Bill and Account Collectors (278 openings), Shipping, Receiving, and Traffic Clerks (263 openings), and First-Line Supervisors of Office and Administrative Support Workers (245 openings).

Among the ***Management Occupations***, the highest demand occupation based on job openings online in 2018 was Sales Managers, accounting for 1,025 openings and almost 12% of all openings within the group. Other specific occupations which accounted for 2% or more of all openings within this group were: General and Operations Managers (783 openings), Managers, All Other (711 openings), Medical and Health Services Managers (441 openings), Chief Executives (326 openings), Food Service Managers (206 openings), Financial Managers, Branch or Department (192 openings), Education Administrators, Postsecondary (183 openings), Construction Managers (180 openings), and Treasurers and Controllers (180 openings).

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In the ***Transportation and Material Moving Occupations*** group, the highest demand occupation was Heavy and Tractor-Trailer Truck Drivers, with 2,688 openings accounting for nearly one-third of all openings within the group. Other specific occupations with notable openings were: Laborers and Freight, Stock, and Material Movers, Hand (1,627 openings), Driver/Sales Workers (787 openings), Light Truck or Delivery Services Drivers (492 openings), and Industrial Truck and Tractor Operators (199 openings).

Retail Salespersons had more openings (1,913) advertised online during 2018 than any other occupation in the ***Sales and Related Occupations*** group, accounting for almost a quarter of all openings in the group. Other occupations in which openings accounted for at least 2% of 2018 openings were: Cashiers (811 openings), First-Line Supervisors of Retail Sales Workers (725 openings), Sales Representatives, Services, All Other (408 openings), Insurance Sales Agents (368 openings), Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (224 openings), Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (222 openings), Door-To-Door Sales Workers, News and Street Vendors, and Related Workers (193 openings), Demonstrators and Product Promoters (169 openings), and Parts Salespersons (158 openings).

Among ***Production Occupations***, Production Workers, All Other led the way in job openings advertised online in 2018 at 1,056, accounting for about 15% of all Production Worker openings. Other occupations accounting for 2% or more of openings in the group were: First-Line Supervisors of Production and Operating Workers (703 openings), Welders, Cutters, and Welder Fitters (646 openings), Helpers—Production Workers (307 openings), Assemblers and Fabricators, All Other (274 openings), Laundry and Dry-Cleaning Workers (246 openings), Machinists (227 openings), Team Assemblers (179 openings), Bakers (166 openings), Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders (149 openings), Computer-Controlled Machine Tool Operators, Metal and Plastic (145 openings), and Electrical and Electronic Equipment Assemblers (142 openings).

(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

Industry employment projections indicate the emerging demand by industry, showing which industries are projected to grow most rapidly. From 2016 to 2026, the total number of workers in South Dakota is projected to increase by 33,071 (6.8%, or 0.7% annually) to a total of 520,526 workers. South Dakota's growth rate is trending at about the same pace as the national growth rate for this time period. On the national level, according to the U.S. Bureau of Labor Statistics (BLS), the total employment level is expected to reach about 167.6 million (0.7% annually). The South Dakota projections

include three categories of workers: non-agricultural self-employed and unpaid family workers; agriculture and related workers (farm employment); and nonfarm wage and salaried workers.

The ***nonfarm wage and salaried workers*** category includes only those wage and salaried workers covered under the South Dakota Reemployment Assistance (RA) program and those who work for non-profit organizations, such as private colleges and religious organizations. Making up 88.2% of the workforce, this category is the major component in South Dakota. Projected growth is 7% by 2026 – the most for any category.

Employment in the ***agriculture and related workers*** (farm employment) category in South Dakota is expected to grow slightly from 30,765 to 32,014 by 2026 (4.1%). The agriculture, forestry, fishing, and hunting employment level in South Dakota has been relatively unchanged in recent years and is projected to have an annual growth rate of 0.4% through 2026.

South Dakota's agricultural sector has been decreasing since the 1980s along with a national decline. Advancements in technology have allowed for greater efficiencies in farming production while requiring a smaller number of workers. In South Dakota, farms have trended long-term toward larger operations and the consolidation of smaller farms for greater production.

South Dakota Wage and Salaried Workers by Industry Division
2016-2026

Industry Title	2016 Workers	2026 Workers	Actual Change	Percent Growth
Total of All Industries	487,455	520,526	33,071	6.8%
Non-agricultural Self-employed and Unpaid Family Workers	26,540	28,100	1,560	5.9%
Agriculture, Forestry, Fishing and Hunting (Farm Employment)	30,765	32,014	1,249	4.1%
Nonfarm Total Wage and Salaried Workers (excludes Self-employed and Unpaid Family Workers)	430,150	460,412	30,262	7.0%

Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

Employment in the ***non-agricultural self-employed and unpaid family*** workers category makes up the smallest portion (5.4%) of the workforce in South Dakota. According to the BLS (Current Population Survey and American Time Use Survey), self-employed persons are individuals who work for profit or fees in their own business, profession, trade or farm. Non-agricultural self-employed and unpaid family workers are expected to increase 5.9% over the next 10 years in South Dakota.

The South Dakota industries projected to grow the most over the next 10 years are trending quite consistently with the rest of the nation. In South Dakota, the service-providing industries are anticipated to employ 25,955 more workers (7.1%), while the goods-producing industries are expected to grow by 5,556 workers (5.8%). On the national level, the BLS is expecting an increase of 10.5 million in service-providing sectors to reach over 135.8 million jobs by 2026.

South Dakota Industry Employment Projections 2016-2026
Fastest Growing Industries

NAICS* Code	Industry Title	2016 Workers	2026 Workers	Actual Change	Percent Growth
493	Warehousing and Storage	732	889	157	21.4%
562	Waste Management and Remediation Service	884	1,015	131	14.8%
712	Museums, Historical Sites, and Similar Institution	582	668	86	14.8%
622	Hospitals	25,736	29,239	3,503	13.6%
488	Support Activities for Transportation	984	1,114	130	13.2%
325	Chemical Manufacturing	1,085	1,224	139	12.8%
541	Professional, Scientific, and Technical Services	12,902	14,457	1,555	12.1%
621	Ambulatory Health Care Services	16,338	18,246	1,908	11.7%
451	Sporting Goods, Hobby, Book, and Music Stores	2,387	2,665	278	11.6%
336	Transportation Equipment Manufacturing	2,932	3,264	332	11.3%

Notes:

Data is preliminary and subject to revision.

Data for industries with 2016 employment less than 200 not included.

*NAICS - North American Industry Classification System

Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

South Dakota Industries Projected to Grow the Fastest 2016-2026

The North American Industry Classification System (NAICS) groups businesses based on the products they make or the services they provide. ***NAICS*** uses a 6-digit coding taxonomy, with each increasing digit level identifying a greater level of

specialization. For example, at the two-digit NAICS level, there are 20 broadly categorized sectors—such as Accommodation and Food Services (NAICS code 72). Businesses are then classified into more specific categories within a sector, represented by codes up to six digits. South Dakota employment projections are published at the three-digit NAICS level, called subsectors. The remainder of this section explore the South Dakota employment growth projected to 2026 at that subsector level. Noteworthy occurrences within the more detailed four-digit NAICS having a substantial impact on employment levels at the subsector level are mentioned. Industries projected to grow the fastest, those with the greatest percentage growth projected, are the focus of these report.

The ***Warehousing and Storage*** subsector is projected to be the fastest growing industry in South Dakota over the next 10 years, increasing 21.4% (157 workers). Establishments in this industry group are engaged in operating warehousing and storage facilities for general merchandise, refrigerated goods and other warehouse products. A large demand for the most efficient and cost-effective way for the end users to receive a product continues to increase.

The ***Waste Management and Remediation Services*** industry is projected to increase by 14.8% (131 workers) by 2026. This subsector is engaged in the collection, treatment, and disposal of waste materials. The driving force behind the Waste Management and Remediation Services growth is waste collection. More waste generated as a result of population growth, which increases the need for workers for the Waste Management and Remediation Service subsector. According to the U.S. Census Bureau Population Estimates Program, from 2011 to 2016 the total population increased from 824,398 to 865,454 (5%) in South Dakota.

The number of workers employed in ***the Museums, Historical Sites, and Similar Institutions*** subsector is projected to increase by 14.8% (86 workers). Industries in this subsector engage in the preservation and exhibition of objects, sites, and natural wonders of historical, cultural, and/or educational value. Some examples of South Dakota entities in this industry are the Crazy Horse Memorial, Reptile Gardens, and other zoos and museums. The number of establishments and the number of workers within this subsector grew from 2006 to 2016. Tourism has a substantial impact and drives the demand. According to the South Dakota Department of Tourism, from 2014 to 2017 visitor spending statewide increased 175.65 million (4.7%).

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The ***Hospitals*** subsector is expected to increase 13.6% (3,503 workers) over the next 10 years in South Dakota. Industries in the Hospitals subsector provide medical, diagnostic, and treatment services, including physicians, nursing, and other health services, to inpatients and the specialized accommodation services required by inpatients. A driving force in the Hospitals subsector is an increasing elderly population and overall increasing population in South Dakota. According to the U.S. Census Bureau Population Estimates Program, from 2011 to 2016 the South Dakota population age 65 and over increased by 20,336 (or 17.2%) and the population of age 85 and over increased by 8. 8%.

The number of workers employed in the ***Support Activities for Transportation*** subsector is projected to increase by 13.2% (130 workers) over the next 10 years. Air traffic control and motor vehicle towing services are examples of the type of support provided. All four of the four-digit NAICS categories within this subsector are expected to show substantial gains. The expected gains can be traced to demand for services including airport operation, routine railroad repair/servicing, emergency roadside repair, truck weighing operations, etc.

The ***Chemical Manufacturing*** subsector is expected to increase 12.8% (139 workers) by 2026. This subsector is based on the transformation of organic and inorganic raw materials using chemical processes to formulate products. Growth is fueled by consumer demand and expectations along with South Dakota ingenuity in developing value-added consumables from raw materials raised in the state. This subsector supplies a variety of products to the market, ranging from ethanol fuel, agricultural fertilizers, and pesticides, to pharmaceuticals and medicines.

The ***Professional, Scientific, and Technical Services*** subsector is projected to grow 12.1% (1,555 workers) over the next decade. This subsector is comprised of establishments that make available the knowledge and skills of their employees, often on an assignment basis, where an individual or team is responsible for the delivery of services to the client. The individual industries of this subsector are defined by the particular expertise and training of the service provider. Continued advancements in science and technology have been a contributing factor to growth. An example of demand in this subsector is an establishment working toward lower costs of producing a good. The establishment may hire an

expert from the Professional, Scientific and Technical Services industry to create software to automate the process, saving time and resources. Four of the nine categories at the four-digit NAICS level within this subsector are expected to have double digit growth. Some of these categories include consulting services like legal, accounting, engineering, management, computer design, and scientific research.

The number of workers employed in the ***Ambulatory Health Care Services*** subsector is projected to increase by 11.7% (1,908 workers) to 2026. This subsector is comprised of health care services entities, provided directly or indirectly, to ambulatory patients (those able to walk) and do not usually provide inpatient services. The demand for workers in this subsector can be placed on the continuing needs of an aging baby boomer population, growing rates of chronic conditions, and longer life expectancies. Advancements in medical technology allow elective procedures such as corrective eye surgery or plastic surgery to be more readily available and attainable.

In South Dakota, ***Home Health Care Services*** (NAICS 6216) is continuing to show a high demand for workers due to a continuing shift from inpatient care to outpatient treatments. Specifically, individuals are more comfortable with hiring a skilled nursing or personal care service to come to their home and offer physical therapy, medical social service, medications, and treatments. Nationally, according to the BLS, Home Health Care Services is expected to have rapid growth due to patient preference and shifts in federal funding toward in-home or community-based care.

The ***Sporting Goods, Hobby Book and Music Stores*** subsector is expected to increase by 11.6% (278 workers) by 2026. Establishments and individuals in this subsector sell and provide expertise on the use of sporting equipment or other specific leisure activities. Book stores are also included in this subsector. At the four-digit NAICS level, all the growth is attributed to Sporting Goods and Musical Instrument Stores (NAICS 4511), which makes up more than 90% of employment in this subsector. Book Stores and News Dealers (NAICS 4512) are expected to decline by 2026, but accord for less than 10% of the subsector's employment. Consumer demand for sporting goods, games, toys, and musical instruments increase the employment levels in this subsector.

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The level of workers employed in the ***Transportation Equipment Manufacturing*** subsector is projected to increase by 11.3% (332 workers) over the projection period. Establishments in this subsector utilize production processes similar to those of other machinery manufacturing establishments—bending, forming, welding, machining and assembling metal or plastic parts into components and finished products. Four of the five categories at the four-digit NAICS level are expected to have double digit growth. Consumer demand for motor vehicle parts, vehicle bodies, trailers, and other transportation equipment drives this growth.

South Dakota Fastest Growing Occupations 2016-2026

Occupation	SOC* Code	2016 Workers	2026 Workers	Numeric Change	Percent Change
Nurse Practitioners	29-1171	459	600	141	30.7%
Nursing Instructors and Teachers, Postsecondary	25-1072	247	321	74	30.0%
Respiratory Therapists	29-1126	339	438	99	29.2%
Software Developers, Applications	15-1132	1,173	1,514	341	29.1%
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	51-4012	54	69	15	27.8%
Information Security Analysts	15-1122	212	270	58	27.4%
Health Specialties Teachers, Postsecondary	25-1071	136	173	37	27.2%
Physician Assistants	29-1071	529	666	137	25.9%
Massage Therapists	31-9011	143	179	36	25.2%
Orthotists and Prosthetists	29-2091	31	38	7	22.6%

Notes:
*SOC Code - Standardized Occupational Classification System, 2010
Data is preliminatary and subject to revision.
Fastest growing occupations are defined as those occupations with the highest projected percent change of employment from 2016-2026.
Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

Projected Occupational Demand in South Dakota

Employment projections include average annual demand estimates for each specific occupation—or an estimate of the workers who will be needed to fill job openings created by employment growth within the industries where the occupation is found and those needed to fill openings created by workers leaving jobs. Demand estimates include:

- Number of openings created due to employment change represents the difference between the base employment in an occupation and the projection; if the projection for an occupation is negative, then openings due to change are set to zero. This includes employment level changes due to business expansion, as well as changes in staffing patterns for an industry. For example, several years ago hospitals began hiring a higher proportion of registered nurses and fewer LPNs to maximize the skills available in return for expenditures on

personnel costs, to help meet record keeping requirements and to help ensure they were offering the highest level of healthcare possible.

- Number of openings created by the need to replace individuals exiting the labor force entirely (for reasons including retirement and death, etc.) is estimated by multiplying occupational employment estimates by national exit rates supplied by the BLS. Labor force exits are more common at older ages as workers retire but can occur at any age.
- Number of openings created by the need to replace individuals transferring occupations is estimated by multiplying occupational employment estimates by national occupational transfer rates supplied by the BLS. The occupational transfer rates reflect workers who permanently leave one occupation to enter another occupation. This estimate of openings does not count workers who change jobs but remain in the same occupation.

Total openings are the summation of openings due to employment change, openings to replace individuals exiting the labor force entirely, and openings to replace workers permanently transferring from one occupation to another occupation. Annualized results are calculated by dividing by 10, the number of years in the projection period.
The table below shows the 10 occupations in which workers are projected to be in the greatest demand in South Dakota through 2026.

DLR uses occupational demand data and wage estimates to make funding determinations for training services and educational programs. Considering return on investment by analyzing employment opportunities and earning potential. LMIC analyzes occupational demand projections and occupational wage data to identify the projected demand for workers in the occupation and earnings of workers currently in the occupation.

South Dakota Occupations Projected to Be in Highest Demand
2016-2026

Occupational Title	2016 Workers	2026 Workers	Numeric Change 2016-2026	Annual Demand Due to: Employment Growth	Labor Force Exits	Occupational Transfers	Total Annual Demand
Cashiers*	13,043	13,326	283	28	1,238	1,208	2,474
Retail Salespersons	15,884	17,033	1,149	115	1,042	1,306	2,463
Combined Food Preparation and Serving Workers, Including Fast Food	9,475	11,204	1,729	173	916	958	2,047
Waiters and Waitresses	7,221	7,753	532	53	554	849	1,456
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	9,669	10,540	871	87	658	636	1,381
Bookkeeping, Accounting, and Auditing Clerks	10,810	10,754	-56	-6	668	518	1,180
Laborers and Freight, Stock, and Material Movers, Hand	7,214	7,936	722	72	375	648	1,095
Heavy and Tractor-Trailer Truck Drivers	8,604	9,257	653	65	379	561	1,005
Customer Service Representatives	7,605	7,816	211	21	394	578	993
Childcare Workers	5,755	6,334	579	58	493	374	925

Notes:
Data is preliminatary and subject to revision.
Highest demand occupations are defined as those occupations with the highest projected total annual demand from 2016-2026.
Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

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Hot Careers

The list of ***Hot Careers*** was identified by LMIC in the fall of 2018 using the latest employment projections (2016-2018) and wage data (2017) available at the time. To be considered a "Hot Career," an occupation met the following criteria:

- be projected to show employment growth to 2026.
- be among the 30 occupations with the highest projected average annual demand for workers to 2026 (or having an average annual demand for workers 155 or greater).
- have an average wage more than $32,338 using 2017 wage data (In 2017, half of the workers in South Dakota earned $32,338 or less, and half earned more, making it the median wage).

For each of the Hot Careers, the table below shows the 2016-2026 projected employment and outlook information and the 2018 wage data. When the original 30 Hot Careers were identified, the most current wage data available (2017) was used, but 2018 wage data is now available and used in the table. Using 2018 data, all of the occupations on the Hot Careers list still meet the wage criteria. The median wage across all occupations in 2018 was $33,451.

South Dakota Hot Careers						
Occupational Title	Total Annual Openings	2016 Workers	2026 Workers	Actual Change 2016-2026	Percent Change 2016-2026	2018 Median Wage
Heavy and Tractor-Trailer Truck Drivers	1,005	8,604	9,257	653	7.6	$39,598
Registered Nurses	837	12,334	14,052	1,718	13.9	$57,506
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	640	5,650	6,151	501	8.9	$59,392
Carpenters	639	6,343	6,810	467	7.36	$35,229
Accountants and Auditors	513	5,073	5,570	497	9.8	$62,269
First-Line Supervisors of Retail Sales Workers	435	3,813	4,061	248	6.5	$43,193
Welders, Cutters, Solderers, and Brazers	391	3,150	3,555	405	12.9	$37,445
General and Operations Managers	380	4,094	4,459	365	8.9	$111,596
Elementary School Teachers, Except Special Education	324	4,156	4,407	251	6.0	$42,672
Insurance Sales Agents	315	2,884	3,171	287	10.0	$50,501
Maintenance and Repair Workers, General	313	2,873	3,118	245	8.5	$36,308
First-Line Supervisors of Food Preparation and Serving Workers	301	1,929	2,109	180	9.3	$33,938
Management Analysts	299	2,935	3,310	375	12.8	$68,887
Secondary School Teachers, Except Special and Career/Technical Education	268	3,509	3,724	215	6.1	$42,769
Electricians	265	2,288	2,383	95	4.2	$44,558
Automotive Service Technicians and Mechanics	238	2,364	2,506	142	6.01	$39,718
Loan Interviewers and Clerks	236	2,105	2,371	266	12.6	$34,516
Cement Masons and Concrete Finishers	229	1,904	2,080	176	9.24	$36,727
Operating Engineers and Other Construction Equipment Operators	229	1,976	2,075	99	5.0	$43,725
Parts Salespersons	226	1,627	1,793	166	10.2	$35,561
Clergy	209	1,790	1,901	111	6.2	$45,463
First-Line Supervisors of Office and Administrative Support Workers	190	1,871	1,934	63	3.4	$47,293
Child, Family, and School Social Workers	187	1,701	1,817	116	6.82	$38,547
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	187	1,601	1,776	175	10.9	$74,186
Coaches and Scouts	185	1,245	1,377	132	10.6	$31,642
Highway Maintenance Workers	173	1,665	1,711	46	2.8	$34,468
Plumbers, Pipefitters, and Steamfitters	170	1,436	1,579	143	10.0	$41,981
Middle School Teachers, Except Special and Career/Technical Education	166	2,126	2,257	131	6.2	$43,680
First-Line Supervisors of Construction Trades and Extraction Workers	157	1,461	1,585	124	8.5	$61,273
Loan Officers	155	1,620	1,808	188	11.6	$59,516

Notes:

Data is preliminary and subject to revision.

Hot Careers are those which: are projected to show employment growth to 2026; are among the 30 occupations with the highest projected average annual demand for workers to 2026 (or having an average annual demand for workers 155 or greater); and
had an average wage more than $32,338 using 2017 wage data. (In 2017, half of the workers in South Dakota earned $32,338 or less, and half earned more, making it the median wage.)

Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

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(iii) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

To delve more deeply into the employment needs of employers (looking at the knowledge, skills, abilities and licensing/certification requirements), the Hot Careers will be grouped in 16 broad Career Clusters, reflecting the types of employers likely to need workers in those occupations. Each occupational title is linked to an occupational profile with detailed information on the occupation such as knowledge, skill and ability requirements as well as licensing or certification requirements.

Architecture and Construction

- Carpenters
- Cement Masons and Concrete Finishers
- Electricians
- First-Line Supervisors of Construction Trades and Extraction Workers
- Highway Maintenance Workers
- Operating Engineers and Other Construction Equipment Operators
- Plumbers, Pipefitters and Steamfitters

Business Management and Administration

- First-Line Supervisors of Office and Administrative Support Workers
- General and Operations Managers
- Management Analysts

Education and Training

- Coaches and Scouts
- Elementary School Teachers, Except Special Education
- Middle School Teachers, Except Special and Career/Technical Education
- Secondary School Teachers, Except Special and Career/Technical Education

Finance

- Accountants and Auditors
- Insurance Sales Agents
- Loan Interviewers and Clerks
- Loan Officers

Health Science

Registered Nurses

Hospitality and Tourism

First-Line Supervisors of Food Preparation and Serving Workers

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Human Services

- Child, Family and School Social Workers
- Clergy

Manufacturing

- General Maintenance and Repair Workers
- Welders, Cutters, Solderers and Brazers

Marketing

- First-Line Supervisors of Retail Sales Workers
- Parts Salespersons
- Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
- Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products

Transportation, Distribution and Logistics

- Automotive Service Technicians and Mechanics
- Heavy and Tractor-Trailer Truck Drivers

The requirements of each Hot Career and the most current information available on employment outlook and worker supply is available within the virtual labor market data system in SDWORKS. In the following list, each Hot Career is linked directly to information in the virtual system, including current demand, supply estimates, job openings, wage offered (if listed by the employer), skills, and education specified by the employer.

- Accountants and Auditors
- Automotive Service Technicians and Mechanics
- Carpenters
- Cement Masons and Concrete Finishers
- Child, Family and School Social Workers
- Clergy
- Coaches and Scouts
- Electricians
- Elementary School Teachers, Except Special Education
- First-Line Supervisors of Construction Trades and Extraction Workers

- First-Line Supervisors of Food Preparation and Serving Workers
- First-Line Supervisors of Office and Administrative Support Workers
- First-Line Supervisors of Retail Sales Workers
- General and Operations Managers
- Heavy and Tractor-Trailer Truck Drivers
- Highway Maintenance Workers
- Insurance Sales Agents
- Loan Interviewers and Clerks
- Loan Officers
- Maintenance and Repair Workers, General
- Management Analysts
- Middle School Teachers, Except Special and Career/Technical Education
- Operating Engineers and Other Construction Equipment Operators
- Parts Salespersons
- Plumbers, Pipefitters and Steamfitters
- Registered Nurses
- Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
- Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
- Secondary School Teachers, Except Special and Career/Technical Education
- Welders, Cutters, Solderers and Brazers

(B) Workforce Analysis. The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other group in the State and across regions identified by the State. This includes—

(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

Population

South Dakota's total population began an upward trend in 1990 which continued through 2018. Over the past 10 years the population has increased by 10.4% which exceeds the U.S. population increase of 7.6% over the same time period. Nearly half of South Dakota's population (47%) reside in the two Metropolitan Statistical areas Sioux Falls and Rapid City. Sioux Falls is South Dakota's largest MSA and contains 30.1% of the total population. Both MSA's are increasing at faster rates than the rural areas which grew by only 4.9%.

SOUTH DAKOTA POPULATION ESTIMATES

	2008	2018	% Change
United States	304,093,966	327,167,434	7.6%
South Dakota	799,124	882,235	10.4%
Sioux Falls MSA	221,887	265,653	19.7%
Rapid City MSA	131,119	148,749	13.4%

Source: U.S. Census Bureau, 2018 American Community Survey

Diverse Subpopulation

The 2018 American Community Survey (ACS) data produced by the U.S. Census Bureau shows the greatest percent of the state population by race is comprised of White residents (86.5%), followed by American Indian and Alaskan (10.4%). South Dakota's population is 3.9% Hispanic or Latino.

South Dakota Population by Race and Ethnicity	Number	Percent
Total population	**882,235**	**100%**
White	763,432	86.5%
Black or African American	26,781	3%
American Indian and Alaska Native	92,049	10.4%
Asian	17,534	2%
Native Hawaiian and Other Pacific Islander	819	0.1%
Some other race	6,550	0.7%
Hispanic or Latino (of any race)	33,983	3.9%

Source: U.S. Census Bureau, 2018 American Community Survey

According to 2018 American Community Survey (ACS) data produced by the U.S. Census Bureau, the percent of South Dakota's population with a disability is 12.1 percent. For the age group 18-64 years, it is 10.5%. The age group with the highest rate of disability is 65 years and older at 31.2 percent, which correlates with disabilities often occurring as

people age, including hearing, vision and self-care disabilities.

Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over

Language Spoken	5 to 17 years	18 to 64 years	65+ years	Total	Percent of total
Total	**154,036**	**521,414**	**146,358**	**821,808**	**100%**
Speak only English	146,217	478,322	141,112	765,651	93.2%
Speak Spanish:	3,297	12,983	664	16,944	2.1%
Speak English "very well"	2,732	8,023	635	11,390	1.4%
Speak English "well"	455	2,517	10	2,982	0.4%
Speak English "not well"	110	1,756	19	1,885	0.2%
Speak English "not at all"	0	687	0	687	0.1%
Speak other Indo-European languages:	1,626	10,349	1,674	13,649	1.7%
Speak English "very well"	1,167	7,262	1,332	9,761	1.2%
Speak English "well"	393	2091	262	2,746	0.3%
Speak English "not well"	66	782	80	928	0.1%
Speak English "not at all"	0	214	0	214	0%
Speak Asian and Pacific Island languages:	422	6,019	351	6,792	0.8%
Speak English "very well"	323	2,727	0	3,050	0.4%
Speak English "well"	99	1,444	213	1,756	0.2%
Speak English "not well"	0	1401	0	1,401	0.2%
Speak English "not at all"	0	447	138	585	0.1%
Speak other languages:	2,474	13,741	2,557	18,772	2.3%
Speak English "very well"	2,241	10,987	1,777	15,005	1.8%
Speak English "well"	145	1,687	280	2,112	0.3%
Speak English "not well"	88	1067	448	1,603	0.2%
Speak English "not at all"	0	0	52	52	0%

Source: U.S. Census Bureau, 2018 American Community Survey

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The rate of disabilities by race is highest for the Black or African American race at 14.6% followed by the White (12.1 percent) and Native American and Alaskan Natives (12.1%) races. The percentage of men with disabilities, 12.%, is slightly higher than for women at 11.7%.

South Dakota Residents with Disabilities (Population 18 to 64 years)	Number of Residents	Percent
Total	53,828	10.5%
With a hearing difficulty	11,065	2.2%
With a vision difficulty	12,006	2.3%
With a cognitive difficulty	20,880	4.1%
With an ambulatory difficulty	22,793	4.5%
With a self-care difficulty	7,837	1.5%
With an independent living difficulty	17,159	3.4%

Source: U.S. Census Bureau, 2018 American Community Survey

For the core of the labor force (ages 18 to 64 years), the highest percentage with disabilities are those with an ambulator disability, having difficulty walking or climbing stairs. The second highest is cognitive disability, defined by the ACS as *"existing when a person has a condition lasting six months or more that results in difficulty learning, remembering, or concentrating*." These Individuals are often defined as having mild traumatic brain injury (TBI). Persons with mild TBI often retain the ability to work competitively, however, typically earn less when employed year-round, full-time than do persons without disability with lower levels of employment.

South Dakota's estimated population for the civilian population 18 years and over is 664,850 according to the 2018 American Community Survey. The number of ***veterans*** is estimated to be 54,690 or 8.2%. The largest veteran population is from the Vietnam War era which makes up 38.3% of the veteran population in South Dakota. The civilian population for the age demographic 18-64 years is 518,500 of those 26,200 (5.1%) are veterans, and of those 78.3% participate in the labor force. Only 5.4% of veterans in South Dakota have income in the past twelve months below the poverty level. Non-veterans below the poverty level are estimated at 12.7%.

Poverty

The number of people living below the poverty level in South Dakota for the population in which poverty status was measured is 111,600 or 13.1 percent. This is according to the 2018 American Survey. The race with the highest

percentage of their population living below the poverty level is American Indian and Alaska Native at 52.3% and Black or African Americans at 15.5 percent.

Females in South Dakota are slightly more likely to be living below the poverty level with 14.1 versus 12.1% of the male population. Children under the age of 5 are the most likely age demographic to be living below the poverty level.

Population for Whom Poverty Status is Determined

	Population	*Population Below Poverty Level*	*Percent of Pop Below Poverty Level*
Total	852,419	111,626	13.1%
Under 5 years	58,842	10,766	18.3%
5 to 17 years	150,141	23,435	15.6%
18 to 64 years	503,567	64,822	12.9%
65 years and over	139,869	12,603	9%

Source: U.S. Census Bureau, 2018 American Community Survey

Labor Force Participation

Current Population Survey (CPS) figures from the Bureau of Labor Statistics show South Dakota's labor force participation rate was 68.8% in 2018. This means nearly 70% of all (non-institutionalized) residents age 16 years old and older were in the labor force, either working or looking for work. This compares to a 2018 national average of 62.9%. Historically, South Dakota has higher rates of labor force participation compared to the nation.

South Dakota's participation rate of 68.8% was the fifth-highest rate of all states and the District of Columbia. The District of Columbia had the highest rate at 70.4%, followed by Nebraska at 69.8%, Minnesota at 69.7%, and Colorado at 69.2%. South Dakota civilians are not in the labor force for several reasons, including discouragement and poor job prospects as detailed in the following table.

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Civilian Labor Force Participation Rate

	2013	2014	2015	2016	2017	2018
South Dakota	69.6%	69.3%	69.7%	68.9%	69.4%	68.8%
United States	63.2%	62.9%	62.7%	62.8%	62.9%	62.9%

Source: U.S. Bureau of Labor Statistics

South Dakota Civilians Not in the Labor Force by Age and Sex

		Age			Sex	
	Total	16 to 24	25 to 54	55 years	Men	Women
Total not in the labor force	207,800	40,100	36,700	130,900	87,600	120,200
Do not want a job now	195,600	35,700	32,200	127,800	81,900	113,700
Want a job	12,200	4,500	4,500	3,200	5,700	6,500
Did not search for work in previous year	7,000	2,400	2,300	2,300	3,300	3,800
Searched for work in previous year	5,200	2,100	2,200	900	2,400	2,800
Not available to work now	2,200	1,000	900	300	700	1,500
Available to work now	3,000	1,100	1,300	600	1,700	1,300
Reason not currently looking:						
Discouragement over job prospects	500	100	300	100	400	100
Reasons other than discouragement	2,400	1,000	1,000	500	1,300	1,200

Note: Subject to high rates of variability; January 2018 – December 2018 reference period.
Source: Special tabulations of unpublished Current Population Survey (CPS), U.S. Bureau of Labor Statistics.

Since 1990, annual average labor force in South Dakota has increased from 347,200 to 459,500 in 2018, a 32% increase. The number of employed increased by 111,500 (33%) to 445,600 over the same time period, continuing the trend into 2019. Unemployment has also increased slightly but continues to remain relatively stable.

South Dakota Labor Force

	Change			% Change		
	1990-2000	2000-2010	2010-2018	1990-2000	2000-2010	2010-2018
Labor Force	61,480	32,681	18,120	18%	8%	4%
Employed	64,531	20,737	26,244	19%	5%	6%
Unemployed	-3,051	11,944	-8,124	-23%	119%	-37%

Source: South Dakota DLR, Labor Market Information Center

Unemployment rates by educational attainment level indicate the highest unemployment rates in South Dakota

correlate with residents who have an educational attainment level of 'less than a high school diploma' (3.3%) and 'high school graduates, no college' (3.5%). In contrast, the lowest unemployment rates are for those residents which have an educational attainment level of 'Bachelor's degree and higher' (0.9%). Higher levels of educational attainment also correlate with higher earnings levels.

South Dakota Employment Status of the Civilian Population 25 Yeas and Over by Educational Attainment

		Civilian Labor Force		Employment		Unemployment	
	Population*	Total	Rate	Total	Rate	Total	Rate
Less than a High school diploma	43,300	21,700	50.2%	21,000	48.5%	700	3.3%
High school graduates, no college 1	172,000	105,500	61.4%	101,800	59.2%	3,700	3.5%
Some college or associate degree	175,300	128,400	73.3%	125,500	71.6%	3,000	2.3%
Bachelor's degree and higher 2	165,900	133,100	80.2%	131,900	79.5%	1,200	0.9%

1 Includes persons with a high school diploma or equivalent
2 Includes person with bachelor's, master's, professional and doctoral degrees
*Non-institutionalized population.
Note: Subject to high rates of variability; December 2018 – December 2018 reference period.
Source: Special tabulations of unpublished Current Population Survey (CPS), U.S. Bureau of Labor Statistics.

(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

Employment and pay data from the Quarterly Census of Employment and Wages (QCEW) program includes all workers covered by the RA program in the state (meaning coverage by unemployment insurance). In 2018, the number of covered wage and salaried workers equaled 96% of South Dakota's wage and salaried workers.

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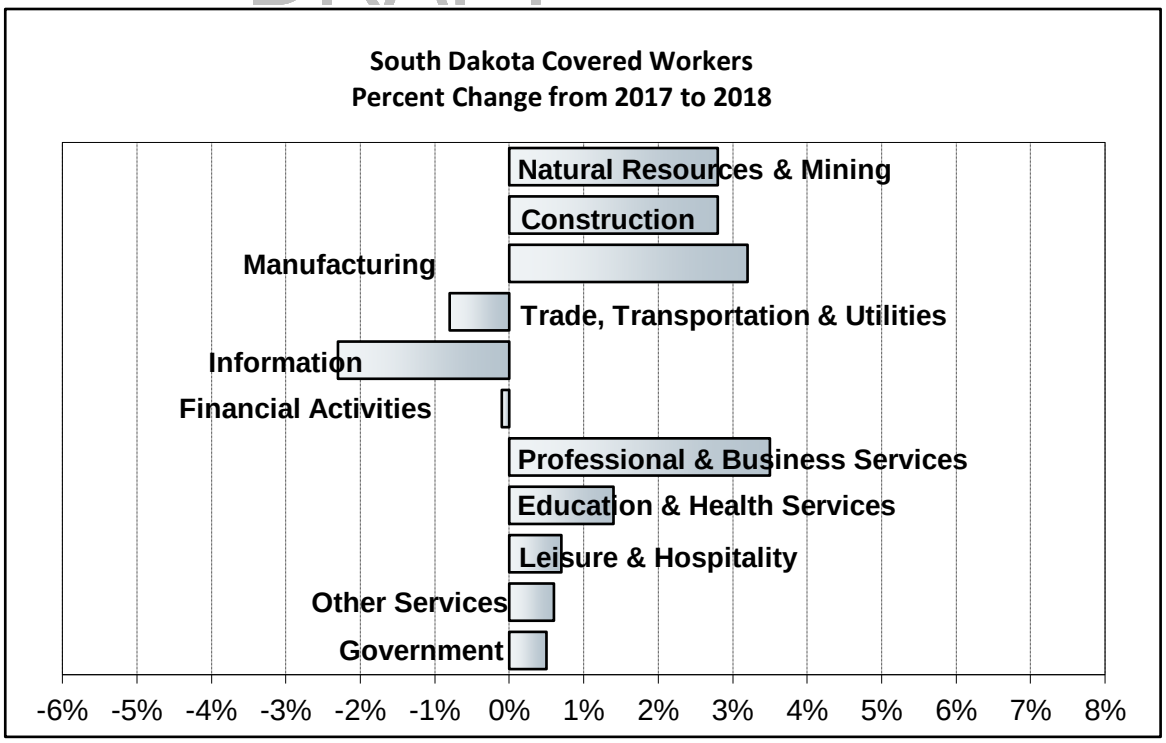

Based on this data source, South Dakota had 426,917 workers in 2018. This represents an increase of 1% from 2017. The bar graph indicates eight industries showed increases while three industries decreased during 2018. Covered workers are counted at their place of work. A person who works for more than one covered employer is counted at each job.

Manufacturing

The industry supersector with the largest actual growth in worker levels during 2018 was Manufacturing, which had the second greatest percent growth as well. The number of workers increased 1,361 workers (3.2%) from 2017 to 2018, reaching 44,442 workers. Manufacturing is the third largest supersector in South Dakota, behind Health Care and Social Assistance, and Retail Trade. Conservative but steady growth in both employment and pay has been the overall trend. Manufacturing comprises establishments engaged in the mechanical, physical, or chemical transformation of materials, substances or components into new products. Businesses are involved in durable and nondurable goods manufacturing.

Establishments included in durable goods manufacturing produce goods with a normal life expectancy of three or more years. These items typically consist of higher dollar products, such as machinery, furniture, building materials, and electronic equipment. Non-durable goods consist of food and beverage products, clothing, and paper products.

As shown in the table, 14 of the 21 subsectors in Manufacturing showed a positive change in the number of workers during 2018. Those subsectors most significantly contributing to Manufacturing's overall growth were:

- Equipment Manufacturing: 673 workers (23%)
- Machinery Manufacturing: 320 workers (5%)
- Food Manufacturing: 187 workers (1.9%)
- Computer and Electronic Product Manufacturing: 110 workers (5.6%)

The increase of 673 workers in ***Transportation Equipment Manufacturing*** was mostly within the Motor Vehicle Body and Trailer Manufacturing and Motor Vehicle Parts Manufacturing industry groups. Based on new information collected from one of the employer surveys, a business was reclassified within the Manufacturing sector, causing multiplication of worker levels for this subsector. This subsector also noted the expansion of several existing establishments which added workers in response to increased demand for various manufactured products. This growth gave the total employment level in the Manufacturing sector a respectable upgrade.

South Dakota Covered Workers and Pay in Manufacturing
2018

Supersector, Sector and Subsector	Number of Establishments	Number of Workers	Annual Pay
Manufacturing	**1,118**	**44,442**	**$49,320**
Food Manufacturing	137	10,280	$47,663
Beverage and Tobacco Product Manufacturing	23	212	$22,684
Textile Mills	*	*	*
Textile Product Mills	23	527	$39,907
Apparel Manufacturing	3	55	$34,626
Leather and Allied Product Manufacturing	3	12	$12,917
Wood Product Manufacturing	59	2,091	$47,339
Paper Manufacturing	10	692	$53,558
Printing and Related Support Activities	96	1,320	$44,348
Petroleum and Coal Products Manufacturing	*	*	*
Chemical Manufacturing	39	1,103	$62,086
Plastics and Rubber Products Manufacturing	53	1,587	$47,986
Nonmetallic Mineral Product Manufacturing	83	1,676	$59,307
Primary Metal Manufacturing	9	598	$56,638
Fabricated Metal Product Manufacturing	184	3,934	$46,144
Machinery Manufacturing	124	6,773	$51,765
Computer and Electronic Product Manufacturing	38	2,065	$42,623
Electrical Equipment and Appliance Manufacturing	13	452	$44,781
Transportation Equipment Manufacturing	51	3,593	$51,958
Furniture and Related Product Manufacturing	72	2,495	$38,926
Miscellaneous Manufacturing	95	4,969	$55,717

Notes:
*Data was suppressed to prevent disclosure of confidential information.
Data subject to revision.
Source: Labor Market Information Center, South Dakota Department of Labor, in cooperation with the U.S. Bureau of Labor Statistics.

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The over-the-year growth in ***Machinery Manufacturing*** was concentrated mainly within Agriculture, Construction and Mining Machinery Manufacturing and Metalworking Machinery Manufacturing. The growth was spread among many of the larger employers in these industry groups. These large companies continued to hire new employees throughout the year to increase production to meet the demand for their various products.

The ***Food Manufacturing*** subsector is the largest manufacturing subsector in South Dakota. A significant amount of the employment growth in this subsector happened in the Animal Food Manufacturing and Animal Slaughtering and Processing industry groups. Animal Food Manufacturing establishments produce food and feed for animals from grains, oilseed mill products and meat products. Animal Slaughtering and Processing establishments are engaged in slaughtering animals, preparing processed meats, and rendering and/or refining animal fat, bones, and meat scraps. Growth in ***Computer and Electronic Product Manufacturing*** occurred in the Electronic Instrument Manufacturing and Semiconductor and Electronic Component Manufacturing industry groups. This growth was related to the production by larger employers of navigational, measuring, electromedical and control instruments, capacitors, resistors, microprocessors, circuit boards and computer modems.

Professional, Scientific, and Technical Services

The South Dakota industry supersector adding the next largest number of workers during 2018 was Professional, Scientific, and Technical Services. This supersector increased by 704 workers (5.3%) for an average annual employment level of 14,053 in 2018. The Professional, Scientific, and Technical Services sector establishments specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise

and training. The establishments in this sector specialize according to expertise and provide these services to clients in a variety of industries and, in some cases, to households. Activities performed include: legal advice and representation; accounting, bookkeeping and payroll services; architectural, engineering and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; veterinary services; and other professional, scientific and technical services. Human capital, the collection of skills, knowledge or other intangible assets of individuals used to create economic value, is a major input in the delivery of these services. Establishments make available the knowledge and skills of employees working on individual assignments or as teams assembled to deliver the service to customers. The individual industries of this sector are defined based on the expertise and training of the services provider.

Professional, Scientific, and Technical Services subsector is industries have production processes almost wholly dependent on worker skills. In most of these industries, equipment and materials are not of major importance, unlike health care, for example, where "high tech" machines and materials are important collaborating inputs to labor skills in the production of health care. Thus, the establishments classified in this subsector sell expertise. This valuable expertise is provided to clients in a range of diverse industries. All nine industry groups within the Professional, Scientific and Technical Services subsector experienced worker increases from 2017 to 2018:

- Legal Services
- Accounting, Tax Preparation, Bookkeeping and Payroll Services
- Architectural and Engineering Services
- Specialized Design Services
- Computer Systems Design and Related Services
- Management, Scientific and Technical Consulting Services
- Scientific Research and Development Services
- Advertising, Public Relations and Related Services
- Other Professional, Scientific and Technical Services

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The ***Education and Health Services*** supersector is the state's second largest employing industry and ranked third in 2018 for most worker growth. This supersector is comprised of the education services sector and the health services and social assistance sector. Businesses within this supersector provide instruction and training or provide health care and social assistance to individuals.

While the Educational Services sector lost employment for the third straight year in 2018, the ***Health Care and Social Assistance*** sector (NAICS 62) gave the supersector notable growth. The Health Care and Social Assistance sector saw both employment and wages rise in 2018. This sector has the highest level of employment and the highest amount of total wages paid out in South Dakota. The number of workers in 2018 increased by 1,137 (1.8%) for a total of 64,163. Average annual wages increased $947 (1.9%) for an annual average of $51,584 per worker for the year. The Health Care and Social Assistance sector is made up of the following four subsectors:

- Ambulatory Health Care Services
- Hospitals
- Nursing and Residential Care Facilities
- Social Assistance

This sector continues long-term growth due to ongoing factors, including:

- Technological advancements in diagnosis and treatment of injuries, illnesses and disease;
- South Dakota's aging population enjoying longer live expectancies and more active lifestyles in later years; and
- Greater specialization of healthcare facilities, especially in the more populated areas of the state.

Health practitioners in the ***Ambulatory Health Care Services*** subsector provide outpatient services, with the facilities and equipment not usually being the most significant part of the production process. Examples include doctors' and dentists' offices and clinics, outpatient substance abuse centers, ambulance services, and home health care. Home health care providers offer skilled nursing services in the home, such as physical therapy, medication help, counseling,

dietary and nutritional service, speech therapy, and intravenous therapy.

The ***Hospitals*** subsector is comprised of establishments providing medical, diagnostic and treatment services including physician, nursing, and other health services to inpatients and the specialized accommodation services required by inpatients. Some of the largest establishments in South Dakota belong to the Hospitals subsector.

The ***Nursing and Residential Care Facilities*** subsector also produced growth in employment and wages during 2018. These establishments provide residential care combined with either nursing, supervisory, assisted living, or other types of care as required by the residents. Other establishments included in this category are assisted living facilities for the elderly where personal care services typically include room, board, supervision, and assistance in daily living, such as housekeeping services. These types of assisted living facilities do not have on-site nursing care.

Establishments in the ***Social Assistance*** subsector provide a wide variety of social assistance services directly to their clients. Vocational rehabilitation services belong to this subsector. Business activities include providing job counseling, job training and employment for persons with disabilities.

In contrast to the steady growth of the Health Care and Social Assistance subsector, the ***Education and Health Services supersector*** has declined recently. After steadily increasing employment between 2002 and 2015, the private Educational Services sector lost employment for the third straight year in 2018. From 2017 to 2018, the sector decreased by 41 workers (1.1%). Establishments in the ***Educational Services*** sector are privately owned and operated for profit or not for profit. Publicly owned establishments, usually owned and operated by state and local governments, are not included here but are instead included in the Public Administration supersector. Roughly 10% of education employment falls in privately owned establishments, with the remainder being in publicly owned establishments. The recent slump in private Educational Services worker levels can mostly be attributed to employment losses at colleges and universities along with establishments engaged in business, computer and management training. Worker gains were observed for elementary and secondary schools. The Educational Service sector is widely considered counter-cyclical. Typically, when the economy is doing well and unemployment is at a low rate, more working adults go to work. More career and job prospects available for working adults, in turn, lead to lower school enrollment, decreased profit and a lower need for teachers/instructors at schools.

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Trade, Transportation, and Utilities

The South Dakota industry supersector noting the most sizeable worker loss during 2018 was Trade, Transportation, and Utilities. This negative worker change was primarily an anomaly due to an industry reclassification in the Wholesale Trade sector rather than due to a true economic downturn. The Trade, Transportation, and Utilities supersector is also worthy of mention in this analysis of South Dakota industries since it is the state's largest employing industry. In addition to the Wholesale Trade sector, this supersector also includes the Retail Trade sector, the Transportation and Warehousing sector, and the Utilities sector. Businesses within this supersector sell or arrange the sale of goods and supplies and retail merchandise to the public, provide transportation of passengers or cargo or generate and/or distribute electricity, gas or water.

For the second year in a row, the ***Wholesale Trade*** sector continued on a downward trend with a drop-in worker levels. This sector had a decrease of 131 workers (0.6%) from 2017 to 2018, going to 20,858 employees in 2018. The majority of establishment, worker level, and annual pay changes within this sector in 2018 are due to the industry reclassification mentioned above, which took place in the Wholesale Trade sector. Three subsectors are included in the Wholesale Trade sector:

- Merchant Wholesale, Durable Goods
- Merchant Wholesale, Nondurable Goods
- Electronic Markets and Agents and Brokers

The ***Electronic Markets and Agents and Brokers*** subsector had a loss of 863 workers (61.5%) and a drop of $2,103 (2.4%) in annual pay. Although pay decreased for the year, brokers, and agents remain one of the higher paid subsectors, as their compensation is based on fees or commissions. Brokers and agents in this subsector act on behalf of

buyers or sellers in the wholesale distribution of durable or nondurable goods. Most of the worker level loss is due to the reclassification in this subsector which moved some of the establishments to the ***Merchant Wholesale Durable and Nondurable Goods*** subsectors, more closely aligned with construction and manufacturing establishments.

Both the other subsectors (Durable Goods and Nondurable Goods Merchant Wholesalers) of the Wholesale Trade sector had worker growth during 2018.

Retail Trade continued a downward trend with a loss of 75 establishments and 738 workers (1.4%) from 2017 to 2018. Retail Trade is ranked second in the number of establishments (3,993) and second in the number of worker levels (52,263 workers). Technology advancements continue to influence the landscape of retail trade. Many retailers have grown their online presence and some have stepped away from offering storefronts. As consumers continue to shop more online or out of state, the demand for retail workers may continue to decline. The most notable losses were in the following subsectors:

- General Merchandise Stores had the largest decrease in the number of establishments and worker levels in Retail Trade from 2017 to 2018. This subsector dropped 29 establishments and 327 workers (3.4%) to 9,323 workers in 2018. Department stores, supercenters, dollar stores, and general stores are the type of establishments included in this subsector.
- Gasoline Stations had a 2.4% drop in worker levels with the loss of 163 workers. Industries in this subsector sell automotive fuels and automotive oils. They may sell these products along with convenience store items. Automotive repair services may also be provided at these establishments.
- Food and Beverage Stores had a decrease of 150 workers (1.6%) from 2017 to 2018. Examples of establishments in this subsector include grocery stores, liquor stores, ice cream stores, butcher shops, and take-and-bake pizza shops. The losses in this subsector were mainly within grocery stores and convenience stores.

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(iii) Education and Skill Levels of the Workforce. Provide an analysis ofthe educational and skill levels of the workforce.

The table below shows the projected demand for workers in South Dakota through 2026. The occupational projections discussed earlier are grouped by educational requirement category. This table indicates a lack of education should not be an issue for South Dakota. For example, the projections show more than 28% of the demand for workers in the state through 2026 will be in occupations that require education beyond high school. The table above shows 73.3% of South Dakota's labor force participants have some college or an associate degree. Meanwhile, 13.7% of the future demand for workers require a bachelor's degree or higher. In South Dakota 80.2% of the labor force has a bachelor's degree or higher.

South Dakota Occupational Employment Projections 2016-2026
by Level of Education Recommended

South Dakota Educational Category	2016 Workers	2016 Workers in Category as a Percent of Total Workers	2026 Workers	2026 Workers in Category as a Percent of Total Workers	Numeric Change 2016-2026	Percent Change 2016-2026	Annual Total Openings	Total Openings in Category as Percent of Total
Total, all occupations	**487,455**	**100.0%**	**520,526**	**100.0%**	**33,071**	**6.8%**	**58,885**	**100.0%**
Less than high school	139,431	28.6%	149,113	28.6%	9,682	6.9%	21,430	36.4%
High school diploma or equivalent	176,620	36.2%	184,153	35.4%	7,533	4.3%	20,920	35.5%
Sum of high school or less	316,051	64.8%	333,266	64.0%	17,215	5.4%	42,350	71.9%
Some postsecondary education	61,506	12.6%	66,501	12.8%	4,995	8.1%	6,792	11.5%
Associate degree	17,455	3.6%	19,323	3.7%	1,868	10.7%	1,626	2.8%
Bachelor's degree	74,894	15.4%	81,810	15.7%	6,916	9.2%	6,704	11.4%
Master's degree	7,637	1.6%	8,626	1.7%	989	13.0%	753	1.3%
Doctoral or professional degree	9,912	2.0%	11,000	2.1%	1,088	11.0%	630	1.1%
Sum of bachelor's degree or higher	92,443	19.0%	101,436	19.5%	8,993	9.7%	8,087	13.7%
Sum of education beyond high school	171,404	35.2%	187,260	36.0%	15,856	9.3%	16,505	28.0%

Notes:

Two separate data sets were cross-tabulated for the table above: employment projections data by occupation for 2016-2026 and recommended educational levels for the same occupations. The projections data were grouped by recommended level of education and summed for each educational category. The recommended level of education for each occupation was determined by a multi-agency workgroup of professionals in South Dakota. The starting point was educational levels assigned by the U.S. Bureau of Labor Statistics on a national level, but in a number of cases, the workgroup reached a concensus an alternate level of education is more realistic of the South Dakota labor market.

Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

(iv) Skill Gaps. Describe apparent 'skill gaps'.

When considering employers' needs for filling jobs in the Hot Career occupations, South Dakota considers existing and emerging demand, and indicators of worker supply. Using data from the virtual labor market data system on candidates available for job openings, an idea of the existing supply of workers by occupation can be garnered, but not a complete source of potential worker supply for Hot Career occupations. It is also helpful to compare the most current annual data available on graduates of related training programs. The table (right) makes these comparisons. As the data shows, an adequate supply of workers for high demand-high wage occupations is a concern, either currently or over the longer term.

Please note: postsecondary program completers were included only from those programs for which the level of education was the same as or greater the educational requirement of the occupation. For example, completers of accounting programs at less than the bachelor's level were not included since the occupation has been determined to generally require a bachelor's degree.

The challenge in South Dakota is to ensure workers are educated in the appropriate field for occupations in demand, have the specific, up-to-date skills needed to meet demand, and are available in the geographic location.

Estimated Worker Supply for South Dakota Hot Careers

SOC* Code	Occupational Title	SD Educational Requirement	Current Job Openings (10/7/19)	Current Candidates Available (10/7/19)	Current Candidates as a Percentage of Current Openings	Projected Average Annual Demand to 2026	Completers of Related Public Postsecondary Training Programs 2017	Completers as a Percentage of Average Annual Demand
00-0000	Total, All Occupations		18,815	3,711	19.7%	58,885	n/a	n/a
13-2011	Accountants and Auditors	Bachelor's degree	103	57	55.3%	513	191	37.2%
49-3023	Automotive Service Technicians and Mechanics	Some postsecondary education	29	22	75.9%	238	35	14.7%
47-2031	Carpenters	High school diploma or equivalent	29	24	82.8%	639	35	5.5%
47-2051	Cement Masons and Concrete Finishers	High school diploma or equivalent	21	6	28.6%	229	n/a	n/a
21-1021	Child, Family, and School Social Workers	Bachelor's degree	8	19	237.5%	187	65	34.8%
21-2011	Clergy	Bachelor's degree	2	3	150.0%	209	42	20.1%
27-2022	Coaches and Scouts	Bachelor's degree	24	3	12.5%	185	186	100.5%
47-2111	Electricians	Some postsecondary education	60	11	18.3%	265	63	23.8%
25-2021	Elementary School Teachers, Except Special Education	Bachelor's degree	8	1	12.5%	324	289	89.2%
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	High school diploma or equivalent	9	9	100.0%	157	124**	79.0%
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	149	9	6.0%	301	6	2.0%
43-1011	First-Line Supervisors of Office and Administrative Support Workers	Some postsecondary education	40	14	35.0%	190	0	0.0%
41-1011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent	131	23	17.6%	435	0	0.0%
11-1021	General and Operations Managers	Associate degree	112	47	42.0%	380	990	260.5%
53-3032	Heavy and Tractor-Trailer Truck Drivers	Some postsecondary education	248	37	14.9%	1,005	n/a	n/a
47-4051	Highway Maintenance Workers	High school diploma or equivalent	15	6	40.0%	173	15	8.7%
41-3021	Insurance Sales Agents	Some postsecondary education	56	7	12.5%	315	3	1.0%
43-4131	Loan Interviewers and Clerks	High school diploma or equivalent	8	3	37.5%	236	53	22.5%
13-2072	Loan Officers	Associate degree	35	7	20.0%	155	45	29.0%
49-9071	Maintenance and Repair Workers, General	High school diploma or equivalent	57	37	64.9%	313	2	0.6%
13-1111	Management Analysts	Bachelor's degree	36	5	13.9%	299	625	209.0%
25-2022	Middle School Teachers, Except Special and Career/Technical Education	Bachelor's degree	1	2	n/a	166	255	153.6%
47-2073	Operating Engineers and Other Construction Equipment Operators	High school diploma or equivalent	42	13	31.0%	229	15	6.6%
41-2022	Parts Salespersons	High school diploma or equivalent	28	7	25.0%	226	n/a	n/a
47-2152	Plumbers, Pipefitters, and Steamfitters	Some postsecondary education	34	3	8.8%	170	14	8.2%
29-1141	Registered Nurses	Bachelor's degree	1,363	9	0.7%	837	892***	106.6%
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent	14	15	107.1%	640	27	4.2%
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Bachelor's degree	16	4	25.0%	187	n/a	n/a
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	6	3	50.0%	268	1100	410.4%
51-4121	Welders, Cutters, Solderers, and Brazers	Some postsecondary education	62	43	69.4%	391	125	32.0%

Notes:

Standard Occupational Classification (2010 version).

Completer data for 2017 (most current data available) was downloaded from the virtual labor market data system in October 2019.

**Includes duplicative graduate counts, graduates of programs are matched to other occupations as well.

***Bachelor's degree and higher completers only. There were an additional 72 completers of associate degree programs.

Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, October 2019.

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2. Workforce Development, Education and Training Activities Analysis.
An analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of

(C) The State's Workforce Development Activities. Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.

Analysis of Workforce Development Activities

The One-Stop System in South Dakota is comprised of a partnership amongst the Workforce Development Council (WDC) and DLR representing all programs, entities, and group members of the One-Stop System entered into a ***Memorandum of Understanding (MOU) Between Local Board and One-Stop Partners.*** The agreement outlines the vision, system structure, operating budget, confidentiality, accessibility, non-discrimination and equal opportunity, indemnification, dispute resolution, modification process, and effective period. The MOU can be found in Attachment 2.

The South Dakota Unified State Workforce Plan includes the Workforce Innovation and Opportunity Act Title I Adult, Dislocated Worker, and Youth programs, Title II Adult Education and Literacy (AEL), Title III Wagner-Peyser, and Title IV Vocational Rehabilitation. Education and training activities offered by workforce development partners in South Dakota include:

- ***WIOA Title I Adult, Dislocated Worker, and Youth*** programs offer On-the-Job Training (OJT), Occupational Skills Training (OST) with an approved provider on the ***Eligible Training Provider List (ETPL)*** in a program of study that can be completed in two years, Registered Apprenticeship programs with U.S. DOL, Secondary Education through WIOA Title II Adult Education and Literacy or through the K-12 public school system. These programs also offer Work Experience, mock interviews, leadership development opportunities, job shadows, and ***National Career Readiness Certificates (NCRC).***
- ***WIOA Title II AEL*** programs in South Dakota offer classes including workforce preparation, integrated education and training, high school equivalency test preparation, English Language acquisition, and civics education.
- ***WIOA Title III Wagner-Peyser*** offers basic career services specifically to include financial literacy courses, Job Search Assistance Program, WorkKeys® Curriculum Assessment, Bring Your 'A' Game soft skills curriculum, resume assistance, on-line Alison courses, and Teknimedia computer courses.
- ***WIOA Title IV Vocational Rehabilitation*** offers tuition assistance for post-secondary education, on-the job training, job coaching, employment follow along, work readiness training, work-based learning experiences, independent living skills training, pre-employment transition services, disability-related skills training, instruction in self advocacy and benefits counseling. Title IV is administered by DHS.
- ***Box Elder Job Corps*** located in Nemo, South Dakota offers secondary education, English Language Learning Programs, OJTs, and advanced career training.
- ***Temporary Assistance for Needy Families (TANF)*** offers OJTs.
- The ***Senior Community Service Employment Program (SCSEP)*** offers Work Experience opportunities at a community work site. They also offer specialized skills training. The program is offered through DLR, Experience Works, Inc. and the National Indian Council on Aging (NICOA).
- ***Reemployment Services (RES)*** provide those receiving RA benefits case management, assessments, and the development of an employment plan.
- ***Trade Adjustment Assistance (TAA)*** offers OST or OJT to those who have lost their job as a result of foreign trade.
- The ***Career and Technical Education (CTE)*** program in South Dakota provides training opportunities for both secondary and post-secondary students in South Dakota through DOE.
- The ***Jobs for Veterans State Grant (JVSG)*** provides individualized career and training guidance to eligible individuals with a significant barrier to employment.
- Many of the Native American Programs in South Dakota offer Work Experience and post-secondary opportunities to their participants.
- The ***National Farmworker Jobs Program (NFJP)*** offers occupational skills training and OJT opportunities, and work experiences.

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(D) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

Partnerships continue to be a strength of workforce programs in South Dakota. Tight budgets, a conservative approach, and a small population spread across a large rural landscape combine to offer a natural opportunity for collaboration among workforce partners. Limited budgets have improved creativity in training DLR staff and workforce professionals in South Dakota. Many trainings are offered jointly or made available to the various partner agencies. These joint trainings allow staff across the state to build relationships and hear the same message. The diversity of South Dakota's population is continuously changing. As a result, training must be offered to DLR staff to appropriately understand and serve these individuals.

Strengths

South Dakota understand the importance of ***communication between workforce partners*** to reduce the stress and confusion participants may face when seeking assistance from the One-Stop system. At the state and administrative level, a Core Program Alignment Consortium (CPAC)[IV] meets on a regular basis to identify needs, opportunities for collaboration, and areas for improvement. To improve the customer's experience, workforce agencies also work together by holding Integrated Resource Team (IRT) meetings. These meetings align goals and services to assist an individual in their educational and career pathway. The IRT method also improves opportunities for blending and braiding of resources, while preventing a duplication of services. [III.a)2.(C)]

Locally, workforce partner meetings are taking place on a quarterly basis, if not more often. Local meetings look different in each community but may consist of One-Stop partners, South Dakota Department of Corrections (DOC), community partners, and business leaders. These meetings are designed to create more awareness of services and initiatives, identify workforce challenges and solutions, streamline efforts, and foster collaboration. Many DLR One-Stop Centers, or job service offices, have all four core programs co-located in one facility. Co-location does improve service delivery but working relationships among staff have proven more valuable.

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Another small state benefit is evident in the ***location of WIOA partner programs within DLR***, including: Title I, Title II, Title III, RES, TAA, Registered Apprenticeship Programs (RAPs), JVSG, and SCSEP. The RA Division (previously Unemployment Insurance), Labor Market Information Center (LMIC), and the Work Opportunity Tax Credit (WOTC) program are also under DLR. The TANF program work component and Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) are operated by DLR. This structure allows for improved collaboration and co-enrollment among partner programs.

Challenges

While partnerships and collaboration are strong, it is not always coordinated toward a common goal in unison. Staff are stretched thin and alignment of efforts can be difficult. Additionally, the four WIOA core programs operate on three different ***management information systems***. Two of these systems have been established in the last five years. Technology has a huge impact on a budget in a small state like South Dakota. Therefore, it is not feasible to abandon individual systems and develop one. For this reason, sharing of information is challenging and impacts reporting, performance, and case management.

Business engagement efforts have been siloed, creating confusion among the business community as they try to differentiate between programs, service providers, state agencies, and service and program names. Aligning efforts may improve the message and businesses involvement in training participants. [III.a)2.(D)]

There are many ***rural areas*** in South Dakota without Internet access or proximity to DLR One-Stop Career Centers. In South Dakota Governor Noem's weekly column, *Expanding Broadband*, She sites "Half our counties have rural areas where one in four people don't have adequate internet access." To combat this issues, Governor Noem has initiated "Connecting South Dakota" to improve broadband access across the state. The lack of network access coupled with limited budgets has resulted in a lack of workforce services to rural areas. DLR has decreased service access in some locations, making them access points.

While services to rural areas have room for improvement, there are challenges. There is a lack of service providers and employment opportunities in rural areas in South Dakota. While South Dakota has a very low unemployment rate, many rural communities have a high unemployment rate with a disengaged workforce.

(E) State Workforce Development Capacity. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

Capacity

South Dakota has the momentum and key stakeholders ready to assist in the workforce development marathon, but the undertaking will not be without setbacks. In a state where collaboration is second nature, South Dakota is poised to improve upon and expand services provided by One-Stop partners as deemed necessary by job seekers and employers.

Workforce development has been an area of focus at the local and state level. Due to the low unemployment and skills gap, businesses growth is limited. As a result, state leadership and ***businesses*** have built their own workforce development efforts, offering customized training opportunities so the skills and knowledge of the individual can better match the needs of South Dakota employers.

The South Dakota workforce program ***network*** is strong and increases opportunities for citizens. Partnerships with economic development organizations and business association, such as the South Dakota Retailers Association or the State Chamber of Commerce, have allowed DLR to increase awareness of workforce services available to businesses and individuals. Other WIOA partnerships including those with the South Dakota Department of Education (DOE), Board of Regents, Board of Technical Education, DOC, the South Dakota Department of Social Services (DSS), Jobs for America's Graduates, and Job Corps increase awareness of DLR and DHS programs and identify key points of program entry. While many regions are faced with an order of selection for Title IV services, this is not the situation currently in South Dakota.

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South Dakota has worked hard to implement the vision of WIOA, focused on dual enrolling individuals and enrolling them in as many eligible workforce programs for their benefit. However, the administrative burden of WIOA has increased, which has increased costs to operate SDWORKS, staff time to gather data, meet reporting requirements, and complete necessary paperwork. Due to the changes and increased need for staff to know several programs, standard policies and procedures have been established through time-intensive efforts to ensure compliance. South Dakota continues to identify areas for improvement where programs efforts can be streamlined to ease this burden on the small staff numbers.

b) State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency.

Strategy

The ***vision*** of the State of South Dakota is to collaborate amongst Government, education, business, and community to make develop a skilled workforce which will allow employers in South Dakota to expand business when the opportunity arises.

Goal 1: Prepare residents of South Dakota to make informed decisions and support them at any point during their career pathway. Areas of Priority as identified by the Workforce Development Council:

- Engage youth in the workforce and ensure their awareness of the variety of educational and workforce options.
- Educate parents about the variety of educational and workforce options for their children.
- Build a curriculum to assist schools prepare youth for the workforce.

Goal 2: Partner with businesses to discover opportunities and identify solutions to address workforce needs. Areas of Priority as identified by the Workforce Development Council:

- Build relationships with business and industry organizations.
- Engage businesses to assist in educating youth and parents about workforce opportunities in South Dakota.

Goal 3: Engage a system of continuous improvement to ensure the alignment of workforce services. Areas of Priority as identified by the Workforce Development Council:

- As a means to continuous improvement and alignment of workforce services, ensure coordination and collaboration with partner agencies and community partners.

> *(1) Performance Goals. Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)*
> *(2) Assessment. Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.*

Assessment

DLR has implemented quarterly summaries and annual reports for each job service office. These quarterly reports include the performance measures and caseloads of each program by FTE. DLR contributions by job service offices will be reviewed quarter by quarter to evaluate statewide performance measures and identify areas for continuous improvements to programs in specific service areas.

South Dakota will continue to use information available from SDWORKS and LMIC, as well as information available from the Secretary of State, on active South Dakota businesses to measure the number of businesses serviced and opportunities for new business engagement.

Customer satisfaction surveys will continue to be requested by both job seekers and businesses. The results are shared with job service office managers, Labor Program Specialists, and the One-Stop Operator, and analyzed by office and by category to identify strengths and weaknesses. As gaps are identified in the above assessments, partners will review and determine how to best proceed. This process improves services and programs to better meet the needs of job seekers and businesses.

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Activities and goals identified in this State Plan will be reviewed during quarterly CPAC [IV] meetings to ensure progress.

> **c) State Strategy**
> *The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).*
> *(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23).*

Implementation

South Dakota is using the U.S. DOL State Apprenticeship Expansion grant to implement ***Registered Apprenticeship Pathway Programs***. These programs will give South Dakota high school students the opportunity to concurrently earn high school credit, Registered Apprenticeship hours, and post-secondary. Priority for funding will be offered to programs with occupations in high demand in South Dakota. DLR used July 1, 2019 funding to increase programs, develop a pathway program for high school students, and offset costs for existing Registered Apprenticeship programs.

While many students preparing for their high school equivalency with AEL programs are also enrolled in WIOA Title I programs, enrollment could improve. DLR will work to coordinate efforts to pilot a project to offer a ***part-time Work Experience those attending AEL*** for secondary preparation (and are not working) through the WIOA Title I program concurrently with their studies. A similar model with English Language Learners may also be established.

A 2013 report issued by Georgetown University Center on Education and Workforce forecasts 65% of the jobs in South Dakota will require some level of ***post-secondary credential***. A partnership between the South Dakota Board of Regents, the South Dakota Board of Technical Education, DOE, and DLR has been established to collaborate efforts towards a 65% attainment goal for South Dakotans ages 25-34 to earn a post-secondary certificate, license, associates, or bachelor's degree by 2025 to meet future workforce needs. Discussions to identify a strategic, cooperative plan to achieve this goal have begun. This effort will result in a stronger economy for South Dakota.

DLR and DOE offer ***joint presentations*** to educators with labor market resources and toolkits, including the South Dakota Hot Careers.[II.a)1.(A)(ii)] Additionally, Title I Youth statewide funding is being utilized in to support 10 DLR staff located in local school districts across the state to increase work-based learning opportunities for students and coordinate business speakers, job shadows, internships, industry tours, and provide classroom presentations and one-on-one career guidance.

South Dakota Governor Noem has identified the week of April 20 – 24, 2020, as the ***South Dakota Week of Work*** [III.a)2.(B)], in partnership with DLR and DOE, to promote work-based learning. The Week of Work will be filled with job shadows, industry tours, and classroom presentations by businesses for all high school sophomores statewide.

> *(2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).*

To enhance ***business engagement*** efforts, South Dakota plans to:

- Improve brand identity by developing a more collaborative effort between DHS and DLR as state workforce partner agencies. [III.a)2.(D)]
- Offer joint trainings for staff on engaging with businesses.
- Offer trainings, such as "lunch and learn," for businesses to learn more about services.
- Write partner testimonials and success stories to share.
- Be a better partner for employer events, such as job fairs or local initiatives.
- Improve engagement and increase prescreens in rural areas by using technology and a coordinated effort.

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To ensure a continuous ***client-centered focus***, South Dakota will:

- Hold annual meetings among partner programs to identify collaborative efforts, best practices, and areas for improvement.
- Write partner testimonials and success stories to share.
- Improve data sharing to benefit enrollment and case management.
- Conduct quarterly partner meetings in local areas, bringing together workforce and community partners to address areas of challenge, such as transportation and daycare, and identify opportunities for collaboration.
- Increase collaboration and coordination of services through Integrated Resource Teams.
- Improve engagement and services to rural areas by using technology and a coordinated effort to increase rural community presence.
- Improve services to minority populations by improving cultural competency.

South Dakota uses three ***data management systems*** for federal reporting and casework for the four core programs. It is not recommended to attempt development of a single system. Instead, reporting elements of each system involved with Titles I, II, III, and IV will be shared to improve casework, federal and state reporting, and communication between agencies. [III.b)6.]

Federal regulations put restrictions on staff, supervision, and program responsibilities. However, improvements can be made to address ***coordination at field offices***. South Dakota plans to:

- Identify lease agreement dates, space needs, current space pros/cons, etc. and include as regular agenda item at quarterly CPAC [IV] meetings.
- Share partner meeting best practices to improve communication and staff collaboration.
- Consider office layout, including reception areas and waiting rooms, to determine if responsibilities and costs are fairly distributed and provide the best customer service.

III. OPERATIONAL PLANNING ELEMENTS

a) State Strategy Implementation

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

South Dakota is designated as a single local area state, pursuant to WIOA Sec. 106(d)(1), 106(d)(2); and 20 CFR 679.270. State Executive Order 95-14 established the Workforce Development Council (WDC) as the South Dakota Workforce Investment Board to carry out the role of the local board. DLR provides the administration and delivery of services on behalf of the WDC. A single board and a single delivery entity creates an environment for streamlined coordination between the core partners statewide. Under WIOA, the WDC is an alternate entity as identified in WIOA §101(e).

Leadership and vision for the workforce development system emanates from the members of the WDC appointed by the Governor. The WDC is a driving force behind workforce development since inception on June 19, 1995, under the Governor's Executive Order 95-14. This distinguished group of leaders guides the One-Stop delivery system in South Dakota. The WDC members, representing private sector business, labor and community-based organizations, and state government, bring effective representation for the interests, needs, and priorities of South Dakota. More information about the WDC may be found on the DLR website at sdjobs.org/workforce_services/wdc. The Executive Order designated DLR as the fiscal, administrative, and delivery agent of the Council.

The WDC holds public meetings each quarter for testimonials, presentations, action items, and open discussion. As identified in the WDC by-laws, available at sdjobs.org/workforce_services/wdc/documents/wdcbylaws.pdf, a member of the WDC may not vote on a matter under consideration by the state regarding the provision of services by such member (or by an entity the member represents); or that would provide direct financial benefit to such member or the immediate family of the member; or engage in any other activity determined by the Governor to constitute a conflict of interest.

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The focus of the WDC is consistent with the Governor's workforce initiatives and compatible with the vision of the U.S. DOL Employment and Training Administration. The WDC assumes roles consistent with WIOA Section 101(d). Responsibilities include:

- WIOA State plan vision and goals;
- Final approval of the WIOA Unified State Plan;
- Discussion and input on improvements to the One-Stop system, including partner programs;
- Identification of best practices for employers, especially in recruitment, retention, and training;
- Review of policies and development of strategies for improvement;
- Offer guidance for the development of policies and proposals;
- Re-certification of One-Stop Career Centers; and
- Selection of the One-Stop Operator.

All meeting notifications, agendas, and minutes are sent by e-lert for anyone subscribed and available at boardsandcommissions.sd.gov and the DLR website in accordance to state law. Special accommodations or materials in alternative formats are available on request.

2. *Implementation of State Strategy*

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in II(c) above. This must include a description of—

(A) Core Program Activities to Implement the State's Strategy. Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

Core Program Activities

Title I Adult, Dislocated Worker, and Youth programs provide funding for On-the-Job Training (OJT), Occupational Skills Training (OST) with a provider on the Eligible Training Provider List (ETPL) in a program of study that can be completed in

two years, Registered Apprenticeship programs with U.S. DOL, Work Experiences, youth incentives, and Support Services. These programs also offer mock interviews, leadership development opportunities, job shadows, and the National Career Readiness Certificate.

Title II Adult Education and Literacy (AEL) programs in South Dakota offer classes including workforce preparation, integrated education and training, high school equivalency test preparation, English Language acquisition, and civics education. The Adult Education and Literacy providers offer TABE assessments. One-on-one tutoring is offered on a limited basis due to a lack of capacity.

Title III Wagner-Peyser does not offer financial services to businesses or participants. Services offered to participants through Wagner-Peyser do not have an individual cost. Wagner-Peyser does help to support SDWORKS, the management information system, Teknimedia, WorkKeys Curriculum, online Alison courses, Job Search Assistance Program (JSAP), and financial literacy.

Title IV Vocational Rehabilitation offers tuition assistance for post-secondary education, on-the job training, job coaching, employment follow along, work readiness training, independent living skills training, pre-employment transition services, disability-related skills training, benefits counseling, assistive technology, and support services.

Services and Enrollment

South Dakota has embraced WIOA, focused on decreasing silos. Increased access to services by enrollment into multiple workforce programs is outlined below:

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- The Title I ***Adult*** program is available to anyone over the age of 18 and funding is prioritized for those who are Basic Skills Deficient, receiving Public Assistance, or Low Income. Funding is also available to individuals who have a disability, ex-offenders, or lack a secondary education diploma. Currently, individuals enrolled in WIOA Title I are also required to be enrolled in Wagner-Peyser.
- Title I ***Youth*** participants ages 18 and older are to be enrolled in the Title I Adult program. Dislocated Worker are also co-enrolled with Wagner-Peyser and Title I Adult program. Participants of Re-Employment Services (RES) or Trade Adjustment Assistance (TAA) must also be enrolled in the Wagner-Peyser and WIOA Title I Adult, Youth, and/or Dislocated Worker programs as appropriate. Individuals enrolled in WIOA Title II and Title IV are also encouraged to be enrolled in Title I.
- Registered apprentices taking part in the State ***Apprenticeship*** Expansion grant's third round of funding will be enrolled in Wagner-Peyser and the Title I Adult program (if 18 years or and older).
- ***TANF*** applicants are enrolled in Title III at the time of TANF intake. TANF participants are enrolled in Title I at the point they successfully complete the cooperation period. [III.2. B]
- DLR has a partnership with ***Job Corps*** to enroll students in Title III and Title I to provide classes and financial and training services. [IIII.a)2.(B)]
- Able-bodied adults without dependents receiving ***SNAP*** services are also enrolled in Wagner-Peyser. When applicable these individuals are also enrolled in WIOA Title I programs.
- ***Senior Community Service Employment Program (SCSEP)*** participants are enrolled in Wagner-Peyser and WIOA Title I.
- ***Jobs for Veterans State Grant (JVSG)*** participants are encouraged to be enrolled in other programs. However, JVSG documentation is based on self-attestation whereas several other programs require verifiable documentation. When an individual is not willing to provide documentation required by a program, they are not enrolled in additional programs.

As a way to improve the customer's experience, ***workforce agencies work together*** for a customer's benefit by holding Integrated Resource Team (IRT) meetings. These meetings align goals and services to avoid overwhelming a participant who already has stressors in their life. This method also improves opportunities for blending and braiding of resources, while preventing a duplication of services. [III.a)2.(C)]

Examples of further opportunities include:

- Enrolling SCSEP participants into WIOA Title I expands opportunities by allowing Work Experience at for-profit

organizations and businesses, rather than being limited to non-profit organizations. Title I programming offers participants a wage aligned with the occupational wage (SCSEP only offers minimum wage). A Community Service Agreement under SCSEP can be a Work Experience service under Title I. While SCSEP can cover certain Support Services, WIOA may be able to assist with more.

- English language learners and individuals without a high school diploma are also eligible for WIOA Title I. Offering education concurrently with a Work Experience increases the chances an individual will complete their education. WIOA Title I may also improve outcomes for a Title II participant by offering daycare or transportation for time spent in Title II educational activities.
- Enrolling individuals in both WIOA Title I and Title IV offers an individual more opportunities for success by starting a job with a job shadow offered by Title I. Moving into a situational assessment offered by Title IV can transition into a Work Experience paid by Title I, and then an OJT offered by Title I or Title IV. This allows for opportunities to become comfortable with a position and minimizes the risk an employer may have in hiring an individual with a barrier to employment.

(B) Alignment with Activities outside the Plan. Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

Additional Core Program Alignment

Work-based learning builds awareness of career options, especially those in South Dakota, resulting in informed decisions about career and educational pathways. WIOA Title I Youth statewide funding is being utilized in partnership with the South Dakota Department of Education (DOE) Career and Technical Education Division to support 11 ***Career Launch SD Career Advisors*** in local school districts across the state to supplement the career readiness efforts school districts across the state. The Career Launch SD Career Advisor model was created to re-engage students in the workforce and invigorate youth excitement regarding opportunities in their own communities and, in turn, meet the ever-rising demand for a skilled workforce. Career Advisors are DLR staff working with local school districts and business communities to connect students to the workforce and provide them with firsthand knowledge and experience in their fields of interest. The team was formed in the Spring of 2018 and piloted in four communities. Efforts expanded to four additional communities in the following fall semester. In the 2020-2021 school year, career advising services to schools statewide using a regional approach. In the second phase of the program, schools will have the ability to request the assistance of a career advisor. Requests will be granted based on location and staff availability, once agreements are in place. The objective of the expansion is to make the Career Launch SD efforts more sustainable. Expansion will maximize resources, increasing the number of schools and students receiving services through DLR. As staff transition to a regional approach, serving several school districts with one Career Advisor, they will continue to coordinate work-based learning opportunities, business speakers, job shadows, internships, and tours, or provide one-on-one career advising and classroom presentations.

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Box Elder Job Corps is the only ***Job Corps*** campus in South Dakota, located in Nemo approximately 40 miles from Rapid City Job Service. A partnership in South Dakota opens opportunities for Job Corps students (and businesses hosting students) to benefit from DLR services. Job Corps students are bused to Rapid City Job Service to complete JSAP classes, financial literacy courses, and meet with DLR staff. Job Corps students can be enrolled into WIOA Title I to receive assistance finding internships and funding for Work Experience and Support Services. Job Corps students preparing to transfer back to their community are connected with the local job service office. The partnership also opens doors for local exposure. Title I Youth Career Advisors assist in providing tours of Job Corps facilities to students in the Rapid City School District. The WDC also held a quarterly meeting on campus in July 2018, hearing from instructors, students, and a business benefiting from the partnership.

As a state leading the nation in brain drain, it is important South Dakota students know of the career opportunities available to in their home state. South Dakota Governor Noem has identified the week of April 20 – 24, 2020 as the ***South Dakota Week of Work*** to promote work-based learning for high school students. DLR, DOE, and the South Dakota Chamber of Commerce will work with businesses, school districts, and students to introduce 11,000 high school sophomores to career opportunities in their communities through job shadows, industry tours, and other business-classroom connections. Promotion and logistical efforts began in June 2019. Through these planning efforts,

an awareness campaign was launched and a registration system and database of businesses interested in offering work-based learning opportunities was developed. Businesses have been encouraged to register to host an event or work-based learning opportunities to connect with their future workforce. Schools will complete assessments with their students to ensure a meaningful connection with businesses. South Dakota anticipates this effort to become an annual event as the 2020 pilot kick starts a partnership between educators and businesses.

South Dakota is an Office of Apprenticeship state with a single State Director. Through the U.S. DOL State Apprenticeship Expansion Grants, DLR continues to train staff across the state to better engage with businesses and discuss ***Registered Apprenticeship*** opportunities for their workforce. While DLR staff do not have the expertise of the State Director, they can assist in laying the foundation and connecting businesses. The networking and efforts of DLR staff has improved the relationship with DLR staff and the Office of Apprenticeship, and reduced frustrations many South Dakota businesses have had with the Registered Apprenticeship model. Through 2022, DLR will continue to utilize U.S. DOL Registered Apprenticeship grants to expand programs. In March of 2019, 14 new programs were registered, and three of the programs signed partnerships with national Registered Apprenticeship programs. DLR will increase programs using the funding from July 1, 2019 with a second round of grants for businesses and a new effort to develop pathway programs for high school students. All apprentices served with this funding will be enrolled in the WIOA Title III and enrollment in WIOA Title I will be encouraged for apprentices 18 years old and older.

The South Dakota Department of Social Services (DSS) has an agreement with DLR to offer the employment and training component of TANF program and Supplemental Nutrition Assistance Program (SNAP). TANF participants are enrolled in WIOA Title III, and enrolled in WIOA Title I upon completion of their period of compliance, if not sooner. This partnership increases access to services for ***individuals on public assistance***. The goal is for the case management, support services, and training services to provide these individuals with the skills and supports they need to move off of public assistance and on to independence.

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A DLR partnership with the South Dakota Department of Corrections (DOC) offers job search assistance and the National Career Readiness Certificate (NCRC) to inmates soon-to-be released. Through a WIOA Title II agreement, DLR also offers high school equivalency prep courses. DLR and DOC continue to identify ways to better engage and retain ***ex-offenders*** in the workforce to in turn reduce instances of individuals returning to incarceration. A survey will be sent to leadership in the local areas to learn more about current efforts, gaps, and needs.

DLR administers the following programs and aligns efforts with core programs internally:

- ***SCSEP*** participants are also enrolled in Title III and the Title I Adult program. Considering WIOA Title I individuals who are low income are a priority and individuals 55 years old and older are considered to have a barrier to employment, the SCSEP population are ideal participants. Enrollment in the WIOA Title I program increases opportunity to find employment by opening the doors to private employers.
- Individuals receiving RES are referred to the job service offices by the ***Reemployment Assistance (RA) Division*** and typically report in the fourth or fifth week of receiving RA benefits. Individuals are enrolled in Title III and Title I and appropriate services are provided. Enrolling these individuals into WIOA Title I increases access to financial services to increase employment opportunities.
- ***Trade Adjustment Assistance (TAA)*** individuals are enrolled in WIOA Title I and Title III to increase access to Support Services.
- ***Disabled Veteran Outreach Program (DVOP)*** staff members in job service offices provide WIOA Title I services to an eligible DVOP individuals.
- The staff in the DLR job service offices register individuals for the ***Work Opportunity Tax Credit (WOTC)***. Many of the customers DLR serves can share this benefit with employers to get their foot in the door.

(C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas The activities described shall conform to the statutory requirements of each program.

Partner Coordination

Intensive case management through Active Resource Coordination (ARC) and IRTs improve services to customers by decreasing duplication of services and streamlining process. ARC identifies targeted activities and programs designed to assist customers with multiple challenges to employment by increasing access to services. A participant's assessment results may assist in determining such targeted activities. From this coordination, IRT meetings can seamless being to bring together those members representing the targeted activities and programs identified through the ARC process. This team should also include any natural supports of the participant and most importantly, the participant. The IRT alongside the participant to strategize delivery of services to reach and maintain the participant's employment goal. Membership of an IRT is likely to change as the participant's needs and short-term goals change. Members of an IRT work toward common goals and meetings are held to celebrate the completion of goals and when needs arise.

In compliance with South Dakota WIOA Agency Partner Meetings Policy 3.7, local workforce partner meetings take place on a quarterly basis, at a minimum. These meetings allow staff to become familiar with a variety of services available to their customers, identify needs in the community, and create awareness of policy or program changes.

To improve knowledge of partner program structure and requirements, and therefore increase coordination, DLR plans to develop:

- A matrix of One-Stop partner programs as a reference guide for staff to become familiar with eligibility and services offered by the various programs; and
- A list of required documents individuals need to become a participant in the various programs. This will assist the partner programs in decreasing the burden on the individual from seeking services and becoming a participant.

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> *(D) Coordination, Alignment and Provision of Services to Employers. Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of eachprogram.*

Services to Employers

The outcomes of the South Dakota Week of Work [III.a)2.(B)] efforts and successes will provide a new sense of partnership between business and state workforce development services. In anticipation for this renewed environment, DLR and DHS have shifted focus to improve engagement with businesses and the services provided by both agencies and workforce partners. While both agencies have a history of business assistance and services, engagement needs to increase under WIOA. Further, the number of programs to assist South Dakota business can be confusing to understand, both inside the One-Stop System and for South Dakota employers.

At the end of 2019, DLR held a lean event, called a kaizen, to review the current ***business engagement*** practices in One-Stop Career Centers statewide to design a new process with a focus on coordination. The workgroup documented several areas of opportunity and improvement, including:

- Services provided are not captured in SDWORKS, partially because job service office staff do not practice entering business services;
- Services provided to employers not registered in SDWORKS cannot be captured;
- Employers are overwhelmed by everything; and
- General knowledge of the best practices approaching businesses is lacking at all staff levels

In preparation for improvement initiatives, five staff from DLR and DHS completed a Business U to gain knowledge on business engagement and training development. The business engagement team will work to mitigate the areas of improvement identified. The following efforts and tangibles will be developed:

- Provide further clarification of definitions and examples of business services for SDWORKS entry and outreach to employers.
- Develop training to emphasize the importance of business service data entry and tailoring messages during outreach.

- Develop a business engagement plan with each job service office to identify goals and
- Develop and implement a Customer Relationship Module (CRM) in SDWORKS with the ability to identify services to unregistered businesses.

Technical assistance has been requested of the U.S. DOL Regional Office to provide South Dakota with training to increase comfort level of job service office staff in engaging with employers. South Dakota plans to use a consultant model where relationships with businesses are developed to learn their needs, then identify services available to meet the expressed needs.

> *(E) Partner Engagement with Educational Institutions. Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).*

Educational Institutions

DLR has a strong relationship with each of the four ***technical institutes*** in South Dakota and the Board of Technical Education. Many of the programs offered at the technical institutes are available to WIOA Title I participants through the ETPL. DLR is also working in collaboration with the technical institutes and DOE to identify industry recognized credentials, create visual career pathways, and improve data sharing.

Data sharing among secondary students, Board of Technical Education, Board of Regents, and DLR–including the RA Division are in a process of improvement. A data matching process and data sharing agreements are being explored.

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Registered Apprenticeship Pathway Programs will improve collaboration between educators, businesses, and workforce development. High school graduates in the pathway program will graduate with high school credit, Registered Apprenticeship hours, post-secondary credit, and on-the-job experience. [VI.b)2.]

South Dakota does not have a community college system.

> *(F) Partner Engagement with Other Education and Training Providers. Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.*

Training Providers

DLR has successfully engaged with several training providers and businesses to build Registered Apprenticeship programs through grant awards, outreach, and technical support. This effort will continue at a greater pace with the addition of a second Registered Apprenticeship Labor Program Specialist. DLR is also collaborating with training providers to identify industry recognized credentials.

The Labor Market Information Center (LMIC) within DLR identifies a list of Hot Careers[II.a)1.(A)(ii)] as high demand-high wage occupations in the state. Efforts are made to promote and circulate this list to benefits educators, students, employers, and job seekers, and help focus workforce development efforts.

Without counting Registered Apprenticeship Programs, who are not required to report like the other ***ETPL*** programs, South Dakota has eight training providers. DLR lost many providers with the transition to ETPL, and a request for one provider to submit an application for another program based on local demand was denied, citing the process complexity as the reason for refusal. While a waiver was requested and granted, this waiver did not offer the desired reprieve from staff time and training provider application and reporting efforts. The rigorous ETPL process may be necessary in larger states, DLR is put in a position to evaluate programs already thoroughly vetted by higher education state government agencies. To alleviate some of the burden, DLR is investing in a portal through the SDWORKS vendor to help meet staff and customer needs regarding ETPL application and reporting processes, but the cost to develop and maintain the system and staff time is only reducing funding and time available for customers. DLR is also working with ETPL training providers that report to the Board of Technical Education to develop data share agreements. Most of the training programs in South Dakota are small with only one WIOA participant using the training.

(G) Leveraging Resources to Increase Educational Access. Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

Educational Access

To narrow the gap between workforce needs and availability, the ***Build Dakota Scholarship*** program was created through a $50 million investment funded by a $25 million donation from T. Denny Sanford and a $25 million from the South Dakota future fund. To extend the initial $50 million investment, businesses sponsoring a student share the tuition cost with the Build Dakota program. A board identifies qualifying programs through the technical institutes. This determination is based on labor market information provided through the LMIC, similar to the ETPL process. Students entering one of these programs at the technical institutes can apply to be selected for a Build Dakota scholarship. If selected, the student must live in South Dakota and work in the field they earned their degree in for a period of three years following graduation. Job service offices refer participants to the Build Dakota scholarship program and have connected with the technical institutes to refer those who were not selected to the job service office for possible tuition assistance.

(H) Improving Access to Postsecondary Credentials. Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry- recognized certificates, licenses or certifications, and that are portable and stackable.

Credential Access

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South Dakota remains a national leader in creative uses of the U.S. DOL State Apprenticeship Expansion Grants, continuing to build a relationship with the Office of Apprenticeship State Director and provide technical support to create new programs as quickly as possible. DLR continues to engage with businesses to discuss ***Registered Apprenticeship opportunities*** for their workforce. VI.b)2. DLR is also collaborating with DOE and technical institutes to identify industry recognized credentials and expand Registered Apprenticeship opportunities.

WIOA Title II continues to make incremental progress in the arena of ***Integrated Education and Training (IET)***. Under WIOA Sections 231 and 243, local providers are encouraged (or required) to provide IET programming or activities. The overall scope, intensity, and components are subsequently reinforced by the Agency; however, IET as a federally defined model, proves somewhat complex, expensive, and time intensive. Title II seeks to better partner with Title I and Title IV for assistance in developing and financing the OST component for common participants, thereby elevating co-enrollments and collaboration.

WIOA Title IV offers individualized services, including transition services, to ***facilitate the transition from school to post-secondary life***, as well as, vocational training itself. Pre-employment transition services further prepare youth with disabilities for post-secondary education.

(I) Coordinating with Economic Development Strategies. Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

DLR has a long history of working closely with the Governor's Office of ***Economic Development*** (GOED) on a state and community level. A representative from GOED is a member of the state Workforce Development Council. Local job service offices work collaboratively with their local and regional economic development entities and local chambers. Job service offices assist in providing labor market information to businesses potentially relocating or looking to expand. Enhancements to SDWORKS has granted public access to real-time labor market information almost instantly.

b) State Operating Systems and Policies

1. The State operating systems that will support the implementation of the State's strategies. This must include a description of–

(A) State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case- management systems, job banks, etc.).

Operating System Coordination

Primary operating system efforts are focused on developing a client-centric supply system to engage individuals, connect them to available services and resources, and facilitate their employment goals. SDWORKS (Titles I, III), FACES (Title IV), and LACES (Title II) are the three WIOA data management systems. III.b)6.

In 2017, DLR relaunched an improved ***SDWORKS*** to capture business and client activities and services provided throughout the agency. The system serves as the primary data collection point for reporting Title I and Title III data and performance measures under WIOA, and integrates labor market information directly, to assist seekers, employers, and others in determining in-demand jobs. The demand indicator is based on a methodology that ranks all South Dakota jobs based on future growth and wages. Rankings and information are updated quarterly using demand and wage data. While traditional time-lagged data can be used to identify current and future job demand and the skills associated to those jobs, the data often provides generally broad education and skill requirements and can be slow to highlight new and emerging job categories. SDWORKS has available real-time data obtained from analyzing current job postings, employer engagement, and modelling tools that include forward-looking data. This information helps identify projected future skill gaps. Educational and training institutions can use the data to provide programs for forecasted workforce needs.

System improvement for SDWORKS are ongoing. DLR is currently developing an ***ETPL module*** within SDWORKS, a Geographic Solutions, Inc. (GeoSol, Inc.) Virtual One-Stop System, to eliminate the need for an outside database to perform the function. The current process is conducted by manual entry for both DLR staff and providers. The new module will eliminate duplication of processes and potential human error while streamlining communication and collection of required performance data elements. The ability to export performance data for the WIPS report and monitor program performance will also be more efficient and allow DLR to make stronger recommendations for program approval to the WDC.

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DLR and DHS are also working to modify the three WIOA systems to achieve a secure, web-based application for employers, students, job seekers, dislocated workers, teachers, etc. to discover the possibilities and develop career paths.

(B) *Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.*

As mentioned above, South Dakota core programs use three systems for ***data collection***. Each system is able to record and track all activities and services. Data is derived from customer self-service, staff entry, and system interfaces to integrate partner systems and vendor custom applications. Core programs should work together seamlessly. DLR and DHS are currently working to modify SDWORKS, LACES, and FACES to communicate through an interface methodology. This project will eliminate modifications to legacy systems in terms of process and actions but would change them in capabilities pertaining to data collection and reporting. Once complete, the legacy systems will be tied together without sacrificing front-end's staff experience and comfort-levels. DLR and DHS will work to ensure appropriate system integration and data-sharing occurs to align resources, improve reporting processes and outcomes, and enhance the consumer's experience for all WIOA core programs. III.b)6.

All services and data collection elements for all core and partner programs is based on the Participant Individualized Record Layout (PIRL), so advances in collection and reporting interfaces will continue to streamline future reporting requirements, enhance data integrity, and provide a shareable database between partners to review for specific data analysis and research.

2. *The State policies that will support the implementation of the State's strategies (e.g., co- enrollment policies and universal intake processes where appropriate). In addition, provide the State's guidelines for State-administered one-stop partner programs' contributions to a one- stop delivery system.*

SDWORKS serves as the primary data collection point for reporting Title I and Title III data and performance measures under WIOA. Along with Title I and Title III functions, SDWORKS is the case management system TAA, Registered Apprenticeships, Business Services, and RES. SDWORKS is also utilized for state initiatives such as Dakota Roots and the Family First Initiative. While these programs do not have a common application, they do have a common exit.

With the passage of WIOA, DLR released a ***South Dakota WIOA Policy Manual*** in July 2017. continue to be modified as guidance from U.S. DOL is released and staff continue to evaluate current policies and procedures. The manual is available on the DLR website at sdjobs.org. Policy changes are communicated through an internal policy memo process. The released policy memo outlines changes to guidance and policies in as much detail as possible. Job service office staff

then have the opportunity to review and ask questions during conference calls with labor program specialists and division directors. While the manual and revision process is necessary and continuously improves, it is a lot for all staff to maintain. DLR is continuously working to improve the policy, revision process, and communication with job service office staff to ensure compliance and the best service possible to customers.

At the foundation of the WIOA Policy Manual is the elimination of duplication of efforts when serving individuals. A great example of this was the number of forms participants might sign, depending on program eligibility, to authorize DLR to release their information to partner agencies and businesses. The manual launch included an Intake and Orientation Policy 5.5, which outlines the requirements for ***intake and orientation***, including review of One-Stop Services List. This ensures an individual leaving a job service office after the first visit is informed of all available services and has authorized DLR to begin serving them. Other policies related to intake and enrollment include:

- Integrated Service Delivery for Job Seekers Policy 3.14 describes the emphasis on enrolling individuals in programs they are eligible for to the greatest extent possible. This increases a participant's access to services and allows for the braiding of resources among programs.
- Active Resource Coordination and Integrated Resource Teams Policy 5.1 encourages the collaboration among workforce partner to ensure a participant has the right mix of services to help them achieve their goals. This is a customer centered design practice as it is bringing together the service providers and natural supports who are working in unison to assist the participant.

3. State Program and State Board Overview.

(A) State Agency Organization. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

Agency Organization

As ***DLR*** is the designated agency for WIOA Title I, II, and III core programs, the Employment Services and Workforce Training divisions also oversee TAA, RES, JVSG, SCSEP, NCRC, Rapid Response, Foreign Labor Certification (FLC), Registered Apprenticeships, Work Opportunity Tax Credit (WOTC). The Division of Field Operations overseas 15 job service offices located across the state with additional itinerate sites. The agency also contains the RA Division and the LMIC. DSS is the designated agency overseeing the Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Programs (SNAP). DSS contracts with DLR to offer the employment and training component of these programs.

Cabinet Secretary, Marcia Hultman
Deputy Secretary, Policy and Public Affairs Director, Dawn Dovre
Labor Market Information Center (LMIC) Administrator, Melodee Lane

Division of Field Operations
Field Operation Director and One-Stop Operator, Bill McEntaffer
Job Service Office Managers

Employment Services Division
Employment Services Director, Andrew Szilvasi
Labor Program Specialist:
Karen Callahan – Data, Reporting, Performance
Sandy McClemans – TANF
Richard Gully – JVSG
Taige Tople – Title III, FLC, SCSEP
Jodi Aumer –Management Analyst
Peggy Carrico – WOTC
Technical Services Administrator, Tom Meyer
Administrative Assistant – Dawn Preszler
Program Assistant – Taunya Charlton

Workforce Training Division

Workforce Training Director, Kendra Ringstmeyer

Assistant Director and WDC Executive Director, Mackenzie Decker
Career Program Coordinator, Crystal Trevino – Title I (Youth)
Labor Program Assistant, Jami Burrer
Labor Program Specialists:
Laura Trapp – Title I (Adult/DW/), RESEA, TAA
Aaron Morlock – Title I (Youth), RESEA
Felicia Alspach – Research and Data Analysis
John Anderson – Title II (Adult Education and Literacy)
Deb Halling – Title I (Fiscal Data)
Rebecca Long – Registered Apprenticeships
Samantha McGrath – Registered Apprenticeships, TAA
Barb Unruh – Title I, GED, NCRC
Heather Nelson – Title I, NCRC, Dakota Roots

Administrative Services Division

Administrative Services Director, Emily Ward

Accountant III Accounts Payable, Susan Johnson
Optimize Coordinator, Auditing, and Equal Opportunity (EO) Officer – Derek Gustafson
Accounting II Workforce Services Grants – Jennifer Kamps
Accountant I Contract Management – Jessica Duval
Purchasing and Property Management, Americans with Disabilities Act (ADA) – Jim Dornbusch
Labor Program Specialist Workforce Services Finance – Ashley Glaspell

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Reemployment Assistance Division

Reemployment Assistance Director – Pauline Heier

Labor Program Administrator RA Benefits – Dawn Williams

DHS is the designated state agency for the WIOA Title IV Vocational Rehabilitation (VR) providers in South Dakota. The Division of Rehabilitation Services and the Division of Service to the Blind and Visually Impaired are the designated state units for the VR program. The Division of Rehabilitation Services is located in 11 offices throughout the state with 8 of co-located with DLR. The Division of Service to the Blind and Visually Impaired has four district offices, all co-located with the DHS Division of Rehabilitation Services.

Cabinet Secretary, Shawnie Rechtenbaugh

Deputy Secretary, Tom Martinec
Director of Budget and Finance, Denice Houlette

Division of Rehabilitation Services

Division Director, Eric Weiss
Assistant Director, Bernie Grimme

Division of Service to the Blind and Visually Impaired

Division Director, Gaye Mattke
Assistant Director, Ronda Williams

Developmental Center

Division Director, Barb Abeln
Assistant Director, Twyla Eggers

Division of Developmental Disabilities

Division Director, Darryl Millner

Assistant Director, Julie Hand

Division of Long Term Services and Supports
Division Director, Yvette Thomas
Assistant Director, Beth Dokken

Black Hills Special Services Cooperative is the designated agency for the National Farmworker Jobs Program (NFJP). A close partnership between the WIOA 167 (NFJP) and Migrant Seasonal Farmworker Program State Monitor Advocate within DLR Located in three office locations throughout the state, with one of their offices co-located with DLR in the Sioux Falls Job Service.

The U.S. Forest System oversees the operations of the Boxelder Job Corps Center and Jackson Pierce Public Affairs, Inc. Has the recruitment and placement contract for Job Corps.

Seven tribal entities oversee the U.S. DOL Native American Programs in South Dakota. These include the Cheyenne River Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Whapeton Oyate Sioux Tribe, United Sioux Tribes of South Dakota Development Corporation, and Yankton Sioux Tribe.

The Career and Technical Education (CTE) Program at the secondary education level is overseen by the South Dakota Department of Education (DOE). The post-secondary CTE programs are overseen by the Board of Technical Education.

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Program Organizational Chart

Federal Agency	*Program*	*South Dakota Agency*
U.S. Department of Labor	WIOA Title I Adult	DLR
	WIOA Title I Dislocated Worker	DLR
	WIOA Title I Youth	DLR
	WIOA Title III Wagner-Peyser Act Employment Services	DLR
	Trade Adjustment Assistance (TAA)	DLR
	Jobs for Veterans State Grants (JVSG)	DLR
	Reemployment Assistance Benefits (RA)	DLR
	National Farmworker Jobs Programs (NFJP)/Migrant Seasonal Farmworker Program (MSFW)	Black Hills Special Services Cooperative
	Job Corps	U.S. Forest System
	Native American Programs	Cheyenne River Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Wahpeton Oyate Sioux Tribe, United Sioux Tribes of South Dakota Development Corporation, & Yankton Sioux Tribe
U.S. Department of Education	WIOA Title II Adult Education and Literacy (AEL)	DLR
	WIOA Title IV Vocational Rehabilitation (VR)	Department of Human Services (DHS)
	Career and Technical Education Program (CTE)	Board of Technical Education
U.S. Department of Health and Human Services	Temporary Assistance for Needy Families	DSS
U.S. Department of Agriculture	Supplemental Nutrition Assistance Program	DSS
U.S. Department of Health and Human Services **TO** U.S. Department of Labor	Senior Community Service Employment Program (SCSEP)	• DLR • Experience Works • National Indian Council on Aging (NICOA)

(B) State Board. Provide a description of the State Board, including
(i) Membership Roster. Provide a membership roster for the State Board, including members' organizational affiliations.

State Workforce Board

The WDC membership was grandfathered in under WIA and consists of 17 members representing private sector

business, labor and community-based organizations, and state government.

Private Sector: Lee Anderson (Chair), Keri Wientjes (Vice Chair), Carl V. Carlson, Carla Gatzke, Dave Giovannini, Chris Houwman, Steve Kolbeck, Rick Larson, and Scott Peterson

Community-based Organizations: Dave Bonde

Organized Labor: Mark Rogers and Randy Stainbrook

State Government: Secretary Marcia Hultman (DLR). Laura Scheibe (DOE), Mary Lehecka Nelson (Economic Development), Paul Beran, Education (Board of Regents), and Eric Weiss (DHS)

(ii) Board Activities. Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The WDC Executive Director facilitates quarterly meetings at various locations with agenda items surrounding training opportunities and workforce challenges in South Dakota. The meetings conclude with tours of job service offices and businesses statewide, as well as places like Job Corps and Title II partners. The Council hears testimony at each meeting from participants and businesses finding success through a variety of WIOA programs. As meeting locations move around the state, the WDC also hears from job service office managers and staff about successes and challenges in local areas.

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The WDC approves the ETPL new and continued application and One-Stop Career Center certifications each year. DLR also reviews major policy changes and fiscal summaries with the Council. DLR staff began introducing the 2020 Unified State Plan in March of 2019, garnering ideas from the Council on the focus and strategies of the goals and vision before a draft began. The Council also approved the vision, goals, and priorities of the Plan at the May 2019 meeting.

4. Assessment and Evaluation of Programs and One-Stop Program Partners.

(A) Assessment of Core Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Assessment and Evaluation of Programs and Partners

South Dakota is a single area state. DLR job service offices across the state administer services for Title I and Title III, two out of the four core programs. In 2018, DLR developed a ***state performance indicator report***. The report is generated and distributed 15 days after certification of the WIOA quarterly reports and includes the performance indicators outlined in WIOA section 116, direct cost per participant, and case load per full-time employee for the Title I and III programs. These reports provide a visual, broken down by office, of contributions to statewide performance and possible training needs. It also helps administrative staff build better job service office budgets. The reports are also utilized during the One-Stop certification process.

Job service offices will be reviewed once every three years as outlined in the One-Stop Certification Policy 3.3 and Oversight and Monitoring Policy 6.7. ***One-Stop Career Center reviews*** include, but are not limited to:

- The One-Stop Certification checklist, Americans with Disabilities Act review, Equal Opportunity (EO) review, and job service office measurements.
- Program results or outcomes (numbers served, new enrollments, etc.).
- WIOA Performance measures (local impact on state performance).
- Reporting accuracy (appropriate use of SDWORKS documentation).
- Record keeping and file maintenance (review of the SDWORKS data management collection per participant).
- Monitoring functions (review of the training sites, peer file reviews, etc.).
- Service delivery (eligibility determinations, EO, fiscal, professional development, priority of service, etc.).
- Staff timecoding (appropriate use of time charges).
- Documentation and justification of allowable fiscal expenditures.
- Compliance with the WIOA Manual.

- One-Stop Career Center Operation Plan.
- Customer satisfaction survey results.

> *(B) Assessment of One-Stop Program Partner Programs. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.*

DLR administers a multitude of ***partner programs*** which provides South Dakota with a One-Stop environment that highly encourages enrollment to the greatest extent. Central Office staff are able to do all-encompassing One-Stop Career Center reviews. Partner program enrollment data is readily available, allowing data analysis to evaluate the effectiveness of enrollment to the greatest extent by program enrollment and by level of service provided. During the One-Stop Career Center Certification, the evaluator seeks information on services and programs available through the One-Stop. During the annual WIOA partner meeting and quarterly CPAC meeting, service delivery and referral processes will be discussed. These discussions allow for the partners to identify areas for improvement and of future focus.

> *(C) Previous Assessment Results. Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.*

DLR compared ***OJT outcomes where Support Services were also used*** during the training period to those participants who did not receive Support Services during the OJT. Participants were evaluated by employment rates and median wages in the 2nd and 4th quarter after Exit, as well as the Retention with the same employer. Those who received Support Services during the OJT had similar employment rates to those who did not receive supplemental services at the 2nd quarter after Exit, however, at the 4th quarter after Exit, the group who received Support Services had a higher employment rate by 15.8 percentage points. Median wages after exit showed receiving Support Services during an OJT increased 4th quarter after program Exit median wages by $177.97. While those that had not received a Support Service saw a decrease between 2nd and 4th quarter after exit of nearly $340.

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DLR continues to gain insight for case management training through analysis of program performance. As a result of the analysis of the correlation between OJT, Support Services, and participant outcomes, the importance of interview and assessment of an individual's needs is even more critical. Staff are being trained in an ongoing process through one-on-one technical support from Labor Program Specialists and other formal training to heighten their awareness of providing Support Services to increase the likelihood of a positive outcome for the individual in training.

> *(D) Evaluation. Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.*

South Dakota is a single area state with a small population, so quasi-experimental ***evaluation methods*** are used in a majority of research projects. Random assignment studies are often time consuming, not feasible, and/or do not provide an accurate picture of the current state. DLR will continue to use the quarterly performance reports to evaluate and monitor the performance measures. These quarterly reports help job service office managers and program specialists determine technical assistance issues, evaluate contributions to the statewide performance by job service office, and determine the effectiveness of programs.

In 2019, DLR created a new Labor Program Specialist position to conduct evaluations and research projects. The intent of the Data and Research Labor Program Specialist is to use research and findings to collaborate with program administrators to establish or modify policy and procedures, provide data and analytics to the WDC, provide job service office managers with a real-time status of the core program in their services area, and help pin-point technical assistance issues.

DLR is also beginning the process to determine if services with financial assistance lead to better employment outcomes for participants utilizing RES. While this study is specific to RES participants, results will relate to the WIOA Title I

participants.

5. *Distribution of Funds for Core Programs.*
Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.
(A) *For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—*
(iii) *Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),*

Title I Funds

The DLR Administrative Services Division identifies funding available for ***Title I Youth*** participants and distributes into four budgets, In-School Work Experience and Out-of-School Work Experience (counts toward 20% work experience expenditure rate), In-School Other and Out-of-School Other (does not count toward the 20% work experience expenditure rate). This allows maximum funding to the Out-of-School priority populations. Historically, funds have been allocated to each office based on historical need, current need, and forecasted recruitment and programming efforts. Additional funds are available by request if needs arise or if the implementation of innovations require additional funding. In the future, DLR plans to consolidate to one statewide budget rather than breaking out by office. This will allow for consistency with other programs and will allow job service offices with the most need access to additional funding.

(iv) *Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),*
(v) *Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.*

Based on the ***Title I Adult and Dislocated Worker*** budget, the Administrative Services Division identifies the funding available for participants. Budgets are then allocated each fiscal year to DLR job service offices by the labor program specialists. Factors for consideration include local economy, layoffs, population, historical need, current need, and forecasted recruitment and programming efforts. DLR focuses on a priority service to adults and funding is appropriately dispersed based on need and demographics. Like Title I Youth funding, a small portion of funding is reserved to assist if funding is depleted. Discussions are taking place to determine if a single budget, rather than several local office budgets, would be beneficial for these programs as well.

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(B) *For Title II:*
(i) *Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.*

Title II Funds

DLR will hold a grant competition in spring 2020 to determine the distribution of ***Title II*** funs. These multi-year grants will be awarded via OCTAE-approved processes, as confirmed by the Agency's 2019 Targeted Virtual Monitor of the 2017 RFP. Because South Dakota is a single-area state, the Title II funds are made available to any eligible provider serving any of South Dakota's 66 counties.

The methodology used by the WDC and DLR to allocate funds will prioritize each proposals by scope, potential return-on-investment, inclusion of special populations, and the anticipated impact upon targeted sectors or high-demand occupations. A "modified foundation formula" is used to negotiate final allocation which factors a base-funding amount by students' program type, by a provider's geographic location(s), and a provider's ability to demonstrate past effectiveness. The request will solicit applications which demonstrate community and regional needs from providers of demonstrated effectiveness. Ultimately, the quality and relevance of the received proposals may be significantly predicated upon the articulated priorities of the "Request for Proposals." With the additional possibilities of increased Correctional funding, increased Administrative funds, the allowance of OST, as well as the inclusion of employer-partnerships, the WDC will help align the RFP's articulation of Integrated Education and Training emphasis.

Applications will be reviewed to determine fiscal accountability. Based upon prior history, the average annual cost to serve an adult averages approximately $700 depending upon the following factors: (1) student contact hours provided, (2) percent of difficult-to-serve adults receiving instruction, (3) rural versus urban cost to provide services, and (4) other available services/resources. Experience and reliability of the applicant's organization are considered in the evaluation

process. DLR and the highest ranked applicants shall mutually discuss and refine the scope of services for the program and shall negotiate terms, including fund award and performance schedule.

Contingent upon the details within WIOA's Final Rules guidance and the approval of South Dakota's Unified State Plan, DLR will conduct the RFP process by spring 2020 for the delivery of AEFLA instruction, activities, and services by eligible providers. This multi-year grant cycle would begin July 1, 2020, and be in accordance with the Unified State Plan and the federal provisions regulating WIOA's direct and equitable access processes.

Eligible providers for a grant include 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 described above and has the ability to provide literacy services to adults and families
- Consortium or a coalition of the agencies, organizations, institutions, libraries, or authorities described above
- Partnership between an employer and an entity heretofore noted

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Local providers will be eligible to receive funds if the program meets the criteria based on the 13 federal considerations in §231[e].

(ii) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

DLR will announce the availability of funds on the DLR website, in South Dakota's procurement portal, through Public Notice in major newspapers, and through direct emails with applications and instructions. Emails will be sent to existing local program providers and any entities with expressed interest during the previous grant cycle. Pursuant to Section 232 of the AEL Act, eligible 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.

After determining the proposal that satisfy the mandatory requirements stated in the RFP, consistent with SDCL 5-18D-18, the evaluators will conduct a comparative assessment of the proposals by considering each of the following criteria:

- Specialized expertise, capabilities, and technical competence as demonstrated by the proposed approach and methodology to meet the project requirements;
- Resources available to perform the work, including any specialized services, within the specified time limits for the project;
- Record of past performance, including price and cost data from previous projects, quality of work, ability to meet schedules, cost control, and contract administration;
- Record of past performance, including an entity's ability to demonstrate effectiveness as it relates to meeting the purpose(s) of the Adult Education and Family Literacy Act;
    - Existing or previous providers will submit NRS-derived data sets from Title II's Management Information System;
    - New entities will submit quantitative and qualitative data related to meeting the purpose(s) of the Adult Education and Family Literacy Act;
- Availability to the project locale;
- Familiarity with the project locale;
- Proposed project management techniques; and

• Ability and proven history in handling special project constraints.

DLR and the highest ranked applicants shall mutually discuss and refine the scope of services for the program and will negotiate terms, including the fund award and the performance schedule. These discussions will likely occur on an annual basis for the multiyear grant-cycle.

> *(C) Vocational Rehabilitation Program: In the case of a State that, under section 101(a)(2)(A)(i)of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.*

Title IV Funds

The vocational rehabilitation grant is drawn down by DHS. Funds are distributed with 80% going to the Division of Rehabilitation Services and 20% to the Division of Service to the Blind and Visually Impaired through mutual agreement regarding distribution of funds.

> *6. Program Data*
>
> *(A) Data Alignment and Integration. Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.*
>
> *(i) Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.*
>
> *(ii) Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.*
>
> *(iii) Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals*

Integration

As mentioned throughout previous sections of the South Dakota Unified State Plan, three different case management information systems are used by the four ***WIOA core programs***, each designed to meet the needs of the programs it serves. Only Title I and Title III use the same SDWORKS system. DLR and DHS are currently developing interface mechanisms between the SDWORKS, FACES (Title IV), and LACES (Title II), in order to communicate with one another. This approach will allow for a data collection and reporting system that eliminates the need to require any one agency to change their legacy systems in terms of process and actions but would improve capabilities pertaining to data collection and reporting. To make these management information systems interoperable and enhance data sharing amongst management information systems of the four core programs, South Dakota will:

- Develop strategies between the South Dakota Bureau of Information and Telecommunications (BIT) and vendors of the management information systems.
- Develop electronic referral process between programs.
- Share employer database to improve annual reporting.
- Improve collection of unemployment insurance wage records from other states; and
- Combine or coordinate payroll features for work experiences.

This integrated approach serves many diverse populations, including unemployed individuals, to receive career services and training services when appropriate to improve service delivery and reduce duplicative effort. This data sharing project between DLR and DHS legacy case management systems will:

- Allow field staff to be aware, in real time, if an individual is currently a participant or has been a past participant in either any program for either agency;
- Improve communication between WIOA programs to coordinate services;
- Reduce duplication of application information provided by participants;
- Reduce duplicative data collection and verification for the completion of trainings; and

- Improve customer service, case management, reporting, and performance outcomes.

Ultimately, data sharing will align resources, improve reporting processes and outcomes, and enhance the consumer's experience. WIOA programs will work together more seamlessly.

(iv) *Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).*

DLR (Titles I, II, and III) and VR (Title IV) will submit reports required under section 116, performance accountability separately. DLR will submit reports for WIOA Title I Adult, Dislocated Worker, and Youth, and Title III Wagner-Peyser. DLR is developing mechanisms to enhance reporting outcomes through data agreements with the State Wage Interchange System, National Student Clearing House and GED outcomes.

(B) *Assessment of Participants' Post-Program Success. Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.*

Post-Program Outcomes

Follow Up services are made available to all Title I participants. Because of dual enrollment policies, this group includes RES, TAA, and TANF participants. While WIOA requires Follow Up for Title I Adult and Dislocated Worker participants after Exit with unsubsidized employment, DLR requires 12 months of Follow Up services for all participants with some exception criteria. Those who refuse Follow Up services do not receive them. This requirement maintains consistency for job service staff. Follow Up services are based on the individual needs. For Title I Adults, Follow Up services may consist of providing support and guidance to facilitate sustained employment, advancement, or personal development. For Title I Youth participants, follow up services are broader and may include support and guidance to facilitate sustained employment, supportive services, adult mentoring, financial literacy education, career exploration services, and transition services for postsecondary education.

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South Dakota will utilize participant's post-program outcomes to assist with research and evaluation of WIOA core programs. The Research and Data Analyst program specialist will evaluate the data and work with the program directors and program specialists to address trends.

(C) *Use of Unemployment Insurance (UI) Wage Record Data. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.*

Reemployment Assistance Wage Data

The DLR Reemployment Assistance (RA) Division is the designated UI agency for South Dakota and required One-Stop partner (section 121(b)(1)(B)(xi), WIOA). This wage data, including South Dakota data and other state wage data through WRIS, is:

- ***Accurate*** – related to the collection and use of wage records to determine performance accountability, data validation of cases, and evaluating the effectiveness of the cases and their outcomes is much higher and reliable than relying upon self-reported data collection such as graduate, employer, or job seeker surveys.
- ***Accessible*** – The broad coverage of UI wages and its associated data collection is estimated at 99.7% of all wage and salary earners and 89% of the total civilian labor force (self-employed individuals account for the difference). This is according to the Ways and Means Committee of the U.S. Congress. The UI reporting system easy access to required data for almost every WIOA participant in a performance-based program. Other state initiatives can also utilize the data as long as the scope and content of the data being collected and publicized meets applicable federal and state laws and regulations.
- ***Longitudinal*** – States are required to maintain the most recent two-years of data elements online to support the administration of UI claims. Many states have a longer retention rate than two years and as a result, quarterly UI wage data can be linked to create a longitudinal record of earnings.

The cost effectiveness of using UI wage data is appealing for states working within budget restraints. Generally, the cost of a state to access and parse UI wage record data to determine outcomes and performance measures of WIOA participants.

(D) Privacy Safeguards. Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Security

Privacy safeguards are incorporated to ensure protection of Personally Identifiable Information (PII) from employers, job seekers, and staff. These protections and security protocols are built around all aspects of federal regulations applicable to PII, UI regulations, WIOA regulations, and the General Education Provisions Act. Further, all applicable laws and regulations for security, privacy, and confidentiality are followed as prescribed under the Internal Revenue Service and U.S. Social Security Administration.

The South Dakota Bureau of Information Technology (BIT) overseas IT security for all agencies. This includes security for adaptive technology, buildings, digital conferencing hardware, GIS/GPS, networks, servers, software for agency use, software for development use, staff hardware, and vendor and client security requirements necessary to use state resources and/or be involved in the development of hardware or software used for state resources.

DLR works with BIT to employ the security protocols required under federal and state requirements to protect PII and sensitive information of all customers. Procedures are in place to recognize, intercept, and mitigate any possible data breach.

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7. Priority of Service for Veterans
Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

Veterans

DLR has implemented processes for veterans and eligible spouses (covered persons) to self-identify as eligible for ***priority of service*** at the point of entry in a DLR job service office or during use of the DLR website. Covered persons are given priority over non-covered persons for the receipt of employment, training, and placement services in all programs funded by U.S. DOL and are entitled to the precedence and/or access over non-covered persons for services. Priority of service eligibility is identified on signage in the DLR job service offices, sign-in forms, screening and assessments by job service office staff, brochures, and the DLR website. Implementation of priority of service at DLR job service offices includes:

- Covered persons are placed first in line to obtain employment services and computer resources.
- Covered persons receive first notification on job listings posted to SDWORKS.
- Covered persons receive priority for WIOA programs.

For the purpose of implementing the priority of service, a broader definition of veteran is used. Under this definition the term "veteran" means a person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Active service includes full-time federal service in the National Guard or a Reserve component. This definition of "active service" does not include full-time duty performed strictly for training purposes (such as weekend or annual training), nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal Authorities (such as natural disasters). The eligibility for spouse for Priority of Service means any of the below:

- Any veteran who died of a service-connected disability.
- Any member of the Armed Forces serving on active duty who, at the time application for priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
    1. Missing in action;
    2. Captured in the line of duty by a hostile force; or
    3. Forcibly detained or interned in the line of duty by a foreign government or power;

- Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veteran Affairs; or
- Any veteran who died while a disability, (as defined above), was in existence.

DLR provides employment-counseling service to all veterans who need assistance with vocational adjustment. To determine if a veteran or eligible spouse meets the eligibility criteria to receive services from a Disabled Veterans' Outreach Program (DVOP) specialist, non-JVSG staff in DLR job service offices will conduct the initial assessment to determine if the eligible veteran or eligible spouse has a Significant Barrier to Employment (SBE) or any other authorized category approved by U.S. DOL. Once eligibility is determined and Individualized Career Services (ICS) are needed, the non-JVSG staff person will make a referral to the DVOP. If the DVOP is unavailable, staff will continue to assist the SBE individual with services and assist the DVOP with follow up contact information to provide additional ICS. The non-JVSG staff person will complete case notes and enter the referral service in SDWORKS. The DVOP specialist will conduct a comprehensive assessment, assist in the development of an employment plan, provide ICS to meet employment plan goals/needs and facilitate placement. Further implementation of Priority of Service will include:

- Referrals to job openings and training opportunities, in the following order of priority:
    - *a)* Special disabled veterans.
    - *b)* Disabled veterans other than special disabled veterans.
    - *c)* All other veterans and eligible persons.
    - *d)* Non-veterans.
- Priority in all services provided by local public employment offices;
- Provide information about training, rehabilitation, and other benefits or services related to employment, and agencies where benefits or services may be obtained;
- Cooperation with public and private organizations and committees to promote employment opportunities for veterans, and to facilitate their placement in available job openings;
- Facilitate the employment of job-ready veterans;
- Designation of one or more employees, preferably veterans, in each office to discharge the duties prescribed in Title 38, U.S. Code, Chapter 41 as amended; and
- Cooperation with businesses and other agencies in establishing training programs that justify the need for training and provide statistical information pertinent and useful in the planning and operation of training programs that afford the veteran or eligible spouse the greatest opportunity for gainful employment.

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The operations of the DLR job service offices are intended to direct special attention to the barriers veterans face, and to afford ICS. Such service is not only a legal and moral obligation, but also a necessary condition for efficiency in DLR job service office operations. Partnership between DLR and the Director for Veterans Employment and Training (DVET) is a necessity. The State JVSG Program Coordinator, in cooperation with the DVET, will conduct self-assessments and visit DLR job service offices to observe or evaluate operations when necessary or requested. The State JVSG Program Coordinator will:

- Facilitate self-assessments and serve as the point of contact for all self-assessment activities;
- Assist in coordinating all review activities within the state;
- Review and analyze reports and provide all reports and access to records pertinent to assessments;
- Maintain contact, in-person or electronically, with DLR job service offices to ensure Priority of Service signage and other self-identification materials for covered persons are properly placed in the DLR job service offices;
- Assist validation assessment reviews with the DVET if needed;
- As appropriate, provide or arrange for technical assistance and training on matters identified;

Policies of DLR include:

- The facilities of the state agencies designated under the Wagner-Peyser Act shall be utilized fully to provide an effective job counseling and employment-placement service to veterans.
- The state agency shall comply with the provisions of Title 38, U.S. Code, Chapter 41, as amended, and shall cooperate fully with the DVET to enable him or her to discharge the responsibilities specified in Section 4103 of Title 38.

- The state agency shall provide an effective placement service for all veterans, to secure for them maximum job opportunities in the field of gainful employment.

8. *Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities.*
Describe how the one-stop delivery system (including one-stop center operators and the one- stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

Accessibility

Each DLR job service office receives an ***Americans with Disabilities Act (ADA)*** compliance review once every three years at minimum as part of the One-Stop Certification process. The uses the ADA Checklist for Existing Facilities based on the 2010 ADA Standards for Accessible Design. During the review, each applicable section is scored for compliance with a "yes" or "no." All "no" responses are documented with photos and then addressed in an action plan to bring the section into compliance. All "no" responses are categorized by low, moderate, and high effort. The action plan includes a timeline to correct any deficiencies, typically six months to one year for the low to moderate effort findings. Most if not all of the high effort findings need to be resolved by the landlord, including repair or replacement of sidewalks, parking lots, and remodeling of restrooms. DLR notifies the landlord of the deficiencies begins negotiations to address the issues.

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At the conclusion of each ADA review, the reviewer recaps the findings with the office manager and staff are given direction on actions they can take immediately to temporarily remediate issues (if any) until a permanent resolution is put in place.

9. *Addressing the Accessibility of the One-Stop System for Individuals who are English Language Learners*
Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

Limited English proficient (LEP) individuals must be able to access and participate in WIOA programs and activities in a manner equally consistent and effective to that offered to those proficient in English. One-Stop Career Centers and partners take reasonable steps to ensure LEP individuals receive the language assistance necessary to afford them meaningful access to the programs, services, and information, free of charge. To meet these requirements, DLR contracts with CTS Language Link Services of Vancouver, WA, to provide over-the-phone interpretation services to LEP individuals (see DLR Nondiscrimination Plan, Element 4 F. Access Accommodations 2. Limited English Proficient at dlr.sd.gov/equal_opportunity).

To ensure staff can provide equal services to LEP individuals, DLR provides technical assistance and training. Technical assistance include is outline in Element 2 of the DLR Nondiscrimination Plan. Superficially, *"Point 2 Your Language"* Poster (Exhibit J), Language Link Tips (Exhibit L), and a Language Link Process guide (Exhibit N). DLR also provides training to staff, which covers the technical assistance mentioned above. Additionally, the Equal Opportunity (EO) Officer provides LEP training to the job service office, or One-Stop, managers.

Reviews ensure each One-Stop Career Center is compliant with WIOA section 188 and 29 CFR 38. These reviews, similar to the ADA process, take place during the One-Stop Certification every three years at minimum. LEP is covered in the monitoring process, during the employee interviews, and during the Equal Opportunity data analysis. Each of these aspects are also outlined in the DLR Nondiscrimination Plan.

IV. COORDINATION WITH STATE PLAN PROGRAMS.

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

As discussed in previous sections of the 2020 State Plan, South Dakota has Title I, Title II and Title III under the direction of the Department of Labor and Regulation (DLR) while the Department of Human Services (DHS) has oversight of Title IV. The WIOA core program staff meet at least quarterly as the Core Program Alignment Consortium (CPAC), but meetings tend to be much more frequent. The CPAC was formed as the first WIOA Unified State Workforce Plan was developed and consists of state level staff representing the core programs and a variety of other workforce programs. These meetings provide an opportunity for information sharing, policy development, and the facilitation of specific work groups. Locally, workforce partners meet on a quarterly basis at minimum. These partner meetings provide an opportunity to share policy changes, identify areas for collaboration, and areas of need. Further, several workforce partner agencies are involved in the Workforce Development Council (WDC) to offer guidance and direction for the workforce programs in South Dakota.

In preparation of the 2020 State Plan draft, job service office managers, state leaders of the WIOA Core Programs, and WIOA partners met to discuss strengths, weaknesses, opportunities, and threats of South Dakota's workforce. The goals and priorities identified by the WDC for the 2020 State Plan were also presented, and strategies to meet the WDC goals were discussed. At the conclusion of this meeting, it was determined to facilitate this event annually. A larger workforce partners meeting at the state level will also be held. Beginning in 2020, the CPAC will host these events.

In 2019, Cabinet Secretaries of DLR and DHS gathered a work group to determine the most efficient, sustainable, comprehensive, and seamless method of delivery of WIOA services to all South Dakotans. Specifically, changing agency organization to move staff and services funded under Title IV from DHS to DLR. This project catalyzed discussions to improve service delivery, infrastructure, data management cost savings, data sharing, and reporting, however, a clear method to neatly extract Title IV from DHS and relocate to DLR did not arise, and the costs involved to make the change would outweigh any benefit. As a result, the recommendation to the Governor of South Dakota was to enhance collaborative initiatives and strengthen service delivery among the WIOA Core Program under the current structure. Specific strategies are identified in Section II of the 2020 State Plan.

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V. COMMON ASSURANCES (for all core programs)

	The Unified or Combined State Plan must include assurances that:
1.	The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member rep-resents, and procedures to resolve such conflicts;
2.	The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;
3.	The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;
4.	The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;
5.	The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;
6.	The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;
8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;
10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);
11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and
12.	Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

a) General Requirements

1. Regions and Local Workforce Development Areas.

(A) Identify the regions and the local workforce development areas designated in the State

(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for "performed successfully" and "sustained fiscal integrity" in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions

(C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas

Adult, Dislocated Worker, and Youth Activities under Title I

South Dakota is a single area state with one state board. The Workforce Development Council (WDC) provides guidance and direction for the entire state.

(D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

An ***appeals process*** is in place when Parties cannot reach agreement. Disputes between Parties will be attempted to be resolved informally. If a resolution is not found, the Parties will send a written letter to the Executive Director of the WDC. The Executive Director will have 10 days to acknowledge receipt of the dispute and transmit the letter to the Council members. The WDC then has 30 business days to convene and hear testimony from all Parties involved in the dispute. After hearing testimony, WDC has an additional 30 business days to issue a formal resolution for the issue. The final resolution will be issued by the WDC Chair.

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2. Statewide Activities

(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

DLR follows WIOA guidance for required and allowable activities of the ***statewide funding***. The DLR Cabinet Secretary reviews all requests and provides a final determination. Allowable funding determinations are based on Governor's priorities. Statewide funds will be utilized for:

- Data management system updates and maintenance;
- Monitoring and oversight;
- Evaluations;
- Trainings;
- Rapid Response activities; and
- The Eligible Training Provider List (ETPL).

DLR Statewide funding may support efforts related to:

- Providing the opportunity for individuals referred by businesses, but who are not participants, take the National Career Readiness Certificate (NCRC);
- Incumbent Worker Training;
- Career Launch Youth engagement efforts;
- Dakota Roots outreach;
- Bring Your 'A' Game soft skills trainings for businesses and students; and
- WIOA Title II activities.

Oversight of this funding is provided by the DLR Administrative Services Division. All state and federal procurement laws, policies, and procedures are adhered to. Subrecipient agreements are monitored based on risk assessments.

(B) Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers.

The WIOA Title I statewide funding will be utilized to for required activities, including:

- Rapid Response needs;

- Development and maintenance of SDWORK and the ETPL;
- Training staff; and
- Monitoring, reviewing, and evaluating programs; and development.

Other allowable activities will include public outreach and several efforts to assist workforce development in the state. Priorities for funding are analyzed and evaluated on an annual basis, if not more frequently, and are based on budget availability, needs, and Governor's priorities.

It is the policy of South Dakota to meet with a possible layoff or closing business within 2 days of garnering any information. Information is provided to company leadership and employees regarding all the services available through DLR. ***Rapid Response*** meetings can take place at the work site, the nearest job service office, or an off-site location. Partners in the communities who provide various services are invited to attend the Rapid Response meeting and present their program information to the workers. Funding may be utilized for meeting space for Rapid Response meetings, job fair for the workers, or advertising to alert affected workers of the events.

Early intervention and comprehensive pre-layoff assistance is the foundation of the layoff aversion strategy which focuses on eliminating or minimizing the length of time impacted workers are unemployed. Building and maintaining relationships with the business community is critical. Regional DLR staff typically have established relationships with local businesses which allow for early warning of potential layoffs, as well as allow opportunity for early intervention to help avert a layoff through services, including Registered Apprenticeships and incumbent worker training.

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(C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

Rapid Response activities include, but are not limited to:

- Informational and direct re-employment services for workers, such as:
  - information and support for filing RA benefits,
  - information on the impacts of layoff on health coverage and other benefits,
  - information on and referral to career services,
  - re-employment-focused workshops and services, and training;
- Delivery of solutions to address the needs of businesses to transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment;
- Convening, brokering, and facilitating the connections, networks and partners to ensure the ability to provide assistance to dislocated workers and their families such as home heating assistance, legal aid, and financial advice; and
- Strategic planning, research, and analysis designed to anticipate, prepare for, and manage economic change.

(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Whenever there is a layoff, regardless if a petition is filed, DLR provides Rapid Response information to the business leadership and employees. If the company has been affected directly or indirectly by foreign trade, a petition is filed on behalf of the employees as soon as the information is gathered in order to activate possible ***Trade Adjustment Assistance (TAA)*** funding. If the petition is approved prior to or after the layoff, a TAA Rapid Response is held. Employees of the affected company are notified typically by mail, email, and local news media. At the Rapid Response event, employees are informed of all the WIOA services and TAA specific allowances.

b) Adult and Dislocated Worker Program Requirements

1. Work-Based Training Models.

If the State is utilizing work-based training models (e.g. on-the- job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Work-Based Training

In South Dakota, ***On-the-Job Training (OJT)*** is the most common, efficient, and effective way for a participant of the Title I or Registered Apprenticeship programs to gain the knowledge and skills essential to the performance of the job and maintain long term employment. DLR job service office staff work with businesses in their communities to create a strong relationships and opportunities for OJT and Registered Apprenticeships. These training programs employ individuals who may be harder to serve, lost their jobs at no fault of their own, lack experience, and/or looking for a long-term commitment to a specific occupation. While not as common, ***Customized Training*** provides 45% of the training costs through the Title I program funding. Due to funding limitations with the Title I Adult and Dislocated Worker programs, it is ideal way to stretch training funding to enable the business to invest in their employees and provide and increase retention.

Work-based learning programs foster innovation in job placement strategies. South Dakota, like much of the nation, is experiencing a shortage of trained heavy and tractor trailer truck drivers. While the need is great many companies are hesitant to hire individuals with less than two years of driving experience due to increased insurance costs and greater liability risks. This presents a challenge for DLR supported participants who earn their CDL through Occupational Skills Training (OST). Utilizing OJTs allows DLR to help alleviate the extra costs associated with hiring a recent CDL recipient.

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Many Title I ***Youth*** participants take advantage of job shadows, Work Experiences, OJT, and pre-apprenticeships. These opportunities allow career path discovering while gaining the soft skills.

A Work Experience accompanied by robust case management can anticipate and resolve common workplace issues. On-site monitoring, continued career readiness trainings, Supportive Services, and conflict resolution are a key component for success.

2. Registered Apprenticeships

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

Registered Apprenticeship Strategies

As part of all workforce development efforts, DLR is embedding Registered Apprenticeship programs on multiple levels and aligning the programs within career pathways. The use of Registered Apprenticeships will be encouraged through demonstration projects, policy guidance, and technical assistance. With increased attention on various forms of work-based learning, DLR expects all types of apprenticeships (pre-apprenticeship, non-registered, and registered) to become more common as WIOA continues to be implemented. Encouraging participants to simultaneously earn wages and learn higher technical skills through an apprenticeship will increase success in the workplace. Incorporating Registered Apprenticeships into WIOA will depend on the final form of Title I performance requirements, the planned duration of the training, and the occupational demand.

Three areas of activity are included in the States overall apprenticeship ***goals***:

1. Highlight effective practices and recommend strategies for:
    - engaging employers and industry partners;
    - assessing the viability of industry sectors to target for apprenticeships;
    - expanding access to under-represented populations including females, Native Americans, limited-English proficient individuals, youth 16-24, individuals with disabilities
    - aligning apprenticeship resources and programs across all partners;
2. Identify immediate opportunities to strengthen and expand apprenticeships; and
3. Identify state apprenticeship goals and performance metrics.

South Dakota is in a position to enhance and scale Registered Apprenticeships in new and creative ways. The strategies

described below work to meet the goals set forth in Training and Employment Guidance Letter (TEGL) 17-18, create sustainable programs, and ensure Registered Apprenticeships become interwoven throughout all industry sectors as a workforce training method. The outlined goals require a comprehensive and strategic approach that is both multifaceted and heavily reliant on partner involvement. This approach will focus outreach and funding efforts to the following entities:

- ***Employers –*** Developing four new programs in South Dakota either utilizing industry associations or encouraging industry sectors to form a consortium. These programs must include a high school credit and post-secondary credit components. In the fall of 2018, South Dakota high schools had the option to adopt newly approved graduation requirements with an advanced career endorsement and a Youth Registered Apprenticeship course. This course is flexible enough to allow students to be employed with any employer offering a Registered Apprenticeship.
- ***Apprentices –*** Providing financial assistance with additional support through WIOA funding to new apprentices through OJTs, related instruction, and Supportive Services to a minimum of 315 individual to assist individual success and support existing sponsors.

As a result of a broadly cast net to gauge industry interest, in May 2019, 14 new Registered Apprenticeship sponsors were created, and three organizations signed Employer Acceptance Agreements with National Apprenticeship Program sponsors. This provided South Dakotans with 17 new apprenticeable occupations, including machinists, welders, hotel managers, home health aide, licensed practical nurse, professional brewer, and organic farm manager. This effort exemplified the willingness and ability to leverage limited resources to meet the needs across the state.

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Utilizing a U.S. DOL Apprenticeship State Expansion (ASE) grant, DLR will continue to develop Registered Apprenticeship ***programs*** to assist individuals along a career pathway. A consortium of four manufacturing businesses is one model currently taking place and was developed with support from State Apprenticeship Expansion (SAE) funding. This model provides the training component for high school students from local businesses, while the school district and area technical institute provide the related technical instruction. Students to earn high school credit, post-secondary credit, and Registered Apprenticeship credit for a Production Technologist position. Upon graduation, a student can complete their Registered Apprenticeship or continue their post-secondary education. The participating manufacturers are gaining exposure and building a pipeline of potentials employees to meet an immediate workforce need.

The need to development of new Registered Apprenticeship programs is necessary to increase the number of apprentices. Target industries include healthcare, manufacturing, accommodation and food service, and computer science/information technology. By 2026, the healthcare industry is facing a 11.45% growth in South Dakota, manufacturing 5.96%, accommodation and food service 8.93%, and computer science/information technology 12.05%. As a result, training in these industries is essential. The following table illustrates the projected growth of these industries by 2026.

Industry	***2016 Estimated Employment***	***2026 Projected Employment***	***Total 2016 - 2026 Employment Change***	***Total Annual Average Employment Change***	***Total 2016 - 2026 Percent Change***
Professional, Scientific, and Technical Services	12,902	14,457	1,555	156	12.05%
Health Care and Social Assistance	64,346	71,711	7,365	737	11.45%
Accommodation and Food Services	40,227	43,819	3,592	359	8.93%
Manufacturing	42,159	44,673	2,514	251	5.96%

Source: Labor Market Information Center, SD Dept. of Labor & Regulation

Through an application process, 15-25 Registered Apprenticeship program will be developed receiving U.S. DOL ASE funding, with additional points given to those that meet the Priority Program Factors outlined below. Contracts will be awarded to recipients upon meeting key milestones to program implementation. The Priority Program Factors are:

- Registered Apprenticeships in these key industries: Computer Science/Information Technology, Healthcare, Advanced Manufacturing, and Accommodation and Food Service.
- Programs designed to increase engagement for under-represented populations such as females, Native Americans, limited-English proficient individuals, youth 16-24, individuals with disabilities
- Programs designed to incorporate a collaboration amongst DLR, WIOA required partners, post-secondary training providers, and secondary schools.

DLR will offer a reduced cost for training or related instruction for new apprentices in order to engage individuals in new Registered ***Apprenticeships***. This may also include incumbent workers who enter into a Registered Apprenticeship with their current employer. DLR will also use WIOA funding to offer Support Services, such as soft skills training, transportation, daycare, or work attire based on eligibility and as determined appropriate. This will supplement U.S. DOL ASE funding.

3. *Training Provider Eligibility Procedure*
   Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

ETPL Requirements

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Providers must submit an ***initial application*** to DLR for the training program(s) in order to receive WIOA funding. In addition, providers must follow the process outlined in this policy and submit student and performance data as required. The initial application must provide verification of their accreditation, authorization to provide training o education beyond secondary level in South Dakota, or a curriculum outline. Initial applications must also provide verification of their nondiscrimination policy in compliance with WIOA sec. 188. Approved programs will be listed on the ETPL and remain eligible until the end of the program year. Training providers will be informed of approval or denial status, or if additional information is needed. This information will be emailed to the contact provided by the applicant on the application. For training providers who are not a U.S. DOL Registered Apprenticeship program, the training provider will submit a complete program application into the SDWORKS ETPL module, including information on:

- Business partnerships related to the program;
- Employment opportunities in South Dakota linked to the program occupation(s);
- Program costs;
- Training location(s); and
- Skills participants will acquire through participation in the program.

A program must provide one or more courses or classes leading to one or more of the following:

- Certificate of completion for a Registered Apprenticeship program;
- Industry-recognized certificate or certification;
- License recognized by the Federal government, State of South Dakota, another state with which South Dakota has a reciprocal agreement;
- Post-secondary diploma;
- Associate or baccalaureate degree;
- High-need field of study approved for the Build Dakota Scholarship Program;
- Secondary-school diploma (or it's equivalent) earned in conjunction with:
    - Occupational skills training;
    - On-the-job training;
    - Incumbent worker training; or
    - Workplace training;
- Measurable skills gains toward:
    - Employment; or
    - Any of the credentials described above.

Programs associated solely with occupations resulting in commission-only earning, stand-alone programs such as job readiness, basic skills, career exploration, and reading literacy programs will not be eligible for inclusion on the ETPL.

Providers that want to remain on the ETPL for subsequent program years must meet the ***continued eligibility requirements***, as authorized by WIOA sec. 122. South Dakota WIOA ETPL Policy 4.10 has been implemented to determine if the provider is:

- Still offering the program;
- Wishing to continue the program's eligibility and receive WIOA Title I funds;
- Providing accurate program cost information
- Meeting minimum performance standards;
- Maintaining accurate consumer information in SDWORKS; and
- Providing the most recent program performance data.

The following information is required for a continued eligibility determination:

- A completed application;
- Performance reports for the previous program year submitted within the required reporting period;
- Certification that the following have not changed from previous years: the provider's refund, equal employment opportunity, and accessibility policies. If changes have been made, new copies of the aforementioned shall be provided;
- Any additional information requested by the State.

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A continued eligibility determination will be made for each training provider on a program-by-program basis and be based on the following criteria:

- A training provider's prior eligibility status or status of existing programs.
- The performance of training providers on the performance accountability measures relating to the State Plan and the training provider's individual performance measures established by DLR.
- The availability of training services through the State.
- Information reported to the State with respect to Federal and State programs involving training services, including the adult education and vocational rehabilitation programs.
- The degree to which the program relates to in-demand industry sectors and occupations in the State.
- Compliance with State licensing requirements, where applicable.
- The ability of the training provider to offer quality programs that lead to postsecondary credentials.
- The ability of the training provider to provide training services to individuals who are unemployed, underemployed, incumbent workers, and individuals with barriers to employment.
- Demonstrated ability of the training provider to submit timely and accurate performance reports.

Continued eligibility will be based on ***reporting requirements***. All programs eligible for a continued application must meet the minimum performance requirements. In addition to the Continued Application Requirements above, all providers must meet reporting and performance requirements for continued eligibility. Program performance information will be included in the SDWORKS and the WIOA Annual Report. The training provider must provide program performance reports as described in DLR WIOA Policy 4.10.

To be considered for inclusion on the ETPL, a training provider must complete the ***initial application*** Process by complying with following three steps:

- Create a Training Provider account in the SDWORKS ETPL module. [III.b)1.(A)]
- Provide written assurances the programs:
    - Comply with the requirements of:
        - WIOA Sec. 188 and 29 CFR Part 38, which prohibit discrimination on the basis of age, disability, sex, race, color, national origin, political affiliation or belief, or student status; discrimination against certain noncitizens; and assistance for facilities used for religious instruction or worship;
        - The American with Disabilities Act, as amended,

- Will submit program performance reports as required under the Performance Requirements section; and
- Will retain documentation verifying the accuracy of its submitted program performance reports and provide access to the documentation for a period of three years.

During the annual approval process, each applicant is considered for approval by the WDC at the Quarter 4 meeting (May) and approved providers are added to the ETPL at the beginning of the Program Year (July). Providers applying for ***continued eligibility*** will complete an application annually, January 1 through March 30. DLR will review applications and submit recommendations for WDC approval before May 30. Applicants will receive notification of approval or denial by June 15.

A program not on the current ETPL can be approved by DLR in 30 days outside of the annual application process if the program meets certain requirements. This ***accelerated process*** can be initiated if the program is:

- A Build Dakota Scholarship Program; or
- A Registered Apprenticeship Program; or
- Has been an active program for a minimum one-year in a high demand-high wage occupation (determined a "Hot Career" by the South Dakota LMIC) and there is limited availability of the program in the region.

DLR would not provide WIOA funding until the quarter following accelerated approval. Providers approved through the accelerated process are still required to apply in the next annual approval process.

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Apprenticeships are an effective work-based learning strategy into a career pathway. To further integrate apprenticeship and advance the use of this strategy. Pursuant to section 122(a)(3) of the WIOA, apprenticeship programs registered with the U.S. DOL are allowed to bypass certain application requirements and automatically be placed on the ETPL upon notifying a local area of its interest in providing services to Title I participants. Although Registered Apprenticeship programs are automatically eligible, the program will not be included on the ETPL unless the program provider notifies DLR of its intention to be included on the ETPL.

Each Registered Apprenticeship programs, registered as of the date of enactment of these procedures, will be notified by the Office of Apprenticeship and DLR to determine whether the program provider prefers to be included on the ETPL. Each provider will be directed to the DLR website in order to complete the required eligible training provider criteria. Once an apprenticeship program is registered on the ETPL, the program will remain on the ETPL until the program is no longer registered with the Office of Apprenticeship or until the provider notifies the Office of Apprenticeship or DLR, in writing, of the intention to be removed from the list.

4. *Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.*

Priority

The WIOA Title I Adult program is statutorily required to provide priority of individualized career and training services to individuals in the following order:

Priority of Services	Funding Eligibility and Priority
1. Veterans and Eligible Spouses** including Widows and Widowers + Low Income, Public Assistance, or Basic Skills Deficient	X
2. Low Income, Public Assistance, or Basic Skills Deficient	X
3. Veterans and Eligible Spouses including Widows and Widowers + Displaced Homemaker; Indians, Alaska Natives, Native Hawaiians; Older individuals; ***Individuals with disabilities*; Ex-Offenders****; Homeless individuals or homeless children and youths; youth who have aged out of the foster care system; individuals who are English language learners, have low levels of literacy, and facing	Those marked ***bold/asterisk**** are eligible for WIOA Title I funding.

substantial cultural barriers; eligible migrant and seasonal farmworkers; individuals within two years of exhausting lifetime TANF eligibility; single parents; or long-term unemployed individuals	
4. Displaced Homemaker; Indians, Alaska Natives, Native Hawaiians; Older individuals; ***Individuals with disabilities*; Ex-Offenders***; Homeless individuals or homeless children and youths; youth who have aged out of the foster care system; individuals who are English language learners, have low levels of literacy, and facing substantial cultural barriers; eligible migrant and seasonal farmworkers; individuals within two years of exhausting lifetime TANF eligibility; single parents; or long-term unemployed individuals	Those marked ***bold/asterisk**** are eligible for WIOA Title I funding.
5. Veterans and Eligible Spouses who are NOT included in the priority group (1 or 3 above)	
6. Priority established by the Governor or Workforce Development Council: High School Dropout	X
7. All other individuals ages 18 and older.	

** While Individuals with disabilities and ex-offenders are eligible for funding, they have the same priority of services as individuals with barriers to employment in the same category (3 and 4 above) .*

***Veterans and eligible spouses must meet the Title I Adult Program eligibility for funding to receive financial services through the Adult Program. All veterans and eligible spouses can be enrolled into WIOA and receive priority of services. For definitions, see Definitions Policy 9.2 (veteran and eligible spouse), Family Size and Income Guidelines Policy: 4.7, and Basic Skills Deficient Policy 4.8.*

The priority of service will be monitored through the One-Stop Career Center certification process by comparing the number of individualized and training services provided to those who meet a priority of service to those who do not.

5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

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The DLR Cabinet Secretary may transfer up to 100% of a program year ***allocation*** between the WIOA Title I Adult and Dislocated Worker programs. Budgets are distributed each fiscal year to DLR job service offices by the Labor Program Specialists. Factors for consideration include local economy, layoffs, and population. A larger dislocated population may need additional funding in order to assist in education or retraining. South Dakota always focuses on a priority service to adults and funding would be appropriately dispersed based on need.

c) Youth Program Requirements

(1) Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants or contracts.

Title I Youth

South Dakota is a single area state and DLR, as the designated agency, is the provider of Title I Youth services. South Dakota does not award grants or contracts for these services. Each comprehensive One-Stop Center has at least one Title I Youth specialist to provide specific case management. Job service offices offer services through providers such as transportation companies, clothing stores, and counselors. Providers and vendors are chosen based on customer choice. Often times the provider or vendor decision is based which business in the area will work with DLR's payment process.

(2) Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

As ***Out-of-School Youth*** participants increase, so does the focus on providing quality and meaningful services to improve outcomes for participants. DLR has committed resources by adding a Data and Research Labor Program Specialist to the staff to analyze data and trends. The efforts the Data and Research staff focus DLR strategies and services to those proving most effective and leading to greater outcomes. While this position is relatively new, important insights are already emerging, such as longer OJT service periods and the impact on job retention and higher earnings. Participants who receive robust case management, including Support Services, tend to see more success after OJT. III.b) 4.(C)

Efforts are underway to increase communication and understanding between the different core programs and other partner agencies. Emphasis on enrollment to the greatest extent possible coincides with an increased understanding of core program functions by job service office staff, as well as knowledge of the overall vision of partner programs. Best practices are being identified and shared with job service office staff regarding support for clients co-enrolled in Title I programs and Vocational Rehabilitation. Utilizing services from each agency expands resources available to help

participants succeed.

> *(3) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element.*

The continuous staff training and the creation and distribution of the South Dakota WIOA Services Chart (Resource 1), which provides service definitions and examples, have helped staff understand the ***services available*** to clients and their placement within each of the 14 categories. Each DLR job service office is required to explain and distribute current One-Stop Services List (Form 3) list to individuals during the orientation process, a signature is required for proof of receipt and review of the list.[III.b) 2] The process helps ensure each individual is aware of the wide variety of services offered through the workforce systems in South Dakota.

The Objective Assessment service helps job service office staff understand which services are needed most by a client at the time of their application. The creation of an Individual Employment Plan (IEP) with each participant creates a road map of services moving forward and allows staff to make meaningful recommendations for services within the 14 program elements.

DLR has recruited and assisted in the development of 6 new ***pre-apprenticeship programs***. This is a growing trend in South Dakota. As apprenticeship awareness and popularity grows, DLR will continue to recruit school districts, educational institutions, and businesses to provide pre-apprenticeship opportunities to Title I Youth and seek opportunities to convert existing programs into registered programs. Work Experiences, paid or unpaid, are a perfect partner for the pre-apprenticeship programs as they develop. DLR will continue to maximize the potential for Work Experience components to partner with pre-apprenticeship programs through the creation of a meaningful referral process. The referral process will encourage pre-apprenticeship applicants to register with their local DLR job service office to screen for WIOA eligibility. Cost savings to employers and financial benefit to the participant should lead to increased retention of participants and lead to more individuals successfully completing programs.

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> *(4) Provide the language contained in the State policy for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of- school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.*

WIOA Regulation §681.300 provides State Boards with the authority to define and establish documentation requirements for additional assistance. ***Additional assistance*** is defined as an individual who meets one or more of the following:

- No employment within the last 6 months.
- Unable to hold employment due to being fired from, or quitting, two or more jobs in the last 6 months.
- History of substance abuse.
- One or more parents currently incarcerated.
- Is a veteran.

Documentation requirements include a case note in the participant's SDWORKS file outlining the Additional Assistance category that applies to the participant and the participant's situation related to the Additional Assistance *(reference WIOA Youth Additional Assistance Policy 4.4)*.

> *(5) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define "not attending school" or "attending school," indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.*

The process of program enrollment will likely occur over a period of time, school status must be based on the individual's status at the time eligibility determination of program enrollment is made. In reference to South Dakota WIOA Youth Eligibility Policy 4.3, school status does not change through the participation period, and the definition of ***attending school*** includes the following:

Attending School includes those registered for classes, is between school terms and intends to return to school (ex.

Summer months), attending secondary, secondary alternative, or post-secondary school, high school equivalency programs funded through the K-12 school system, and individuals with a disability under the age of 21 who is receiving services funded through the K-12 school system. These individuals would be considered In-School.

Attending School does NOT include those who are not attending any school; homeschool status; attending Adult Education and Literacy under Title II of WIOA, dropout re-engagement programs, YouthBuild programs, the Job Corps program, high school equivalency programs (not funded through the K-12 school system), youth within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter, or is enrolled in non-credit-bearing post-secondary classes. These individuals would be considered Out-of-School.

(6) If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

As outline in South Dakota WIOA Basic Skills Deficient Policy 4.8, all assessments or determinations must be made within 60 days of the initial application. Formal assessment results within the last 6 months, provided by the participant or a partner agency, are acceptable to use in place of formal Objective Assessments. ***Basic Skills Deficient (BSD)*** means, with respect to an individual

- Who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- Who is a youth or adult, that the individual is unable to compute or solve problems, or read, write or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Exemptions may include any individual who has:

- Obtained an Associate's degree or higher.
- Obtained the GOLD NCRC or above within the last five years.
- Met with their IRT team and the recommendation is to waive the assessments based on the individual's situation (Case notes must reflect who was in attendance of IRT and why the assessment is waived).

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A basic skills assessment may be provided to determine eligibility for financial assistance for participants who do not meet "Governors Special Barriers" for financial eligibility. In South Dakota, an ACT® WorkKeys® Curriculum™ Placement Quiz, WorkKeys Assessments, TABE™, National Career Readiness Certificate (NCRC), Best Plus™, and Best Literacy™ assessment can be utilized to determine BSD. Best Plus 2 and or Best Literacy assessments are used exclusively by English Language Learners, BSD should be selected regardless of score.

A guide for determining Basic Skills Deficient is included in WIOA Assessment Guide (Resource 13), and includes:

- ACT® WorkKeys® Curriculum™ Placement Quiz or WorkKeys® Assessment Level 4 or below in any assessment
- NCRC Silver or Bronze = BSD
- TABE™ 9/10 Score at or below a 566 in reading, 565 in mathematics, and a 559 in language
- TABE™ 11/12 Score at or below 575 in reading, 595 in mathematics, and 583 in language
- Best Plus™ / Best Literacy™ Select BSD if presented with either test regardless of score

d) Single-area State requirements

(1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

Single Area State Requirements

In compliance with the Single-area State requirements, South Dakota made the Unified State Plan available on January 6 on the DLR website. A public Dakota Digital Network (DDN) meeting was held statewide on February 6. The public comment period closed on February 16. South Dakota received the following comments:
[Information will be included after the public comment period]

(2) The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).);

DLR is responsible for ***disbursal of grant funds*** and offers a wide variety of services to participants statewide.

(3) *A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)*

At intake, ***activities*** with all Title I applicants beginning with the completion of an eligibility determination activity. Next, the Objective Assessment allows staff provides an overall view of the individual, and helps determine strengths and weaknesses, physical, emotional, financial, and educational needs. The completion of the Objective Assessment flows naturally into the creation of the Individual Employment Plan (IEP). The IEP helps staff and participants to identify major career goals as well as identifying steps along the way. Staff are encouraged to update the IEP frequently to help participants track their progress and adjust goals and objectives as needed. Other activities include:

Post-secondary Preparation and Transition Service – Includes completing financial aid forms, assistance in applying to post-secondary institutions, coordinating remedial course work necessary to attend post-secondary straining, coordinating meaningful meetings between the client and post-secondary representatives, learning about necessary life skills to be successful in post-secondary environments. Post-secondary preparation and transition services have become increasingly popular as students, educators, and guardians are increasingly aware of the negative financial, emotional, and educational outcomes that occur when students attend post-secondary training without a clear view of expectations and a defined plan for completion. The Career Launch SD program is an example of the commitment to providing meaningful transition services to students at the secondary level. Through increased school engagement, DLR has reached hundreds of high school students offering career exploration, industry engagement, business tours, employer presentations, and soft skills training; and spread the message of Title I services which as lead to increased participation.

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Educational Achievement – Recorded when a participant takes part in active tutoring or study skills training in either the secondary or post-secondary environment.

Leadership Development Services – Designed to encourage responsibility, confidence, employability, self-determination, and other positive social behaviors. This activity is entered when a participant is enriched through Job Search Assistance Program (JSAP) training, group youth activities, mock interviews, community service projects, driver's education, voter's registration, soft skills training, and more.

Adult Mentoring – Coordinated formal relationships between mentors and Title I Youth participants in which a participant's competence and character is enriched through the guidance, encouragement, and support of the mentor.

Alternative Secondary School – Offered to participants who, for one reason or another, have dropped out of school and have made the decision to enroll in GED earning alternative education programs.

Comprehensive Guidance and Counseling – Used when referrals are made to quality providers for employment related issues, such as drug and alcohol counseling, mental health needs, behavior management etc. This service can be used as the primary service when assisting a client financially to receive needed counseling services

Education concurrent with Workforce Preparation – Integrated education and training offered concurrently and contextually with workforce preparation activities, basic academic skills, and hands-on occupational skills training taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. This is when a participant is active in an education service, while also in a Work Experience or OJT. Similar to a Registered Apprenticeship or Pre-apprenticeship. Both services are entered, and staff can enter the education service and workforce preparation service as well.

Provision of Labor Market Information – Provides specific labor market information about industry sectors and occupations available based on a participant's interest to increase career awareness.

Youth incentives – Financial incentives to complete short-term educational or employment related goals in accordance the IEP. Youth incentives are not a stand-alone activity or service, they are simply a method for payment. The service the participant did to earn the incentive is the service.

Financial Literacy – Typically offered through a partnership with a local provider or financial institution. The class covers budgeting and maintaining a checking account, as well as credit, interest rates, and other borrowing related material.

Occupational Skills Training – Organized program of study on the ETPL that provides specific vocational skills that lead to an occupational skills certificate or credential.

On-The-Job Training (OJT) – Meaningful training to a participant on a path to regular full-time employment with an employer. Used to participants penetrate industries risk averse to hiring employees new to the vocation by allowing a subsidy for an agreed upon training period.

Entrepreneurial Training – Provides the basic skills of starting and operating a small business. This service is dual entered. Entrepreneurial training will be provided through non-credentialed training or occupational skills training.

Enrolled in Secondary Education – A service entered with a participant is enrolled in a secondary education program at 9th grade level or above.

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Non-Occupational Skills Training – Training that assists a participant in acquiring technical or occupational skills towards his/her career pathway but does not meet one of the specific trainings or lead to a credential.

Work Experience – Generally a partnership with local employers, a paid or unpaid training experience that gives youth participants hands on experience in a field they are interested in pursuing or provides them with other valuable employability enhancing skills through actual work experience.

Pre-apprenticeship programs – Coordination between educational institutions, primarily secondary schools, and local business and industry. This service provides monitored work experience and education that aids in the earning of educational and or working hours that lead towards the completion of a Registered Apprenticeship program.

Job Shadowing – Allows youth participants to earn a stipend while spending time on a work site with professionals in an industry of interest to the participant. A function of a Work Experience.

Support Services – Services to active Title I participants and Title I Youth participants in Follow Up status to aide in starting or maintaining participation in workforce training or employment retention. Services offered include assistance with child/dependent care, transportation, medical needs, housing, work attire, educational testing, necessary workplace or training/job seeking accommodations, books/supplies/fees required for education and training, fees associated with applications and tests, with an "other" service reserved for participant needs that do not fall under the other categories.

(4) A description of the roles and resource contributions of the one-stop partners

An overview of the roles and resources of the One-Stop partners is provided in Section III of this State Plan under State Agency Organization. III.b)3.(A)

(5) The competitive process used to award the subgrants and contracts for title I activities.

DLR job service offices provide the majority of Title I services. Other services, such as driver's education or counseling, are delivered by local providers using establish a partnerships and payment through the DLR fiscal processes. When a

competitive process is needed, the state procurement law is used. This regulation can be found at sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=5-18A.

(6) How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

DLR staff assist participants in determining the training to meets their need and employment goals. The program of study and selection of the training provider is up to the participant. After enrollment, assessments, and IEP are complete, a determination is made regarding the participant's eligibility for training services:

- The participant is unlikely or unable to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services (Title I Adults and Dislocated Workers);
- The participant is in need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment (Title I Adults and Dislocated Workers); and
    - The participant has the skills and qualifications to participate successfully in training services.
    - The training will assist the individual in obtaining employment upon completion of the training.
    - The individual is eligible for funding through the WIOA Title I program.
- The participant has an unmet need based on their Financial Aid Award Letter.
- The participant has been accepted to the program of study.
- The program of study is on the ETPL. If eligible for training assistance, an Individual Training Account is created specifically for the participant, the program of study, and the training provider.

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(7) How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

South Dakota's State Board, the WDC, reviewed the allowable AEFLA activities at the Quarter 2 meeting in December 2019 for consideration prior to the 2020 grant-competition. Council members in attendance were asked to rank the allowable activities. DLR Title II staff will utilize these priorities during applicant review. The Title II program will solicit at least one panelist from the WDC to review and score all local applications. Subsequently, based upon the finalized list of applicants, the WDC will have the opportunity to make recommendations to DLR for the alignment of the applicants' proposed Adult Education instruction, activities, and services with the Unified State Plan's goals and implementation.

(8) Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

Reference Memorandum of Understanding in Appendix 2.

e) Waiver Requests

South Dakota has three waiver requests:

- Out-of-School Youth Expenditure
- Individual Training Account Usage for In-School Youth
- ETPL

Out-of-School Youth Expenditure Waiver

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

The State of South Dakota is requesting a waiver from Section129 (a)(4)(A) and 20 CFR 681.410, which requires not less than 75% of funds allotted to states under Section 127(b)(1)(C), reserved under Section 128(a), shall be used to provide youth workforce investment activities for Out-of-School Youth. South Dakota is requesting a waiver to reduce the 75% funding requirement for out-of-school youth to 50%.

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

There is not a state or local statutory or regulatory barrier to implement the requested waiver. State of South Dakota regulations and policy statements are in compliance with current federal law.

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

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Goal: Increase Career Exploration services to youth regardless of their educational status.
Outcome: Continuation of this waiver will allow DLR to further partnerships with school districts and provide students in South Dakota with exposure to various employment opportunities and knowledge of workforce needs. This increase in career awareness will allow students to make informed decisions about their education and career pathway.

In the previous Program Year, this waiver allowed DLR to conduct successful outreach to In-School Youth statewide and assisted in exceeding expectations for Measurable Skills Gains (MSG) and credential attainment for the Title I Youth program. DLR partnerships with secondary education providers are stronger as a direct result of this waiver and improved overall visibility in local communities, which have both led to increased recruitment and distribution of services to all demographics.

Goal: Increase work-based learning services to youth despite their education status. This includes: work experiences, internships, pre-apprenticeships, on-the-job training and job shadows.
Outcome: Continuation of this waiver will allow DLR to remain working toward increasing Title I Youth participation in a work-based learning service and allow allocation of additional funds to these efforts. Increase in career awareness allows students to make informed decisions about their education and career pathway. Last program year, DLR engaged directly with students across the state, providing enriching experiences and engaging directly with new business partners. Since implementation of the current waiver, the South Dakota Title I Youth program has achieved the 20% work-based learning expenditure requirement.

Goal: Enhance partnerships with schools and businesses to increase youth apprenticeship opportunities.
Outcome: Previous approval of this waiver allowed DLR to provide meaningful services to students, school districts, and businesses through paid and unpaid Work Experiences and paid job shadows. Through the provision of these services in South Dakota communities, DLR increased visibility and outreach potential which has direct linkage to an increase in Registered Apprenticeship programs. As the number of Registered Apprenticeship programs increase, the need to connect In-School Youth participants with apprenticeship providers for meaningful pre-apprenticeship experiences increases. Approval of this waiver will assist DLR in continuing promotion of apprenticeship as a viable option for secondary students to explore while promoting greater participation in apprenticeship programs and helping businesses solve workforce shortage issues.

(4) Describes how the waiver will align with the Department's policy priorities, such as:
(A) supporting employer engagement;
(B) connecting education and training strategies;

(C) supporting work-based learning;
(D) improving job and career results, and
(E) other guidance issued by the Department.

Reaching youth while in school enhances engagement between schools, youth, and the business community, where DLR serves as the liaison and facilitates hands on experiences for young adults to further explore career opportunities and provide relevance to their education, improving their school engagement. These exploratory opportunities enable more informed decisions about educational and career paths and builds rapport with local employers.

(5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

School aged individuals statewide will benefit from the waiver, even students not directly eligible for funding while DLR creates meaningful partnerships between public school systems and employers throughout the state. Employer participation with the next generation in South Dakota continues to increase from most sectors as businesses are encouraged by the opportunity to engage with the future workforce.

(6) Describes the processes used to:
(A) Monitor the progress in implementing the waiver;
(B) Provide notice to any local board affected by the waiver;
(C) Provide any local board affected by the waiver an opportunity to comment on the request;
(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report

DLR conducts real time monitoring of Title I Youth programs. Through SDWORKS, South Dakota's information management system, DLR ensures quality services are administered through each local job service office. Monitoring for MSG and credential attainment, staff can review problem areas and highlighting success. SDWORKS allows monitoring of individual performance, local performance, and statewide performance.

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The Workforce Development Council (WDC), has been involved in the development of the 2020 WIOA Unified State Plan. This board has identified services to students in the K-12 system to be a priority. This waiver was also included in the WIOA Unified State Plan public comment period.

While DLR previously had this waiver, it has not yet been in place for one year as of the submission time frame for the Program Year 2018 WIOA Annual Report. This will be included in the Program Year 2019 WIOA Annual Report.

Individual Training Account Usage for In-School Youth Waiver

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

The State of South Dakota is requesting a waiver from 20 CFR 681.550 that allows WIOA Individual Training Accounts (ITAs) for Title I Out-of-School Youth. South Dakota is requesting a waiver to allow the state to provide Title I In-School Youth with WIOA ITAs.

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

There are no state or local statutory or regulator barriers to implementing the request waiver.

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

Goal: Increase enrollment in South Dakota's WIOA Title I Youth program.

Outcome: Approval of this waiver has allowed job service office staff to enroll Title I Youth regardless of their post-secondary goals. Previously, staff would pre-determine if an individual would best be served as an In-School Youth and be unable to assist them with an ITA, or wait until they are an Out-of-School Youth and potentially lose them during the waiting period.

Goal: Increase post-secondary options to disadvantaged In-School Youth.

Outcome: Approval of this waiver allowed DLR to assist individuals with an ITA even if they come to as an In-School Youth. This waiver provides opportunities to engage more participants in training opportunities after high school. Use of this waiver has allowed DLR to conduct meaningful training activities statewide for Title I Youth with high need.

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(4) Describes how the waiver will align with the Department's policy priorities, such as:

- *(A) supporting employer engagement;*
- *(B) connecting education and training strategies;*
- *(C) supporting work-based learning;*
- *(D) improving job and career results, and*
- (E) *other guidance issued by the Department.*

South Dakota has enjoyed a long period of a low unemployment rate but many employers have trouble recruiting and retaining workers. Furthermore, as the next generation tends to leave their hometown for opportunity in different locations, employers are increasingly concerned with their local workforce pool and are eager to engage with In-School-Youth for present and future employees. DLR can assist not only employers but entire local economies to recruit, train, and retain South Dakota's future work force, and in the process will increase awareness of the opportunities available to students after graduation.

Direct partnerships with South Dakota school districts help DLR focus on the educational needs of In-School Youth during case management. Youth work directly with DLR and educators to complete meaningful training plans to support their educational goals and form future employment goals. With a post-secondary plan in place, students can better understand the importance of performing at a high level while in school. DLR also requires training plans for Work Experiences contain an educational component, so partnering with schools has aided in adding meaningful educational components to training plans. Partnerships with employers has led to greater understanding of the expectations an employer has for incoming staff.

DLR partnerships with school districts and employers has increased meaningful work-based learning activities. Students are able to better associate curriculum with the realities of the workplace. Students who participate in work-based learning programs through DLR are issued training plans that outline outcomes that improve long-term employability in line with their current educational requirements. Participants are able to increase knowledge of the working world and can more easily make informed post-secondary decisions leading to meaningful employment. ITAs provide robust workplace learning and a greater understanding of a specific industry, future educational needs, and a clearer path to obtaining full time employment. Outside of the resume addition, In-School Youth participants gain references from career professionals, relationships with employers, and a reputation of work readiness.

DLR can also provide powerful case management strategies to problem solve issues preventing them from performing at

a high level while attending school. Support services can go beyond individual school district offerings, such as funding for counseling services, transportation support, etc. Since In-School Youth participants experience some kind of barrier to employment and economic disadvantages DLR services are a meaningful tool to navigate real-world issues and ensure better preparedness for the work world.

Registered Apprenticeship sponsors continue to increase, and DLR will play an important role in increasing their visibility to In-School Youth. Current efforts are underway to create educational consortiums[VI.b)2.] through partnerships with high-schools, employers, and post-secondary institutions to provide high school students with the opportunity to gain high school credit, post-secondary credits, and registered apprenticeship hours. The ITA waiver gives DLR the means to support these efforts and provide services to lead to greater enrollment and retention of the new generation of skilled workers and the businesses who want to support them.

(5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

This waiver will increase access to training services and career services for low income students with one or more additional barriers to employment. By opening the door to services for this population, school districts benefit by increasing their collaboration with DLR and businesses benefit by improving the skills of their future workforce.

(6) Describes the processes used to:

- *(A) Monitor the progress in implementing the waiver;*
- *(B) Provide notice to any local board affected by the waiver;*
- *(C) Provide any local board affected by the waiver an opportunity to comment on the request;*
- *(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.*
- *(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.*

DLR will monitor this waiver by reviewing reports in the SDWORKS management information system. These reports will identify participation numbers of In-School Youth, Occupational Skills Training services for In-School Youth, the number of Title I Youth in the denominator for the measurable skills gain (MSG) and credential attainment performance indicators.

The WDC has been involved in the development of the 2020 WIOA Unified State Plan. This board has identified services to students in the K-12 system to be a priority. The WDC has representation from businesses and organized labor. This waiver was also included in the WIOA Unified State Plan public comment period.

While DLR previously had this waiver, it has not yet been in place for one year as of the submission time frame for the Program Year 2018 WIOA Annual Report. This will be included in the Program Year 2019 WIOA Annual Report.

ETPL Waiver

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

The State of South Dakota is requesting a waiver of the required collection and reporting of performance related data on all students participating in training programs listed on the South Dakota Eligible Training Provider List (ETPL), as outlined in Sections 116 and 122 of the WIOA law. DLR diligently implements WIOA's ETPL requirements but continues to experience challenges and setbacks due to the required reporting performance data. South Dakota is 16th largest state in terms of land mass and the 6th least populated. The majority of its population is located on the extreme eastern or western sides of the state. ETPL providers are primarily located in a handful of communities in close proximity to the larger population clusters. Training provider options for participants outside of these areas are extremely limited.

The reporting requirements of ETPL training providers place an undue burden on DLR and the providers in terms of administrative costs and resources necessary to collect and share the data for all students. Data reporting often relies on a handful of people with no common data collection system between DLR and providers to easily capture the necessary data. Creating a process by which the data can be collected and shared between entities in order to report outcomes is time-consuming and costly. Furthermore, some of the reporting elements required by the ETPL are not items typically requested of students. The number of WIOA participants in any one program of study is extremely small so asking providers to share data for all students is difficult, and the provider is not offered a real incentive or benefit to do so. All of this hinders the desire of South Dakota providers to take part in the ETPL and limits training options available to WIOA participants.

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In order expand offerings and customer choice, DLR is exploring ways to pattern data share agreements after those already in place between the South Dakota Labor Market Information Center (LMIC) and the South Dakota regental system and technical institutes. While some challenges remain, utilizing similar data share processes can help providers feel the reporting requirements are less burdensome and do not present privacy issues.

South Dakota higher education and career and technical education (CTE) systems fill a need for many participants who have some college credits but need a few more to earn a degree or are located in areas best served by the university satellite locations or online offerings. These institutions have also increased offerings of short-term certificate and diploma programs to meet employer needs. Negotiating data share agreements with these institutions is a logical step in expanding the training options available to program participants.

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

There are currently no state or local statutory or regulatory barrier to implementing the requested waiver. State of South Dakota regulations and policy statements are in compliance with current federal law.

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

Goal: Provide greater consumer choice to WIOA participants pursuing training via ITAs.
Outcome: More time may be allowed for DLR to put data sharing agreements into place and remediate technical challenges currently prohibiting the collection of data for all students. Thus, more colleges and universities in South Dakota may be willing to apply and participate in the ETPL. Many education institutions have shared an unwillingness to apply to the ETPL because of the reporting requirements.

Goal: Provide more WIOA participants with the opportunity to pursue training via ITAs
Outcome: Approval of this waiver would allow DLR to expand training opportunities to new areas of the state, building a stronger workforce.

(4) Describes how the waiver will align with the Department's policy priorities, such as: supporting employer engagement; connecting education and training strategies; supporting work-based learning; improving job and career results, and other guidance issued by the Department.

The university system in South Dakota has partnerships with businesses to guide their offerings. They also have a robust evaluation system to ensure their programs meet employer and student needs.

South Dakota's workforce has a skills gap. In 2014, Drexel University released a report on "Growth and Change in South Dakota Labor Markets" stating "most of the state's unemployment is associated with either geographic or skills mismatches" and "Our finding suggest that occupations that require little skill or education were more often characterized by substantial excess labor supply conditions while occupations requiring considerable schooling and/or experience were characterized by labor scarcity in South Dakota." This is amplified by the low unemployment rate in our state. Increasing convenient post-secondary offerings will assist in meeting employer's demand.

(5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

This waiver would impact South Dakota's WIOA participants, DLR staff, and training providers.

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

(B) Provide notice to any local board affected by the waiver;

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.

If this waiver is approved, DLR will see an increase in the number of training providers included on the ETPL. As outline in Section IV.b)3. of the Unified State Plan, new providers apply and receive board approval to be included on the ETPL. South Dakota Workforce Development Council (WDC) approval is based on occupational needs in the state. Continued providers will provide general outcomes of student success in a program on an annual basis. This will include the total number of students enrolled in the program of study in the reporting period, the total number of WIOA participants who received training in the program of study in the reporting period, the total number of students who exited the program, the total number of WIOA participants who exited the program, the total number of students who completed the program, the total number of WIOA participants who completed the program, the total number of students who received a credential, the total number of WIOA participants who received a credential, and the overall completion rate for the program.

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This waiver request is included in the South Dakota Unified Stat Plan which is posted on the DLR website for comment and review by interested stakeholders, part of a public forum for comments and questions by the public, and approved by the WDC.

TITLE I-B ASSURANCES

	The State Plan must include assurances that:
1.	The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;
2.	The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3.	The State has established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;
4.	The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);
5.	Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;
6.	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;
7.	The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
8.	The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;
9.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner- Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
10.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
11.	The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA184(a)(3);

WAGNER-PEYSER ACT PROGRAM

(a) Employment Service Professional StaffDevelopment.

(1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

DLR will continue to refine basic career and business services definitions in the South Dakota WIOA Policy Manual to help One-Stop Career Center staff provide high quality services. Staff are familiar with the manual, designed to outline programs, services, and specific rules and regulations for serving South Dakota citizens, however, staff are not confident in their abilities to reach out to employers. To begin to develop ***business engagement*** tools, and therefore partnerships, a large-scale business engagement and services training is under development. [III.a)2.(D)]

Professional development to help staff handle service delivery in South Dakota will continue by:

- In-person training to staff (as needed/recommended);
- Online Skype meetings to review policy changes and answer questions;
- Statewide trainings to address critical training needs;
- Opportunities to attend conferences highlighting partner resources (Vocational Rehabilitation Conference, South Dakota Human Sex Trafficking Conference, etc.); and
- Technical assistance through fiscal processes and management information systems.

DLR will continue to look for ways to improve staff understanding and creativity within their positions. It is imperative to give DLR staff the tools and guidance to successfully deliver services as they work primarily with job seekers dealing with barriers to employment and employers looking to retain skilled workers in a state with a low unemployment rate.

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(2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

Every person who enters a One-Stop Career Center in South Dakota is enrolled into the Wagner-Peyser Title III Program. To increase awareness across all programs, each person receives and reviews all services available to them under the One-Stop System using the One-Stop Service List (Form 3) in accordance with the Intake and Orientation Policy 5.5. [III.b) 2] If a Reemployment Assistance (RA) claimant does not qualify for an exemption for Re-employment Services (RES) activities, the claimant must be enrolled in at least one WIOA Title I program and complete an Individual Employment Plan (IEP) in SDWORKS.

The RA Division has provided online training to all DLR staff which reviews eligibility criteria. A recording of this training is available to all staff on the DLR Intranet. To supplement the online training and RES Policy 5.60, a RES Data Entry Guide was created to address specific RES policies and procedures in SDWORKS. Additionally, each office has specialized RES staff. As a result of training and resource, staff are able to identify eligibility, exemptions, and exceptions, and help individuals with job search requirements and employment goals.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

The RA Division is organized within DLR, providing an open line of communication and resources to assist individuals to file an RA claim or those who are already claimants. Individuals entering any DLR job service office across the state with recent job loss will be referred to the RA Division to start the claim process and determine eligibility for RA benefits. Job service office staff help connect individuals to the RA Division to provide guidance through the filing process.

(c) Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

Individuals referred to RES, are contacted by mail after their first payment to schedule an appointment with a job service office. During the first visit, an individual is enrolled into Wagner-Peyser Title III after an SDWORKS account is created. As time allows, all aspects of the initial meeting take place, including the development of an IEP and enrollment into WIOA Title I. Individuals who do not meet an exemption are enrolled into Title I Adult and Dislocated Worker programs.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

(1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;.

(2) *Registration of UI claimants with the State's employment service if required by State law;*
(3) *Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants;*
(4) *Provision of referrals to and application assistance for training and education programs and resources.*

As previously mentioned, all "Status 3 – C claimants" are referred to DLR job service offices if they are eligible to receive RA benefits. The RES program works with Wagner-Peyser Title III to provide claimants with appropriate provisions of intense career services. At the very beginning of the RES process, all RA claimants must attend an initial meeting and complete the RES Eligibility (Form 60 or in SDWORKS). Claimants who are not exempt from RES activities are required to have weekly contact with their employment specialists and make contact with a minimum of two employers each week. To assist with the job search component, claimants have access to search for jobs on SDWORKS, which is paid for through Wagner-Peyser Title III program funds.

Along the way to securing future employment, Title III will fund career development through job search workshops, resume developments, mock interview sessions, referrals to specific employers, and any other career services to complete objectives in the IEP. Claimants will be expected to enroll into at least one Title I program (Adult, Dislocated, or Youth) for further training and education pursuits if they do not qualify for exemptions. Individuals in RES who are exempt from RES activities will attend training approved by the RA Division. The IEP is developed and monitored at least monthly.

(1) *Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—Assessment of Need. Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.*

(A) *An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.*

South Dakota has long been regarded as one of the most agriculturally centric states in the country. It is the top industry in South Dakota since statehood in 1889. The 2019 South Dakota Agriculture Economic Contribution Study (SDAECS) prepared for by the South Dakota Department of Agriculture (SDDA) Decision Innovation Solutions provides the primary content and context of Section (1)(A). sdda.sd.gov/office-of-the-secretary/publications/pdf/2019_FinalSD_AECS.pdf

Key Findings

In 2019, agriculture and related industries in South Dakota are estimated to contribute:

- $11.2 billion in total value-added
- 132,105 jobs -This represents 22% of total South Dakota jobs and increased from 115,651 in 2014.
- $32.5 billion in output (sales) - This represents nearly 33% of total South Dakota sales and increased from $25.6 billion in 2014
- $6.4 billion in labor income
- $496.75 million in state and local taxes
- $1.25 billion in federal taxes from the $11.2 billion in added value and 132,105 jobs from the agriculture industry and related economic activity
- Crop production and related industries contributed $3.4 billion in value-added and 33,617 jobs
- Livestock production and related industries contributed: $5.8 billion in value-added 75,516 jobs
- Other agriculture contributed: $2 billion in value-added and 22,972 jobs

Of the industries studied, the following are the top three contributors of value-added to the State of South Dakota:

- Animal slaughter (except poultry): $1.9 billion in value-added
- Oilseed farming: $1.8 billion in value-added
- Beef cattle ranching and farming: nearly $1.8 billion in value-added

There are approximately 30,000 farms in South Dakota, and 83% are family-owned and operated. There are 48,913 total producers in South Dakota and 63% of the principal producers are age 55 and older, with only 1% under age 25, 8%

between the ages of 25 and 34, 12% from 35 to 44 years, and 17% from 45 to 54 years. Of the 39,136 principal producers in South Dakota, about 56% of them consider farming their primary occupation, while the other 44% have another job as their primary occupation.

Agricultural Activity by the Numbers

South Dakota continually ranks in the top 15 states agriculturally. In the 2017 Census of Agriculture, the state's top rankings in agriculture were:

The South Dakota agriculture industry has the ability to produce a diverse mix of crops and livestock. In addition to ranking #1 in the U.S. for bison inventory and sunflower production, according to the 2017 Census of Agriculture, South Dakota is currently ranked in the top 15 nationally for many other categories including:

- Proso millet (#3)
- Honey production (#3)
- Oat production (#4)
- Beef cow inventory (#5)
- Flaxseed production (#5)
- Spring wheat (excluding durum) production (#5)
- Sorghum production (#6)
- Cattle and calf sales (#7)
- Other animals and animal products sales (#7)
- Grains, oilseeds, dry beans & dry peas sales (#8)
- Sheep, goats, wool, mohair, milk sales (#8)
- Hay & haylage production – tons, dry basis (#11)
- Hog and pig sales (#12)
- Total Sales (#12)

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The list of the top crops/animal production are not considered labor intensive in terms of manual labor and thus a heavy need of Migrant or Seasonal farmworkers. South Dakota has few, if any, large-production crops that require field labor for planting and harvesting such as onions, lettuce, spinach, radishes, and other hand-planted and harvested fruits and vegetables.

Of the crops and livestock listed, South Dakota is physically and agriculturally separated by the Missouri River. South Dakota, to its inhabitants, is often referred to as East River and West River. East River ag production is generally smaller farms and ranches with more crop production than livestock, while West River ag production is the opposite – large ranches and large-animal production with much smaller crop production (except for hay) than one would see East River.

Based on agricultural employer activity in PY2018 (last fully completed program year at the writing of this AOP) in DLR Local Offices, agricultural employers placed 369 seasonal job orders. Of those job orders, 132 were H2A related (anticipated to be filled with requested foreign workers, but recruitment is made for US Domestic workers). H2A is primarily used in lieu of year-round workers to help fill peak load need of the farmer or rancher. That is to say, most H2A workers in the state are requested for planting (normally late April and May) and for harvest needs (normally October and November).

Otherwise, most agricultural employers who can attract and maintain year-round farm help, particularly those engaged in both crop and livestock production, will do so since these activities are year-round. However, past years have seen ag producers' concerns, and the reason for needing to use foreign workers, was lack of interest shown by individuals of staying with an ag job, individuals no longer wanting to live in a rural area of the state, and higher paying job opportunities with benefits outside the more rural areas in South Dakota.

The high percentage of H2A applications through the Foreign Labor Certification program administered by DLR and ETA in South Dakota, reflects the changes caused by the growing diversity of South Dakota's economy, mobility of individuals, interest in agriculture by individuals, and an aging ag producer population. Regardless of the reasons, DLR

remains committed to providing opportunities to both agriculture producers needing permanent employees and individuals looking for a career in agriculture. For those individuals who are identified as migrant or seasonal employees, DLR will assist these individuals by promoting training either through WIOA Title I or WIOA 167 Farmworker Jobs Training Program (FJTP). Activities and partnerships will be discussed later in this AOP.

> *(B) An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program(NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.*

The migrant populations, particularly those that meet the definition of MSFW under Section 167, have been in livestock and poultry processing, hog farming and confinement, small grain harvest, and more recently in the northeastern area of the state, dairy farms. Large nurseries in the east-central and southeastern side of the state have attracted some migrants. BHSSC does reach out to these individuals, advises them of WIOA 167 services, as well as DLR services.

The most recent sample of BHSSC NFJP participants illustrated the average income at enrollment for an individual is approximately $8,500.00 per year. Eighty-five percent of the participants are male and over 90% are seasonal farm and ranch workers. Migrant and Seasonal Farmworkers that meet case managers are from Mexico, Guatemala and Puerto Rico. The predominant language is Latin America Spanish.

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The most common barriers to employment to MSFWs, cited by BHSSC outreach workers (case managers), towards gains in substantial employment are:

- Lack of technical or marketable skills;
- Limited education levels;
- Limited work experience outside of agriculture;
- Limited English proficiency;
- Limited personal and financial resources; and
- Access to needed employment, training, and family services.

The overall goals and objectives of the BHSSC NFJP include serving at least 275 eligible farm workers per year. Through effective education and training strategies, including optimum job placements based on the utilization of current Labor Market Information supplied by DLR, On-the-Job training (OJT), and formal education at the State's Technical Institutes, the BHSSC NFJP has consistently met federally prescribed performance standards. The most recent data for performance includes 70.2% Entered Employment Rate (Q2), 87.9% for Employment Retention, and Median Earnings of at least $20,084.00 and Credential Attainment of 67%.

The number of MSFW workers traveling to or passing through South Dakota each year continues to remain relatively steady.

> *(2) Outreach Activities. The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:*
>
> *(A) Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.*

Outreach with MSFWs is done primarily through an MOU with the NFJP provider, Black Hills Special Services Cooperative (BHSSC). BHSSC schedules appointments, accepts walk-in traffic, and can provide in-person visitation to another pre-arranged location near the MSFW's home or field location. BHSSC can provide a full-range of services and referral assistance to individuals whether DLR or other support agency. DLR can also do the same with any MSFW seen or referred to a local office.

BHSSC is an integral part of South Dakota's Workforce Development System. This is evident through the MOUs mentioned earlier in this section, as well as a cooperating and co-located partner with DLR.

Through its outreach efforts, BHSSC has seen technology advancements in agriculture – whether from machinery, ag chemicals, and farm modernization – as a major impact on migrant workers.

Outreach is conducted by BHSSC staff visiting with locally known sites that normally utilize MSFWs, H2A workers, or large agricultural facilities, including year-round food processing plants or the areas in which these larger populations are found.

Advertising and postings in local restaurants, laundry facilities, and other gathering spots are also utilized as means of outreach.

(B) Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

South Dakota's State Monitor Advocate provides field staff and support agency staff with resources and assistance that is solicited and unsolicited throughout the year. These resources include, but are not limited to:

- Reports made available through the state's management information system, SDWORKS, to provide managers and staff a list of registered MSFWs in DLR offices. These reports are to be used to determine if MSFWs have received the necessary level of services and are treated equitably by staff.
- The State Monitor Advocate visits each local office at least once per year to ensure compliance with required postings, EO regulations, and to provide technical assistance to working with MSFWs.
- The State Monitor Advocate maintains the state's Employment Service complaint log. State Monitor Advocate ensures any complaints are properly referred to the appropriate enforcement agency, and/or are satisfactorily resolved.
- The State Monitor Advocate is responsible for completion of the Federal quarterly LEARS report submitted to ensure fulfillment of equity indicators are met and that employment service complaints are being handled properly.
- State Monitor Advocate maintains contact with Local Office managers and staff to ensure procedures, policies, and services are provided to MSFWs as well as other job seekers.
- The State Monitor Advocate will attend regional and national MA conferences when called by the Regional Office or National Office upon completion of a meeting or conference, the State Monitor Advocate will provide relevant updates and information to DLR job service office managers and staff.
- State Monitor Advocate will relay directives and other related information to DLR job service office managers and staff when submitted by the Regional Monitor Advocate or National Monitor Advocate.

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The State Monitor Advocate also holds the position of Employment Services Director, with daily contact with the DLR Secretary. Further, as Director, the State Monitor Advocate is also overseas several other labor programs which assists in MSFW outcomes and oversite by having access to relay information and the ability to direct key staff.

(C) Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues

MSFW outreach is primarily performed in partnership by the state's WIOA 167 provider. However, it is the duty of the state monitor advocate to ensure DLR job service office staff and RA Division staff are aware of MSFWs and the assistance and referral opportunities.

Because of the nature of DLR's partnership with the WIOA 167 provider, Black Hills Special Services Cooperative (BHSSC) and the existing MOU maintained with them, state DLR staff work in conjunction with BHSSC staff when an MSFW is identified. Staff is knowledgeable of core programs, services, and activities and referral to RA services. Wagner-Peyser staff receives training through in-person, Dakota Digital Network (DDN), emails, and Skype meetings on a regular basis.

(D) Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

As outlined in sub-section (C) above, there are no full-time state merit staff who perform outreach activities due to the

low number of MSFWs in South Dakota as well as the limited personnel resources. However, merit staff are trained and aware of a wide variety of programs and services available through DLR. As one state that has true One-Stop integration of its programs, services, and partner agencies, South Dakota is fortunate to easily and seamlessly transition individuals such as MSFWs to the proper place without causing undue burden or loss of service to the individual.

(E) Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

BHSSC operates the WIOA 167 or National Farmworkers Jobs Program (NFJP) in South Dakota. DLR and BHSSC have an ongoing partnership agreement to provide MSFWs with additional services and training opportunities in South Dakota. BHSSC maintains a daily, physical presence in the Sioux Falls Job Service where most MSFW activity takes place. Additionally, BHSSC maintains an itinerant presence in all other DLR job service offices in the state when needed. They also are invited to DLR job service offices to speak at staff meetings and are annually asked to attend and present at WDC meeting to discuss the NFJP program.

A new MOU between DLR and BHSSC was signed in July of 2018. Modifications were implemented and The WDC approved and signed the MOU in February of 2019.

(3) Services provided to farmworkers and agricultural employers through the one-stop delivery system. Describe the State agency's proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stopcenters;

ii. How the State serves agricultural employers and how it intends to improve such services.

South Dakota maintains a strategic presence in 12 locations (and two itinerant offices) throughout South Dakota. None of the DLR job service offices are considered to be significant MSFW offices nor are any bilingual offices. However, each office is prepared to provide the necessary services to any and all individuals who either need staff-assisted services or able to provide themselves with self-service job seeking information.

Each DLR job service office has individuals trained in a variety of programs from Title III Wagner-Peyser, WIOA Title I, Title II Adult Education and Literacy, and strong relationships with the local DHS Vocational Rehabilitation offices under Title IV. Although several offices have a varying degree of physical presence with partner agencies, partnering presence is available wherever one goes in South Dakota or the ability to have outreach services provided. South Dakota is, again, in a unique position with WIOA since Titles I, II, and III all fall under the administrative and programmatic delivery of DLR. Strong relationships with Vocational Rehabilitation Title IV partners provide a solid foundation of all core WIOA partners. Additionally, required partnerships such as TANF, SNAP E&T, SCSEP, WIOA 167, and others are already directly within our offices or a mere phone call away to provide necessary services to an individual. Other services provided under this umbrella include but is not limited to;

- Assistance with registration into Wagner-Peyser (Employment Services) process to allow an individual to obtain additional services with other programs.
- Provide assistance with job search, resume writing, interview skills, and soft-skills information through the Job Search Assistance Program (JSAP).
- Provide an array of written and electronic information (web sites) of various services provided by the One-Stop Career Centers and One-Stop partners.
- Individuals are provided information regarding labor rights, how to file a complaint, protections, and responsibilities of employers when interviewing and hiring employees.
- DLR job service offices will provide information and encouragement to refer and assess an eligible individual to WIOA Title I for further understanding the person's need for training, what type of training, interests, and possible support services needed.
- Each DLR job service office manager and select staff have been trained on taking any staff or MSFW complaint and who to contact and/or refer the issue to if elevation of the complaint is needed.
- Offices have access to Language Link, a contracted, telephonic interpretive service to provide assistance to Limited English Proficient individuals when providing assistance. This is a no-charge service to any LEP individual who requires it. This assists the state in delivering services while maintaining universality of the One-Stop Career

Center.
- Necessary referrals to community support entities and provision of support service funds when warranted.
- Career guidance, interest inventories, skills assessments, and other support structures necessary to assist a person towards successful outcomes.

Agricultural employers are treated in the same manner as non-ag employers in terms of services provided to the ag employer. There is not a differentiation, per se, between the two. Every employer is looking for employees to do the work, employees with certain skills, employees capable of showing up to work on time each day scheduled and keeping an eye open for a labor supply to continue to fill his/her jobs. Therefore, ag employers can receive the same level of services and information as non-ag employers. These services include but are not limited to:

- Assistance with on-line employer registrations for access to SDWORKS to provide a wide array of DLR services.
- Placing job orders on behalf of employers.
- Assistance with labor needs.
- Provide Labor Market Information.
- Provide opportunity for an employer to participate in job/career fairs.
- Recruitment activities to locate and obtain employees.
- Assistance with the H2A Temporary labor certification program for agricultural employers who can substantiate a labor shortage in their area for the occupation he/she desires to fill.
- DLR provides housing inspections for ag-employers who file under H2A guidelines.
- DLR job service offices provide employers compliance posters pertaining to labor law.
- Provide information and screening of individuals for job training and WOTC eligibility.
- Local DLR job service offices also have individuals trained to speak directly with all businesses to advise the business about all services DLR could provide to the employer.

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(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

DLR has twelve job service office locations around the state (and two itinerant offices). Each office has designated its manager and assistant managers as Complaint System representatives. If an office does not have an assistant manager, the manager may designate another staff person of his/her choosing to provide back-up for the complaint system in times of the manager's absence.

The complaint representative assists all individuals who want to file a complaint, be it an ES-related, non-ES related, or MSFW complaint. Complaint representatives are also aware of the process of providing information immediately to the State Monitor when a complaint pertains to an MSFW.

As part of DLR job service office outreach efforts to job seekers, program participants, MSFWs, employers, and the general public, these groups are aware that a job service office is the best place to begin when needing labor information or wanting to file a complaint against an individual or employer. Additional referrals are made to state and federal Wage and Hour, Human Rights, EEOC, OSHA, and other supporting agencies.

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

The ARS is designed to meet labor needs of agricultural employers, provide job opportunities to farm workers and protect the domestic agricultural workforce. The ARS also allows for proper disclosure of the terms and conditions of employment to seasonal workers who are recruited from outside the local commuting area.

DLR intends to continue what it has done for several years; provide information and services to individuals, employers, the general public, and other interested parties, to ensure the mission of DLR is upheld. That mission reads;

To promote economic opportunity and financial security for individuals and businesses through quality, responsive and expert services; fair and equitable employment solutions; and safe and sound business practices.

This mission is known and is to be carried out by DLR job service office staff and administrative (central office) staff.

A more interactive system, SDWORKS, went live on April 3, 2017 to provide more information to individuals and staff, provide more reporting options to managers and staff, allow for more self-service searching, soft-skills training, and personal activities to be performed at a self-service level for many individuals. This will allow for more engagement by self-service people and provide more time and concentration by DLR job service office staff for individuals who require additional services and hands-on focus. SDWORKS aligns with data collection capabilities required under the WIOA 2014.

(4) Other Requirements.

(A) Collaboration. Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

Black Hills Special Services Cooperative (BHSSC) administers the National Farmworker Jobs Program (NFJP) for the entire state of South Dakota. However, most activity seen by BHSSC is in the eastern part of the state, particularly in the I-29 Corridor. Interstate 29 runs from the Iowa border at N. Sioux City, South Dakota to the northern end of South Dakota at the North Dakota border. While BHSSC maintains contact with DLR offices, its primary, physical presence within the Sioux Falls Job Service is most advantageous to the MSFW populations passing through our state.

Further, Sioux Falls is a primary "target" office for co-location and a logical choice for this due to a number of reasons;

- Sioux Falls is a large trade center for the upper Midwest. It is the largest city between Omaha, NE to the south and the Canadian Border in the north. It is also the largest city between Minneapolis to the east and Denver to the west. A total metropolitan of approximately 265,000 live in a still-vibrant agricultural area.
- Sioux Falls Job Service is the largest One-Stop Career Center in South Dakota.
- Two major interstate routes through Sioux Falls are I-29 and I-90.
- While South Dakota is not a significant MSFW state, it is seen as a "pass-through" for traveling migrant populations.
- Training and job opportunities are the highest in the state.

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BHSSC and DLR have a signed MOU between our agencies. BHSSC also has a signed MOU with the WDC. This was easily accomplished due to the strong relationship between these entities created over the years and the mutual goal of assisting job seekers within the farmworker population.

(B) Review and Public Comment. In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

i. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The following MSFW related organizations and agencies were provided the opportunity to submit information and comment on the PY2016 to PY2019 Unified State Plan and Agricultural Outreach Plan: Black Hills Special Services Cooperative, National Farmworker Jobs Program, 221 South Central Avenue, Pierre, SD 57501

(C) Data Assessment. Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

DLR data provided by its Technical Services Division, showed during Program Year (PY)2018:

- Total Wagner-Peyser registrants during the dates indicated: 10,775
- Total Wagner-Peyser enrolled: 9,877
- Total MSFW during the dates indicated (per ETA definition); 66 (received staff assisted services)

Overall performance goals, including Equity Ratio Indicators (ERI) and Minimum Service Level Indicators (MSLI), have been inconsistent. ERI does well performance where the norm is 5 of 5, occasionally 4 of 5, for a performance level of 100% or 80% respectively.

(D) Assessment of progress. The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The MSLI have been slightly more difficult for South Dakota to reach. There are seven indicators in this section. Shortfalls include:

- Placed in a job; This is not usually reached due to low numbers of MSFWs being served and placed in a job rarely, if ever, exceed 20% of the MSFW population being served whereas the required compliance level expected of the program is set at 42.5%;
- Reviews of significant offices; This is impossible for South Dakota to achieve since there are no significant MSFWs in the state. U.S. DOL must take into account that this would be the same outcome for any state that has no significant MSFW offices.
- Field checks conducted; knowing instances of placed MSFWs on farms for migrant or seasonal work, by definition, manpower and budget to conduct a field check makes it difficult to reach this particular indicator. DLR does have an MOU in place with Federal Wage & Hour Division of U.S. DOL and if complaints are received from individuals, the enforcement agency is readily accessible to conduct a field check when and if the complaint warrants.

(E) State Monitor Advocate. The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

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South Dakota's State Monitor Advocate has reviewed and approved the AOP.

WAGNER-PEYSER ASSURANCES

	The State Plan must include assurances that:
1.	The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3));
2.	The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers;
3.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner- Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4.	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM

(a) ***Aligning of Content Standards****. Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).*

South Dakota's Title II Program, as mandated in section 102 of WIOA, formally adopted a validated set of standards for its delivery of AEFLA instruction, activities, and services on July 01, 2016. In preparation for this required adoption of a standards-based model, a contingency of five South Dakotans attended the April 2014 iteration of the OCTAE-supported College and Career Readiness Standards for Adult Education's Implementation Institute. During PY2013, the South Dakota Title II program and Technology & Innovation in Education delivered a two-part training on CCRSAE with specific focus on "unpacking" standards and delving into Webb's Depth of Knowledge. (This standards-based Special Project was supported with State Leadership funds.)

Additionally, during PY2015, the State collaborated with LINCS to provide College and Career Readiness training opportunities in both English Language Arts and Mathematics; this professional development consisted of face-to-face and online interaction. DOE adopted in 2010 the Common Core Standards for both English Language Arts and Mathematics. During the 2014 Legislative Session, Governor Daugaard penned an open letter in support of the Common Core Standards.

The Title II program also recalibrated its instruction and activities to align with the GED® 2014 Series—and subsequently the College and Career Readiness Standards for Adult Education. In July 2017, at Title II's annual professional development statewide conference, Jane Roy presented two sessions: 1) Preparing Adult English Language Learners for the Workforce: Models and Resources and 2) Introduction to the English Language Proficiency Standards. The aforementioned seems particularly relevant given Jane Roy served as a national Panel Member for the College and Career Readiness Standards for Adult Education.

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(b) ***Local Activities****. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.*

Adult Education and Literacy Activities (Section 203 of WIOA): *Adult education; Literacy; Workplace adult education and literacy activities; Family literacy activities; English language acquisition activities; Integrated English literacy and civics education; Workforce preparation activities; or Integrated education and training that—*

1. *Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and*
2. *Is for the purpose of educational and career advancement.*

Special Rule. *Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.*

Adult Education and Literacy Activities are redefined as "programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training" (§203 [2]). Therefore, it is South Dakota's intent to consider each of these federally defined activities as potentially allowable and fundable under WIOA Title II.

DLR currently partners [to varying degrees] with Title I, III, and IV; the State seeks to increase the levels of co-enrolled participants across core programs throughout the grant-cycle. Improved coordination will be achieved via deliberate collaboration amongst the core programs, including Vocational Rehabilitation as Title IV, and guidance from the South Dakota Workforce Development Council (WDC).

Furthermore, WIOA's Final Rules will assist Titles I-IV and the Council in their collective, multilateral implementation of the State's Unified Plan. All eligible providers will be required to detail in their application for funds their previous, current, and/or potential communication, coordination, and collaboration with their area One-Stop System (i.e., American Job Center). The Title II program will encourage eligible providers to submit a letter of reference or support

from their local One-Stop System [administrator] to reinforce the State's emphasis on partnership.

It is South Dakota's intent to entertain any viable proposal that seeks to address the heretofore noted [allowable] activities. Depending upon the merit of applications received, the State will, in conjunction with the Workforce Development Council, consider alignment and applicability of proposed Title II instruction and services with the broader statewide goals and priorities [as articulated in this Unified State Plan]. Notwithstanding, emphasis will likely be placed upon integrated education and training potentialities.

The AEFLA program expects to support the delivery of contextualized learning while partnering with Title I and IV programs that can assist with job shadowing, job coaching, work experiences, Job Search Assistance Programs (JSAP), and on-the-job training opportunities. Registered Apprenticeships will become a focus for all job seekers as an option. Managed worksites, soft-skills training, stackable credentials, occupational skills training with workplace-literacy instruction, work-readiness certification (through ACT's National Career Readiness Certificate program), and GED® Testing preparation will all serve the agency's [and WIOA's] priorities of assisting South Dakota residents toward literacy, numeracy, employability, civic engagement, familial responsibility, and self-sufficiency. The suite of Title III services will continue to be available for all job seekers regardless of the participant's point of access.

For the first two years of this WIOA grant-cycle, Title II seeks to bolster the refugee-resettlement supports, to strengthen coordination between DLR's Job Search Assistance Program and Department of Corrections' Reentry Initiatives, to reinforce High School Equivalency [obtainment], to increase the number of co-enrolled Title II students [with Titles I and IV], and to codify the Integrated Education and Training components across program-types.

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The core partners and the WDC have begun discussions concerning Management Information Systems (i.e., data collection, entry, analysis, security, and reporting), a common intake across programs, effective referrals, cost-sharing, and fiscal [management] accountability systems; these policies and protocol will be formalized throughout the implementation of the Unified State Plan.

The following definitions (H. R. 803) provide specific detail on the new, altered, and expanded scope of Title II instruction, activities, and services:

- Literacy means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
- Workplace Adult Education and Literacy Activities means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- English Language Acquisition Program means a program of instruction
    - designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
    - that leads to attainment of a high school equivalency; and transition to postsecondary education and training; or employment.
    - intended to reinforce or support the linguistic, civic, and economic integration of eligible participants.
- Integrated English Literacy and Civics Education means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.
- Workforce Preparation Activities means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Integrated Education and Training means a service approach that provides adult education and literacy activities

concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

(c) ***Corrections Education and other Education of Institutionalized Individuals***. *Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for: Adult education and literacy activities; Special education, as determined by the eligible agency; Secondary school credit; Integrated education and training; Career pathways; Concurrent enrollment; Peer tutoring; and Transition to re-entry initiatives and other post release services with the goal of reducing recidivism. Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.*

South Dakota, under the direct and equitable access process-requirements, will hold a grant competition in spring 2020; these multi-year grants will be awarded via OCTAE-approved processes [as confirmed by the Agency's 2019 Targeted Virtual Monitor of the 2017 RFP].

Pursuant to Section 232 of the Adult Education and Literacy Act, eligible 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. DLR will announce the availability of funds through its homepage site; through direct emailing of applications and instructions to existing local program providers, and to any entity that contacted the Title II office to express interest during the previous grant cycle; on the State's e-procurement system; and through Public Notice in major newspapers across South Dakota with statewide distributions.

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The Corrections Education and other Education of Institutionalized Individualized programming (as funded under §225) will be competed using the same application processes used for Section 231 funds. Any applications for full or partial funding under Section 225 will be evaluated using the same scoring criteria as all other applications (i.e., §225, 231, or 243). The State intends to fund any of the following academic programs for Corrections Education and other Education of Institutionalized Individualized programming

- Adult education and literacy activities;
- Integrated education and training;
- Career pathways;
- Peer tutoring; and
- Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

At this time, the State reserves the right to consider [federally allowable] academic programs for Corrections Education and other Education of Institutionalized Individualized programming

- Special education;
- Secondary school credit; and
- Concurrent enrollment.

The incarcerated population in South Dakota is considered a major target group for adult education services; this target group constitutes a significant portion of the difficult-to-serve adult population. The objective of correctional education programs is to provide educational and job training services, linked to the goal of developing productive and responsible members of society. The South Dakota Department of Corrections (DOC) has placed a high priority on achieving the GED® credential. Incarcerated adults generally must have their GED® credential before becoming eligible for parole. Academic programs for basic education with special emphasis on literacy and numeracy offer these adults an increased chance to attain the skills to integrate successfully into society. In addition to DLR's initiative to avail the National Career Readiness Certificate program to DOC's sites, DLR's Job Search Assistance Program [under Wagner-Peyser] is another example of collaboration.

From funds made available under section 225 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 heretofore in this Unified Plan. The activities to be addressed within correctional education are

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

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. Regarding types of institutional settings, a correctional institution could include any of the following:

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

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Currently DOC manages the State Prison Systems, and adult education programs are made available to inmates. These programs include educational services in adult basic education, secondary education, and GED® preparation. Adult education programs may serve local and county correctional facilities in their area. 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 facilities or in collaboration with community-based organizations. Depending upon the merit of applications received, the State will, in conjunction with the Workforce Development Council, consider alignment and applicability of proposed Title II instruction and services with the broader statewide goals and priorities [as articulated in this Unified State Plan].

(d) ***Integrated English Literacy and Civics Education Program****. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.*

South Dakota, under the direct and equitable access process-requirements, will hold a grant competition in spring 2020; these multi-year grants will be awarded via OCTAE-approved processes [as confirmed by the Agency's 2019 Targeted Virtual Monitor of the 2017 RFP]. The provision of Integrated English Literacy and Civics Education activities and services by eligible providers would be part of this multi-year grant cycle [in accordance with the Unified State Plan and the federal provisions regulating WIOA's direct and equitable access processes].

The State shall adopt the federal determinations regarding definitions and destinations. The term "integrated English literacy and civics education" means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

A fundable Integrated English Literacy and Civics Education program must be designed to enable adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as

parents, workers, and citizens in the United States. Services will also include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. These aforementioned activities must be provided in combination with integrated education and training activities; additionally, these programs funded under §243 must be designed to 1) prepare English language learners for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and 2) integrate with the local workforce development system and its functions to implement the activities of the program.

A working model is currently operation at our State's refugee-resettlement entity. Students enroll in Literacy and Oracy Classes, Citizenship Test Preparation, as well as Digital Literacy instruction. Eventually, some of these students are co-enrolled in TANF or Title I Workforce Training, while a number of these non-native speakers are concurrently enrolled in Skills That Employ People (STEP) classes; STEP classes are specific job-sector training and general workforce preparation in conjunction with Job Developers from the resettlement agency and Employment Specialists from the One-Stop.

(e) ***State Leadership****. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.*

The Agency shall use not more than 12.5% of funds made available under the Act for State Leadership Activities for one the following [required] adult education and literacy activities:

- The alignment of adult education and literacy activities with other core programs and One-Stop partners, including eligible providers, to implement the strategy identified in the Unified State plan under section 102, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
- The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.
- The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including o the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; o the role of eligible providers as a One-Stop partner to provide access to employment, education, and training services; and o assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.
- The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

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DLR will collaborate with other core programs and partner agencies to align and coordinate services for program participants. Leadership funds will be expended to build the capacity of grantees by cross-training One-Stop staff on intake/orientation, eligibility screening, and referral between partners. Furthermore, the development of Career Pathways will continue to be a priority as the Workforce Development Council considers bridge programming and integrated education and training. State Leadership funds will support multiple cohorts of the State's Instructor Development Program(s). These Adult Basic/Secondary and English Language teacher-trainings serve as an induction for new instructors, as well as a refresher for senior staff; the structure of these IDPs incorporates both mentorship and reflection components. The participants review assessment protocol (specifically Data Recognition Corporation's TABE and Center for Applied Linguistics BEST Plus), ABE/ASE/ESL instructional methodologies, program structures, NRS, College and Career Readiness Standards, lesson planning, LD issues, and persistence-related topics.

Students at Adult Basic Education Intermediate Low and High [Educational Functioning Levels] comprised 43% of all reportable leaners for PY2018. Given the importance of Student Achievement in Reading (STAR) and its potential impact on statewide programming, South Dakota participated in the STAR 2 initiative; moreover, the State intends to continue its support of evidence-based reading instruction throughout the forthcoming grant-cycle. The State's Professional Development Team actively pursues the development of a monitoring and evaluation component to complement the

existing structure of informing and training. The trifecta of Information, Training, and Assessment will reinforce the implementation of methodology, policy, and procedure through an "observational" mode of teacher assessment. These classroom/site observations have the capacity to bolster collegiality across programs and throughout the State. Plans to utilize technology and flipped models may assist the program too as we continue to research Standards Alignment for Classroom to Worksite.

The Agency shall use not more than 12.5% of funds made available under the Act for State Leadership Activities for one or more of the following [permissible] adult education and literacy activities:

- The support of State or regional networks of literacy resource centers;
- The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.
- Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.
- Developing content and models for integrated education and training and career pathways.
- The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those program in achieving such objectives, including meeting the State adjusted levels of performance.
- The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.
- Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.
- Activities to promote workplace adult education and literacy activities.
- Identifying curriculum frameworks and aligning rigorous content standards
- Developing and piloting of strategies for improving teacher quality and retention.
- The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research
- Outreach to instructors, students, and employers.
- Other activities of statewide significance that promote the purpose of this title.

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South Dakota leadership monies will support the Management Information System license, technical support, and training; funding for evidence-based reading instruction (STAR 2); NRS training; teacher inductions/refreshers (Instructor Development Programs); assessment trainings; AEFLA-related travel; monitors and technical assistance; literacy, numeracy, oracy, and work-readiness professional development for subgrantee instructors; as well as membership in NASDAE.

Other permissible activities funded by State Leadership dollars include our Distance Learning licenses, an occasional bulk purchase of federally approved assessments, the Teacher Quality and Effectiveness Special Projects, mathematics manipulatives to support ongoing investments in Adult Numeracy Instruction initiatives, and the annual professional development conference.

(f) ***Assessing Quality****. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.*

The State Adult Education and Literacy Program will administer formative assessments and conduct summative evaluations based upon the 13 federal considerations articulated within Section 231[e]; these assessments and evaluations include program monitoring (e.g., desk monitoring, onsite visits, quarterly reports, conference calls, video conferences, and webinars) and a robust Management Information System for student and teacher data.

The assessment of program quality includes ongoing review of the following metrics:

- Funding Amount(s)
- Number of Reportable Students

- Cost Per Participant
- Educational Level Gain or Completion Rate [percentage and historical totals]
- Average Hours Per Student
- Average Hours for Students with Post-Tests
- Total Hours of Classroom Instruction
- Post-Testing Rate
- Number and percentage of Entered Employment
- Number and percentage of Retained Employment
- Number and percentage of Earned High School Equivalency
- Number and percentage of Entered Job Training or Postsecondary Education
- Number and percentage of Intermediate Adult Basic Learners
- Number and percentage of English Language Learners
- Accuracy between the student's hardcopy file and the student's information housed in MIS
- Validity and reliability of pre-test and post-test assessments

The State Adult Education and Literacy Program support a student management system that allows each local provider to maintain a high quality information system which has the capacity to report participant outcomes and to monitor program performance against the eligible agency's performance measures. DLR will require each approved program to keep all records current on a monthly basis and submit a quarterly data report.

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The State will monitor and analyze data for each program and provide feedback. Student performance measures will also be monitored on a regular basis to ensure continuous improvement at the local level. The State office will work with its sub-grantee providers and the local DLR offices to address the provision of appropriate referrals for individuals eligible for other support services to affect higher rates of student persistence, student achievement, program completion, and successful transitions to the workforce, post-secondary education, or job training. If Technical Assistance does not rectify or ameliorate the perceived situation, an Action Plan will be drafted between the Agency and the Provider explicitly detailing the corrective steps and the expected timeline.

The State's Professional Development Team actively pursues the development of a monitoring and evaluation component to complement the existing structure of informing and training. The trifecta of Information, Training, and Assessment will reinforce the implementation of methodology, policy, and procedure through an "observational" mode of teacher assessment. These classroom/site observations have the capacity to bolster collegiality across programs and throughout the State. Plans to utilize technology and flipped models may assist the program too as we continue to research Standards Alignment for Classroom to Worksite.

The State Title II program partners with the South Dakota Association for Lifelong Learning (SDALL) for assistance with Professional Development plans, administration, deliver, and assessment. In addition to electronic surveys, targeted evaluations of Instructor Development Programs, and Adult Education outreach [to non-AEFLA providers of Adult Education], DLR and the association host open-forum meetings to elicit feedback and to facilitate a candid dialogue. The SDALL too publishes a quarterly newsletter that reaches members (AEFLA and non-AEFLA) to apprise them of upcoming trainings, as well as to share promising practices and vetted resources.

SDALL continues to support conference-attendance and classroom-based research through scholarships and various cost-sharing efforts with the Agency. DLR's Adult Education and Literacy Program performance measures shall include the following [primary] indicators of performance as described in Section 116:

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary

school diploma or its recognized equivalent, during participation in or within one year after exit from the program; and

5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS AND ASSURANCES

States must provide written and signed certifications that:	
1.	*The plan is submitted by the State agency that is eligible to submit the plan;*
2.	*The State agency has authority under State law to perform the functions of the State under the program;*
3.	*The State legally may carry out each provision of the plan;*
4.	*All provisions of the plan are consistent with State law;*
5.	*A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;*
6.	*The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;*
7.	*The agency that is submitting the plan has adopted or otherwise formally approved the plan; and*
8.	*The plan is the basis for State operation and administration of the program;*
The State Plan must include assurances that:	
1.	*The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);*
2.	*The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;*
3.	*The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;*
4.	*Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.*
5.	*The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).*

Section 427 of the General Education Provisions Act (GEPA)

Instructions: In the text box below, describe 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 provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions.

South Dakota's WIOA Title II Program shall ensure its Adult Education and Family Literacy Act applicants submit the required description under Section 427 of the General Education Provisions Act to the South Dakota DLR. Within a narrative format, each applicant must detail how it intends [as an eligible subrecipient] to maintain equitable access to (and participation in) Adult Education instruction, activities, and services. Based upon local circumstances, the applicant may address any of the statute's six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

As the Agency responsible for administering Title II of the Workforce Innovation and Opportunity Act, the South Dakota DLR shall further ensure subrecipients have equitable access to both required and permissible State Leadership activities. With specificity, the program will deliver Professional Development opportunities in multiple modalities and structures (e.g., online, archived, onsite, hybrid, flipped-model, chunking strategies, frequent breaks, kinesthetic approaches, etc.) to better accommodate administrators, instructors, and support-staff [with disabilities or age-related infirmities].

It should be noted that Section 427 is not intended to duplicate the requirements of civil rights statutes; moreover, an applicant may use awarded Federal funds to eliminate barriers it identifies.

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VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

a) Input of State Rehabilitation Council.

All agencies, except for those that are independent consumer- controlled commissions, must describe the following:

(1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

Input of State Rehabilitation Council

The State Rehabilitation Council is known in South Dakota as the Board of Vocational Rehabilitation (BVR or Board). The Board provides advice to and works in partnership with the general vocational rehabilitation agency in South Dakota/Division of Rehabilitation Services (DRS or Division).

The Board of Vocational Rehabilitation plays a significant role in ensuring that the vocational rehabilitation program operates effectively and remains responsive to the needs of those served. The Board works in partnership with the Division in developing policies, planning activities, evaluating program effectiveness and carrying out other functions related to South Dakota's vocational rehabilitation program. The working relationship between the Board and the Division is a partnership focused on ensuring that individuals with disabilities receive appropriate, timely, and effective vocational rehabilitation services resulting in successful employment outcomes for those served.

The Board met on four occasions during Program Year 2018. These meetings were held on 9/12/2018, 12/4/2018, 3/27/2019 and 6/19/2019. These meetings were open to the public and held in accordance with the Rehabilitation Act and the State's open meeting law, SDCL, 1-25-1. In addition, the Board's Executive Committee meets on separate occasions before each board meeting. These meetings agendas, minutes and handouts are posted on boardsandcommissions.sd.gov.

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Annual Report to the Governor and RSA Commissioner

The Board directed staff, both BVR and Division, to draft and complete the annual reports. The reports were finalized by Board consensus and submitted to the Governor and RSA Commissioner prior to the end of December.

Employment Works Initiative & "Ability For Hire" Campaign

The Division has been working on activities prompted by Governor Daugaard's initiative to have the State of South Dakota become a model employer of people with disabilities. The Board fully supports these activities. An example is the Division contracted with a Sioux Falls marketing firm to conduct an employer outreach program. The Board's Public Awareness Committee participated in presentations at various stages of the development process. Input and recommendations from members concentrated on accessibility features, video captioning and website ease of access.

Governor's Awards Ceremony

The Board annually collaborates with the Board of Service to the Blind and Visually Impaired and Statewide Independent Living Council on the Governor's Awards Ceremony. During this reporting period, the Board moved forward with the solicitation process and approved funds to support this event.

National Disability Employment Awareness Month (NDEAM)

The Board approved financial support for the 2016 & 2017 events with the expectation that proposed activities would emphasize employment issues, greater need for employer involvement, increase efforts to obtain the involvement of smaller employers, and improve marketing efforts to reach employers, businesses and HR managers.

Division's Program Initiatives

The Board fully supports the Division's efforts to increase provider expertise and capacity, as well as increase provider earnings, and employment retention (e.g., establishment grants to advance supported employment efforts, increasing the number of certified providers, providing specialized training sessions). The Board encouraged the Division to continue activities to increase the number of certified providers, which increases consumer choice for individuals with disabilities seeking employment supports.

State and Tribal Vocational Rehabilitation Collaborations
The Board recommended hosting its' December meeting to coincide with the Division/Tribal VR staff meeting, and to adjust its' meeting agenda to allow time for them to come together and continue dialogue on shared areas of interest, e.g., independent living services, case services, assistive technology, promoting disability awareness and youth and transition services.

Transition Services Liaison Project (TSLP)
The Board fully endorses activities which interface with the educational and workforce systems, as well as post—secondary education, independent living, and other necessary supports to assist students with disabilities and their families in making meaningful choices. The Board frequently requested updates on various projects or activities and during the June meeting, TSLP staff addressed the projects' purpose, provision of technical assistance and training, and updates on the Youth Leadership Forum, Catch the Wave, transition forums, interagency councils, Project Skills, and Project SEARCH.

Consumer Satisfaction Survey
The Board recommended changes to the Consumer Satisfaction Survey instrument and process. A new survey instrument was added for individual's whose case was closed unsuccessful. The existing surveys had language changes and a comments section added. The results of the consumer satisfaction survey are reviewed annually with the Board.

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Board Nominations and Appointments
Annually, the Board consults with the Board of Service to the Blind and Visually Impaired and Statewide Independent Living Council about the need to solicit statewide nominations for their respective board/council membership. Nominations were sought during March/April, forwarded to the Governor for his consideration and action in April, and the Governor made appointments and/or reappointments to each board/council in July.

Employer Initiatives
The Board was provided presentations and updates at meetings throughout this reporting period related to employer initiatives. These presentations were done by the Division's Business Specialists, Workforce Diversity Network of the Black Hills, and the Business Resource Network of Sioux Falls. Updates were also provided on employee seed grants in Yankton, Brookings and Aberdeen. The South Dakota Retailers Association presented to the Board on their partnership with the Division.

Project Search
The Board was provided information and presentation on the Brookings Project Search initiative. The Division is funding 5 Project search initiatives. These programs have a very high employment success rate for students with disabilities.

Master's degree in Rehabilitation and Mental Health Counseling
The Board was provided information and presentation on the South Dakota State University master's degree Program in Rehabilitation and Mental Health Counseling. This program has been very successful in assisting the Division's Vocational Rehabilitation Counselors obtain their master's degree and certification as a Rehabilitation Counselor.

Developmental Disabilities Employment Services
The Board was provided information and presentation on employment services through the Medicaid Waivers in the Division of Developmental Disabilities. The information focused on the Employment Toolkit that was developed in coordination of the Division of Rehabilitation Services.

Customized Employment
The Board was provided information on the implementation of the Customized Employment initiative in South Dakota. The Division is funding the training costs for providers to develop their expertise in providing customized employment services.

Post-Secondary Education Programs for Individuals with Intellectual Disabilities

The Board had conversations on Vocational Rehabilitation's role in funding post-secondary education programs for individuals with intellectual disabilities. The Board drafted questions for the Rehabilitation Services Administration. The Division submitted these questions and received a response for future Board meeting discussions.

Comprehensive Statewide Needs Assessment and State Plan

The Board received the draft results of the Comprehensive Statewide Needs Assessment and participated in an activity to help narrow down future goals/strategies for the new State Plan. The Consumer Services Committee will be taking the lead in recommending revisions to the State Plan.

(2) the Designated State unit's response to the Council's input and recommendations; and

The Board of Vocational Rehabilitation Services provided valuable input into the Division's activities and policies. All recommendations by the Board of Vocational Rehabilitation Services were accepted.

(3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.

No recommendations were rejected

b) Request for Waiver of Statewideness *When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non- statewide basis. The waiver request must also include written assurances that:*

(1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

The South Dakota Division of Rehabilitation Services (Division) has implemented a work experience program for students with disabilities called Project Skills. This venture is a cooperative arrangement with the local school districts and the Division. South Dakota has 151 public school districts and 20 Tribal/Bureau of Indian Education Schools statewide. The Division makes this program available to all schools with approximately 143 public/tribal school districts participating in the program. The program is available to the remaining school districts, but they have chosen not to enter into a contract with the Division.

Types of Services to be Provided

Many students with significant disabilities don't have an opportunity to gain paid employment experience while in high school. Although willing, most employers cannot afford the supports these students frequently require on their first job. This is an important learning, maturing, and socializing experience. The Division of Rehabilitation Services funds a program entitled "Project Skills" to address this need. This program is a cooperative arrangement between the State VR Agency and the local school systems. The Division funds the wages, workers compensation, and FICA while the schools provide the job development, job coaching, and follow—along services for the student at the job site. By entering into a contractual agreement with the Designated State Unit, the local school districts are assuring that they will provide the non—federal share of the matching funds, including funds contributed to the school by a private agency, organization or individual.

(2) the designated State unit will approve each proposed service before it is put into effect; and

Written Assurances Each participating school enters into a written agreement with the Division for Project Skills. This agreement requires the school district to provide written assurance that they will use non-Federal funds for their share of the Project Skills program. The Project Skills program is available only for Vocational Rehabilitation clients. School Districts cannot serve non-Division clients and the Division approves the Project Skills Program by completing a work agreement and authorization of services. All state plan requirements for the Division will apply to all services approved under the waiver

(3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver. All services provided under this waiver are provided under an approved Individual Plan for Employment (IPE)

and authorized by the vocational rehabilitation client's VR Counselor. The Division assures that all State Plan requirements, including the Order of Selection if appropriate, will apply to all services approved under the waiver.

c) ***Cooperative Agreements*** *with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:*

(1) *Federal, State, and local agencies and programs;*

The Divisions of Rehabilitation Services (DRS or Division) and Service to the Blind and Visually Impaired (SBVI) have an excellent working relationship with the Workforce System in South Dakota. The cooperation between our agencies is done by formal written agreements and informal arrangements.

The Department of Human Services updated in March 2018, a ***Memorandum of Understanding*** with DLR. This agreement addresses:

- Provide comprehensive services designed to assist the unemployed citizens of the State of South Dakota in obtaining gainful employment;
- Support the underemployed citizens of the state in preparing for a new and more rewarding career;
- Provide the youth of South Dakota with a positive introduction into the world of work and subsequently providing follow-up and guidance to youth once they enter the workforce;
- Provide universal access to all customers, including those with special needs or barriers to employment;
- Provide customer choice in the way they access services, and in the services themselves, based on individual need;
- Allow integrated services through a planning process at the state and local levels, coordinate activities and services for customers, and share information and client data; and
- Be fully aware of the role each Partner has within the system and to understand the services each Partner provides.

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The Division of Rehabilitation Services entered into a Memorandum of Understanding with DLR on 3/26/2018 and then amended on 3/6/2019. This agreement addresses data sharing between agencies for common performance reporting.

Other interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system consist of:

Project Skills

The Division of Rehabilitation Services has cooperative agreements with local school districts throughout South Dakota for the provision of transition services. This program provides paid work experiences in student's career areas to help them prepare for adulthood and the world of work.

Project Search

The Division of Rehabilitation Services has cooperative agreements with local the Project Search sites for Aberdeen, Brookings, Sioux Falls, Rapid City, and Sturgis locations. This agreement lays out each party's responsibility for the Project Search activities.

(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;

The Division of Rehabilitation Services receives funding under section 4 of the Assistive Technology Act of 1998. A contract is developed annually with Black Hills Special Services Cooperative/Dakota Link for the implementation of these services.

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

These agreements typically are associated with AgrAbility Programs. South Dakota did receive an AgrAbility grant on the Pine Ridge Reservation during the summer of 2019. Currently there is not an agreement in place with this project.

(4) Non-educational agencies serving out-of-school youth; and

The Division of Rehabilitation Services currently does not have any formal agreements with non-educational programs

serving out-of-school youth.

(5) State use contracting programs.

The State of South Dakota does not have a "State Use Law

d) *Coordination with Education Officials. Describe:*

(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

The Division of Rehabilitation Services (Designated State Unit) plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

The Division of Rehabilitation Services (DRS or Division) has been a leader in innovative transition services for students with disabilities. Most recently a new administrative position within the Division was developed whose sole focus is increasing transition services for students with disabilities and coordination efforts with Education Officials. The focal point of this success in transition services is the partnership between the DRS and the Office of Special Education in co-funding the Transition Services Liaison Project. This project initiates the following successful transition activities:

- Transition Services Liaison Project: TSLP provides technical assistance and training to students with disabilities, families, local education agencies and adult service agencies to promote the movement from school to post-school activities. There are four Transition Liaisons and a Transition Services Liaison Project Coordinator to provide these activities. TSLP manages the transition programs listed below.
- Project Skills: Project Skills is a paid work experience program for high school students with disabilities in South Dakota. The program is a cooperative arrangement between the state vocational rehabilitation agencies and local school districts which provides students the opportunity to learn different skills in a variety of job placements, with the assistance of a job coach. Project Skills helps to build the student's work history, references and assists them with experiencing different career fields as they mature and take on new challenges.
- Project Search: Project Search is a national model partnering with a large employer, local school district and the State Vocational Rehabilitation Program. South Dakota currently has 5 Project Search Initiatives in operation in Aberdeen, Brookings, Sioux Falls and Rapid City. A 5th Project Search initiative has been added in Sturgis and began the 2019 fall school year.
- Youth Leadership Forum: YLF is a unique career and leadership training program for high school juniors and seniors to learn more about self-advocacy skills and disability awareness. Students with disabilities cultivate leadership, citizenship, and social skills as a result of participating in this annual five-day event. The YLF was implemented at the state level by the Governor's Advisory Committee on Employment of People with Disabilities, and other state and local partners.
- Catch the Wave: A one-day conference designed specifically for high school students who have a disability and are considering post-secondary education (either college or technical institutes). Students learn about preparing for college life, securing appropriate accommodations, and developing self-advocacy and communication skills.
- Let's Talk About Work: A one-day conference designed specifically for high school students who have a disability who are needing to learn more about what it takes to be a successful employee. They are also given the opportunity to meet local employers to discuss needed employment soft skills for specific jobs.
- Regional Transition Forums: These forums are informal and interactive meetings for providers of services, transition-age students with disabilities, as well as consumers and family members.
- Post-Secondary Disability Coordinators Forums: This forum is held annually in Chamberlain inviting all the Disability Coordinators from South Dakota Post-Secondary programs. This has been a very successful initiative helping the transition process for students with disabilities.
- Summer Institute: The Summer Institute is a statewide training opportunity for Special Education teachers who are assisting students in the transition process. It is held for one week in the summer and offers training in areas of IDEA, introducing self-determination curriculum and other assessment materials, and IEP planning. Teachers receive graduate credit for the class and gain knowledge from Disability Services Coordinators from post-

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secondary schools, vocational rehabilitation staff, Transition Liaisons, community mental health agencies and independent living services staff.

Pre-Employment Transition Services

The Division is networking with the Office of Special Education and other transition agencies to assure Pre-Employment Transition Services are available throughout the State. A brochure targeting students with disabilities has been developed and distributed across the State. Most of the services listed above qualify for the Pre-Employment Transition Services. In addition, the Division is looking at ways to expand the self-determination training component to be available in all the school districts

Development and Approval of an IPE before leaving school

The Division is making great efforts to assure that students with disabilities access the vocational rehabilitation program and develop their Individualized Plan for Employment (IPE) before they complete high school. Following are some of these activities:

- Division VR Counselors contact school counselors and 504 coordinators on a regular basis to identify and meet with students.
- Division VR Counselors inform school staff what services are available to students with disabilities and eligibility requirements. VR Counselors then follow up on referral in a timely fashion in order to determine eligibility prior to graduation.
- Division VR Counselors and other Division staff will attend interagency meetings in order to inform other service organizations about Rehabilitation Services and obtain referrals of these students.
- The Division will continue funding Project Skills to include serving students with disabilities who are not receiving special education services.

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(2) Information on the formal interagency agreement with the State educational agency with respect to:

(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

The South Dakota Cooperative Agreement Concerning Transition Services for Students with Disabilities was revised on July 2017. This agreement includes the following South Dakota entities: Office of Special Education, Division of Workforce and Technical Education, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, DLR, Division of Behavioral Health, and Division of Child Protection Services.

The agreement was created to operationalize South Dakota's transition process, Local Educational Agencies and Adult Services Agencies who are part of this agreement, will coordinate transition services for students and youth with disabilities. Coordination maximizes existing resources, thus avoids duplication and promotes continuity of service provision. This coordination is important as it assures compliance with providing required services as well as compliance with federal and state laws. The cooperating agencies will also encourage staff to take part in trainings sponsored by the other cooperating agencies to ensure that services are provided by qualified and appropriately certified staff.

(B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

The cooperating agencies agree that a transition plan, as a component of the Individual Education Plan (IEP), will be initiated for every student with a disability age 16 and older or at a younger age as determined by the Local Education Agency. To the extent possible, the IEP will be integrated in the planning documents of all coordinating agencies, and where possible, eliminates duplication of such plans. The IEP will outline all transition services necessary to successfully transition to the next environment or service delivery system and have access to appropriate independent living options in integrated community-based settings.

(C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

The agreement identifies each agency's roles and responsibilities including:

- Consultation and technical assistance to assist in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services;

- Transition planning by personnel of the Division of Rehabilitation Services and school district personnel;
- Roles and responsibilities of each agency including State lead agencies and qualified personnel responsible for transition services;
- Financial responsibilities; and
- Procedures for outreach and identification of students with disabilities who need transition services.

(D) procedures for outreach to and identification of students with disabilities who need transition services.

The cooperating agencies will work together to market the services available between Local Educational Agencies and Adult Services Agencies to increase access to and opportunities for transition services. For these agencies to carry out effective planning and assessment of transition services, meaningful data on student needs and service outcomes must be available. The cooperating agencies agree to share with each other data on the needs of students with disabilities and the outcomes of services and programs

e) Cooperative Agreements with Private Nonprofit Organizations. *Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.*

Due to the geographic reality which exists within South Dakota, the Division of Rehabilitation Services (DRS or Division) recognizes one of the best sources available for the provision of vocational rehabilitation services are Community Rehabilitation Programs (CRP). CRPs consist of Community Support Providers, Mental Health Centers, Career Learning Centers, Centers for Independent Living, Communication Services for the Deaf, and the Rehabilitation Center for the Blind. These programs are located in local communities throughout the state.

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Utilization of CRPs and other Employment Specialists Providers

During Program Year 2018, 26.34% of the Division's client services expenditures (approximately $1,158,308 was paid to CRP's. In addition, establishment grants were issued with CRPs for the expansion of supported employment services.

Manner in which cooperative arrangements are established

The Division utilizes Program Guide DRS/DSBVI 2019-01 - Provider Standards to establish approved service providers and procedures to approve service providers. Applicants/eligible individuals are provided choices in available service providers for them to select from. The Vocational Rehabilitation Counselor then issue authorizations to the provider for services agreed upon in the Individual Plan for Employment. The scope of services purchased depends upon the individual's needs and employment goal.

Improve capacity and quality of services from CRPs

To help expand the capacity and quality of services from community rehabilitation programs, the Division of Rehabilitation Services offers establishment grants to develop or expand their service capacity. The focus of these establishment grants is to expand supported employment services for youth with disabilities and other individuals with significant disabilities.

The Division continually works on improving the quality of services from CRPs. The Division has provided numerous training initiatives and opportunities for CRP personnel to become a Certified Employment Support Professional (CESP). Service providers who become certified and complete a two-day Person-Centered Training will receive a 25% increase in their service rates. Maintaining their CESP certification will require the service provider to complete 36 continuing education hours every 3 years.

f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services. *Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.*

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The heart of supported employment is the coordination of the time limited and the on-going support services. The Division of Rehabilitation Services (DRS or Division) has been very proactive in working collaboratively with service providers and public agencies to coordinate funding sources and policies. These efforts are categorized into two areas: Formal Cooperative Agreements and Informal Cooperative Efforts with Agencies.

Formal Cooperative Arrangements

The Division of Rehabilitation Services has in place a formal cooperative agreement for transition services for youth with disabilities. This agreement is with the Department of Human Services (DHS) Divisions of Rehabilitation services, Developmental Disabilities, and Service to the Blind and Visually Impaired; Department of Social Services (DSS) Division of Behavioral Health Services; Department of Education (DOE) Office of Special Education, and DLR. The purpose of the cooperative agreement is to define:

- services including supported employment,
- eligibility requirements,
- referral process,
- responsibilities of each agency,
- extended support services to be provided by the Division of Developmental Disabilities,
- extended support services to be provided by the Division of Behavioral Health Services,
- time-limited services to be provided by the Division of Rehabilitation Services and Service to the Blind and Visually Impaired,
- service plan development,
- requirements for transition to extended services, and
- responsibilities for post-employment services.

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The Division of Developmental Disabilities updated the Policy Memorandum on June 18, 2018 with the Divisions of Rehabilitation Services and Service to the Blind and Visually Impaired. This Policy Memorandum defines how each agency's funding sources are coordinated regarding the time limited and on-going support services. This policy agreement has had a significant impact in changing how services are provided to individuals with the most significant impediments to obtain and maintain their employment.

On July 7, 2018, a document was updated to coordinate the services and funding between the Divisions of Behavioral Health Services, Rehabilitation Services, and Service to the Blind & Visually Impaired. This document serves as a policy directive for the Community Mental Health Centers and the local Vocational Rehabilitation Offices. It provides guidance in three areas relative to providing vocational services for individuals with severe and persistent mental illness:

1. What services can and should be provided by the Community Mental Health Centers,
2. What services are available from Vocational Rehabilitation, and
3. Which Division pays for the different services.

Informal Cooperative arrangements with agencies

The Division of Rehabilitation Services continually works collaboratively with other State agencies on a day-to-day basis to better serve individuals with disabilities. Following are some of these collaborative efforts:

- The State Office of the Division of Rehabilitation Services is co-located with the Divisions of Developmental Disabilities, and Service to the Blind and Visually Impaired. Our agencies can easily communicate to coordinate services between Divisions.
- Eight of the eleven Division's field offices are co-located with DLR job service offices.
- The public vocational rehabilitation agencies are working closely with all partners identified in the Workforce Innovation and Opportunity Act (WIOA) to collaborate in the implementation of the new law. Division staff serves on implementation workgroups, task forces, the State Workforce Development Council and on local Workforce Committees

g) Coordination with Employers. *Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:*

(1) VR services; and

The Division of Rehabilitation Services (DRS or Division) has been very proactive in working collaboratively with employers. These initiatives consist of:

- "Ability For Hire" initiative: "Ability For Hire" is an business outreach campaign emphasizing the promotion of hiring, advancement, and retention of employment for people with disabilities in South Dakota's workforce. The content materials consist of a website (www.abilityforhire.com), printed materials in the form of brochures, previous radio advertisement, commercials, videos, and other success stories. It officially launched on 08/11/2015. This is also designed to promote the public's awareness of the available resources and services that DRS offers to employers and people with disabilities.
- Point of Contact: The Division has designated a single point-of-contact (business specialist) to disseminate materials, conduct trainings, and serve as a resource to employers, providers, and people with disabilities throughout the state.
- Business—Led Models: There are two nonprofit entities available in South Dakota offering supports to the business communities which are led by employers (business—led model). They are the Business Resource Network in Sioux Falls and the Workforce Diversity Network of the Black Hills. Each entity has an Executive Director. Both entities have an approved contract in place with the Division to provide education, consulting, and technical assistance to businesses on the hiring, accommodations, supports, and retention when employing people with disabilities. DRS has also developed, through small Seed grants, for three business-led initiatives. These initiatives are in Yankton, Brookings and Aberdeen. They promote information to businesses/employers on hiring people with disabilities through various business connections and social media.
- Business Organization Involvement: The Division is working towards increasing memberships and regular involvement of staff within non—disability related organizations in efforts to collaborate with employers. Some examples of the organizations consist of the local Chamber of Commerce, Society of Human Resource Managers (SHRM), and the South Dakota Retailers Association. These opportunities allow for connecting with businesses to learn more about their workforce needs and identify any disability training needs they may have.
- Employer Resource Guide: The Division has an Employer Resource Guide consisting of information and resources available to employers regarding various aspects of disability—related topics.

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(2) transition services, including pre-employment transition services, for students and youth with disabilities.

The Division of Rehabilitation Services (DRS or Division) has been very proactive in working collaboratively with employers for transition services. These initiatives consist of:

- Project Skills: Project Skills is a paid work experience program for high school students with disabilities in South Dakota. The program is a cooperative arrangement between the state vocational rehabilitation agencies and local school districts which provides students the opportunity to learn different skills in a variety of job placements, with the assistance of a job coach. Project Skills helps to build the student's work history, references and assists them with experiencing different career fields as they mature and take on new challenges. The Vocational Rehabilitation Counselor and school staff identify employment sites, businesses, employers to match the areas which students have expressed an interest in working.
- Project Search: Project Search is a national model partnering with a large employer, local school district and the State Vocational Rehabilitation Program. South Dakota currently has 5 Project Search Initiatives in operation at Aberdeen, Brookings, Rapid City, Sturgis and Sioux Falls.

h) Interagency Cooperation. *Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:*

(1) the State Medicaid plan under title XIX of the Social Security Act;

The Division of Rehabilitation Services (DRS or Division) has other formal and informal interagency arrangements and levels of cooperation.

State Medicaid Plan under Title XIX of the Social Security Act

DSS is the state's Medicaid Agency. DHS has the following agreements with the DSS Medicaid Agency.

- Abuse, Neglect and Exploitation as well as Guardianship and Conservatorship: This agreement was updated March 2018 to assure each agency's response to meet the needs of persons who are at risk for abuse, neglect

and exploitation or in need of guardianship and or conservatorship services.

- Money Follows the Person: This agreement was implemented on June 10, 2014 for the implementation of the Money Follows the Person initiative involving persons eligible for waiver services.
- Medicaid Fraud Control: This agreement was implemented on July 1, 2015 for the purpose of defining mutual responsibilities in the Medicaid Program to ensure maximum efficiency and benefit to the State and to minimize duplication of effort.
- Title XIX Medicaid Funding Memorandum of Understanding: This agreement was implemented on February 15, 2013 for the purpose of defining administrative and fiscal accountability responsibilities.
- Protected Health Information Memorandum of Understanding: This agreement implemented policy on restrictions of disclosing protected health information.
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(2) the State agency responsible for providing services for individuals with developmental disabilities; and

The South Dakota Department of Human Services/Division of Developmental Disabilities is the state agency responsible for providing services to individuals with developmental disabilities. This agency is in the same department as the State Vocational Rehabilitation Programs allowing regular communication between programs.

Transition Services for Youth with Disabilities

This agreement was updated on July 2017 for the purpose of enabling students with disabilities to reach their maximum potential in their transition from high school to the adult world. This agreement included the State Vocational Rehabilitation Agencies, Developmental Disabilities Agency, DSS Division of Behavioral Health Services, DOE Special Education and DLR.

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Policy Memorandum with Developmental Disabilities

The Division of Developmental Disabilities updated the Policy Memorandum on June 2018 with the Divisions of Rehabilitation Services and Service to the Blind and Visually Impaired. This Policy Memorandum defines how each agency's funding sources are coordinated in regards to the time limited and on—going support services. This policy agreement has had a significant impact in changing how services are provided to individuals with the most significant impediments to obtain and maintain their employment.

(3) the State agency responsible for providing mental health services.

The DSS Division of Behavioral Health Services is the state agency responsible for providing services to individuals with mental illness. In December of 2018, the Memorandum of Understanding was updated to help coordinate the services and funding between the Divisions of Behavioral Health Services, Rehabilitation Services, and Service to the Blind & Visually Impaired. This document serves as a policy directive for the Community Mental Health Centers and the local Vocational Rehabilitation Offices. It provides guidance in three areas relative to providing vocational services for individuals with severe and persistent mental illness:

- What services can and should be provided by the Community Mental Health Center,
- What services are available from Vocational Rehabilitation, and
- Which agency pays for the different services.

i) Comprehensive System of Personnel Development; *Data System on Personnel and Personnel Development. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:*

(1) Data System on Personnel and Personnel Development

(A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

(i) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

The Division of Rehabilitation Services (Division) has implemented several strategies to ensure trained staff is delivering quality services to applicants and clients with whom division personnel work. Currently one employee is primarily responsible for activities related to the comprehensive system of personnel development.

Data System of Personnel and Personnel Development

The current system to collect and analyze data related to qualified personnel needs and personnel development consists of two components. The South Dakota Bureau of Human Resources (BHR) maintains a database of all training activities attended by Division staff including BHR training, seminars, workshops, conferences, and undergraduate and graduate level courses supported by the Division. Individual offices maintain files on educational backgrounds, training activities and goals and plans for Vocational Rehabilitation Counselors to meet the personnel standards to become a qualified Vocational Rehabilitation Counselors and receive Commission of Rehabilitation Counselor Certification (CRCC). Supervisors are required to address training needs as a part of the annual employee evaluation. Individual training needs are reported to the Training Officer to be considered in the implementation of results from the annual training needs assessment.

The Division utilizes a web-based management information system (VR FACES) for data tracking of the CSPD for staff. The VR FACES tracks all the employees of the Division, their office structure, race, supervisor, disability, job classification, and other relevant information to the position. The system also tracks if VR Counselors are a Certified Rehabilitation Counselor (CRC) or their development plan to become a CRC. Input of information is required of individual employees and supervisors with access to all information by the Training Officer and other management staff. This system is efficient for addressing individual training needs as well as projecting for future personnel and training priorities and progress of staff toward meeting CSPD requirements. The following table identifies current staffing patterns for the Division of Rehabilitation Services.

Total positions FFY 2019

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FTE Clerical = 11 Counselor Aides = 7 VR Counselors = 38 Supervisors = 5 Management = 8 Other = 1 Total = 70
Current staffing patterns include the following: Clerical — Secretaries, Senior Secretaries and Administrative Assistants; Support — Counselor Aides; Vocational Rehabilitation Counselors — entry level VR counselors and senior level VR counselors; Supervisors — District Supervisors, Management — Division Director, Assistant Director, VR Specialist, IL Program Specialist, Transition Specialist, Policy Development and Quality Assurance Specialist, Business Specialist and Deaf Services Specialist. The "Other" category refers to one Interpreter.

For FFY 2019, the ratio of counselors compared to applicants and eligible individuals served is an average 102 clients per counselor. The remaining active caseload as of 11/07/2019 was an average of 55 active clients per caseload. The changes in the caseload size are typically impacted by the changes in the economy and unemployment rates. It is the goal of the Division of Rehabilitation Services to remain under the ratio of 80 active clients for each counselor. The Division evaluates the need for a position before replacing it. In previous years, vacant positions have been relocated to other parts of the state with more need or change to a different position type as needed.

(ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel

Current Vacancies as of 11/4/2019

- Clerical = 0
- Counselor Aides = 1
- VR Counselors = 1
- Supervisors = 0
- Management = 0
- Other = 0

(iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

The Division of Rehabilitation Services anticipates the need to recruit at least 10 Qualified VR Counselors in the next five—year period. This includes vacancies for five vocational rehabilitation counselors who are eligible for retirement in the next five years.

The Division of Rehabilitation Services anticipates the need to recruit 3 clerical positions, 1 counselor aide position, 5 VR counselor positions, and 1 management position over the next 5 years.

(B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

(i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

(ii) the number of students enrolled at each of those institutions, broken down by type of program; and

(iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

During FFY 2017 three students graduated from SDSU Masters in VR program and all were on the RSA funding. During FFY 2018 three students graduated from SDSU Masters in VR program and all were on the RSA funding. During FFY 2017 and FFY 2018, the South Dakota Vocational Rehabilitation Programs hired 4 of their students. The Division has a cooperative agreement with SDSU in providing internship opportunities, participation on their advisory board and recruitment of qualified candidates. The Division has been providing paid internship opportunities for students pursuing their master's degree in Vocational Rehabilitation. The Division also offers unpaid internship opportunities for students with other degrees when our offices have space available. The Division works cooperatively with the South Dakota State University in providing professional educational career tracks for individuals with disabilities. Some of these interns are recipients of the State Vocational Rehabilitation Program needing the internship as part of their Individual Plan for Employment.

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*(2) **Plan for Recruitment, Preparation and Retention of Qualified Personnel**. Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.*

Recruitment of qualified staff including individuals with minority backgrounds and individuals with disabilities is accomplished through promoting vacancies at universities in Region VIII with master level programs. The University of Colorado, Montana State University, South Dakota State University and Utah State University are also sources for recruitment of graduates with master's level degrees in vocational rehabilitation counseling. In addition, South Dakota has three State public universities with programs offering master degrees in counseling. These three State Universities have expanded their class locations to other universities and distance learning options. Graduates of the following programs are recruited for vocational rehabilitation counselor openings: Doctorate of Education program options, Counselor of Education and Counseling Practice; School Psychology and Educational Psychology, Mental Health Counseling, or Master of Arts in Counseling or Educational Psychology. Graduates are hired and trained to prepare for the CRCC to meet the highest qualifications in the state for rehabilitation counselors. During the next five years, it is projected that up to 6 counselors will be hired who are graduates of these programs.

The announcements for all state positions including the Vocational Rehabilitation Counselor positions are posted on the State web page. The Division forwards the job openings to the South Dakota professional organizations such as the South Dakota RehabACTion Association. The announcement is also sent to client organizations such as the South Dakota Coalition of Citizens with Disabilities.

Retention and advancement are accomplished through the opportunity for all entry—level vocational rehabilitation counselors to participate in masters level vocational rehabilitation education programs and, once meeting the requirements for "Senior Counselor", receive promotion to this level. Leadership and management training and assignments with senior level management teams assist counselors to prepare for supervisory and administrative positions. Senior rehabilitation counselors are encouraged to apply for management and administrative positions when vacancies occur. Opportunities for promotion are available through announcements of supervisory and management positions provided those candidates meet the requirements for the position.

To address the priority of recruiting individuals with disabilities, BHR has in SD Administrative Rule the requirement that individuals with disabilities are automatically certified applicants to be interviewed. In addition, any eligible applicant for

employment who has been certified severely disabled by a rehabilitation counselor will be certified (eligible to interview) regardless of the ranking the applicant receives compared to other applicants. This ensures individuals who have disabilities have the opportunity to interview and compete for openings in the designated state unit.

(3) ***Personnel Standards****. Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:*

(A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

Working in conjunction with BHR, the Division has established minimum standards for vocational rehabilitation counselors, senior vocational rehabilitation counselors and district supervisors. These standards are reviewed periodically in light of changing personnel needs, labor market supply and training resources. The Division relies on state standards for secretary, counselor aide and program administrator positions. These are generic job classifications within the BHR system. The Division has established specific knowledge, skills and ability requirements in order for individuals to enter these positions.

Newly hired rehabilitation counselors are preferred to have a degree that will lead towards CRC certification or, if they possess only a bachelor's degree, are encouraged to pursue a master's degree as a condition of employment. Senior rehabilitation counselors are certified through the Certified Rehabilitation Counselor process. The priority in filling counselor vacancies is a master's degree and CRC certification. Eligibility for CRC certification (already possesses a master's degree but no certification) is the next preferred option. Due mostly to lower starting salaries compared to surrounding states, it is necessary to hire individuals with bachelor's degrees for entry—level positions and prefer they become qualified vocational rehabilitation counselors.

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Rehabilitation counselors are preferred to have a master's degree that will lead towards CRC certification or if they possess only a bachelor's degree, each new hire is encouraged to pursue a master's degree. The Division does support costs associated with pursuit of master's degrees. Funds for support of employees to obtain a master's degree consist of RSA stipends and program 110 funds. Once entry level counselors have accomplished obtaining a master's degree and CRC certification, they can request a promotion to Senior Rehabilitation Counselor.

The ***Vocational Rehabilitation Counselor*** is a Certified Rehabilitation Counselor (CRC) by the Commission of Rehabilitation Counselor Certification (CRCC) and they have demonstrated the ability to work independently in developing Individual Plans for Employment.

Currently all ***District Supervisors*** meet the requirements for a Senior Vocational Rehabilitation Counselor. Meeting this standard is preferred but not required for a District Supervisor. District Supervisors must have experience in working with people with disabilities, knowledge of the vocational rehabilitation program, and must have the ability to manage a budget, personnel and office operations. If the District Supervisor does not have the credentials of Certified Rehabilitation Counselor (CRC), then a timeline will be established to obtain the CRC.

(B) the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

The Rehabilitation Act as amended and the Vocational Rehabilitation regulations refer to personnel as "Qualified Personnel" and "Qualified Vocational Rehabilitation Counselors". The Division has defined these positions as follows: Qualified Vocational Rehabilitation Counselor: All Vocational Rehabilitation Counselors, District Supervisors and State Office Personnel

a. meets the standards for Senior Vocational Rehabilitation Counselor;
b. meets the standards for Senior Vocational Rehabilitation Counselor except is not CRC certified; or
c. meets the standards for Vocational Rehabilitation Counselor; has been employed by the Division as a VR Counselor for a minimum of six months; and has an approved plan to be eligible to take the CRC certification test by the Commission on Rehabilitation Counselor Certification in eight years. (This employee does receive oversight and monitoring of the non-delegated functions of the VR process.)

The approved plan must be signed by the Supervisor. The plan will include at a minimum one course each semester unless the individual can present extenuating circumstances that are approved by the State Office. As of 11/05/2018, 7 VR Counselors are in a plan for CRC with 1 of them able to take the CRC examination. 20 VR Counselors are Senior VR Counselors and have their CRC.

Qualified Personnel

The Division is committed to assist vocational rehabilitation counselors to obtain the necessary academic training and professional experience to meet the standards of a Senior Vocational Rehabilitation Counselor. During FFY 2018 and FFY 2019, 11 Division employees were pursuing their Vocational Rehabilitation master's degree program through Southern University, South Dakota State University or Virginia Commonwealth University. Five individuals graduated during the past year with a master's degree in vocational rehabilitation and received their CRC. Another important strategy is coordination of resources to access the most comprehensive training opportunities. This category of individuals includes 7 Counselor Aides.

The Division of Rehabilitation Services approaches personnel development through a number of avenues. Each employee's current level of education and training, as well as short term and long-term training needs are tracked by supervisors who evaluate methods for addressing these needs annually through the ***Accountability & Competency Evaluation (ACE) review system***. Individual training needs assessments are conducted to evaluate current levels of education, understanding of fundamentals of vocational rehabilitation, disability-related issues, professional development and related topics. Self-evaluation and supervisor input and recommendation sections on the ACE assist in assessing needs for training which may be pursued through a number of approaches. The results of the assessments are recorded for individuals, groups of related positions (i.e. rehabilitation counselors, supervisors, managers, clerical etc.) and for the agency. The state's in-service plan and annual updates outline the strategies that the Division has developed to meet the professional or paraprofessional training needs of staff that includes specific training related to assessment, vocational counseling, job placement, and rehabilitation technology. This training is delivered through workshops, conferences, video conferencing, one-on-one mentoring and webinars. The Division also utilizes e-mail and web links to disseminate information on research, studies and other relevant information related to disabilities and vocational rehabilitation.

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The ACE system allows for ongoing feedback between employees and supervisors by incorporating a self-audit while addressing professionalism, work quality and areas for development as well as areas of strength. Training needs are addressed utilizing a form that not only identifies needed training, but also includes fields for the date the training is scheduled and the date it is attended. BHR workshops are identified under the following headings: supervisory, job enrichment and technology with "other training" and "job-specific skills" included in the document used to track need and attendance. The training officer works with agency supervisors to identify resources for obtaining training in areas related to vocational rehabilitation (including the Rehabilitation Act Amendments, Workforce Innovation and Opportunity Act and RSA regulations), including serving individuals with the most significant disabilities and those of minority backgrounds. Training needs are also identified through input from clients responding to satisfaction surveys and input from the State Rehabilitation Council.

Cooperation with other entities in South Dakota state government such as DLR, Department of Health (DOH), and DOE, ensures that ***training opportunities*** are available which address topics relevant to the field of rehabilitation. Staff has access to intensive training which applies to serving individuals with disabilities. These conferences and/or seminars are also an opportunity to collaborate with other entities who deliver services to individuals with disabilities. In addition, vocational rehabilitation personnel regularly provide training concerning considerations when working with individuals with disabilities to DOLR employees. Paraprofessional staff (i.e. counselor aides and clerical staff) are offered ongoing training in word processing, other software applications and office related courses such as effective writing, organization skills, etc., through BHR. Courses specific to the vocational rehabilitation management information system and requirements specific to vocational rehabilitation staff are offered through in—service training sessions usually provided by agency specialty staff.

Now more than ever, the Division is aligning resources to better support businesses in South Dakota in their efforts to

hire people with disabilities. The labor force is evolving, and the labor needs of businesses are evolving as well. In order to stay in tune with these changes, the Division will use available training resources such as DLR and available data through the Labor Market Information Center to identify labor market trends and opportunities. DLR offers a Labor Market Information e-Learning Series which is based on a benchmark PowerPoint version provided by the U.S. Department of Labor's Employment and Training Administration (ETA). This training is a five-part video series available to all Division staff and addresses workforce information relevant to the 21st century labor force.

Leadership development and capacity building are addressed through distance learning courses as well as agency sponsored training sessions. Assistive technology training is available through ***DakotaLink*** (state's assistive technology project the State Bureau of Information and Telecommunications (BIT) (for employees with disabilities who utilize assistive technology on the job). Annual training conferences and monthly video conferences address policy changes or training needs that have been identified in the annual training needs assessment.

Cooperative agreements are in place with the state's five Native American Vocational Rehabilitation Projects to provide training to staff on cultural diversity.

(4) ***Staff Development****. Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:*

(A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

The Division is committed to assist vocational rehabilitation counselors to obtain the necessary academic training and professional experience to meet the standards of a Senior Vocational Rehabilitation Counselor. During FFY 2018 and FFY 2019, 11 Division employees were pursuing their Vocational Rehabilitation master's degree program through Southern University, South Dakota State University or Virginia Commonwealth University. Five individuals graduated during the past two years with a master's degree in vocational rehabilitation and received their CRC. Another important strategy is coordination of resources to access the most comprehensive training opportunities.

The Division of Rehabilitation Services approaches personnel development through a number of avenues. Each employee's current level of education and training, as well as short term and long-term training needs are tracked by supervisors who evaluate methods for addressing these needs annually through the Accountability & Competency Evaluation (ACE) review system. Individual training needs assessments are conducted to evaluate current levels of education, understanding of fundamentals of vocational rehabilitation, disability-related issues, professional development and related topics. Self-evaluation and supervisor input and recommendation sections on the ACE assist in assessing needs for training which may be pursued through a number of approaches. The results of the assessments are recorded for individuals, groups of related positions (i.e. rehabilitation counselors, supervisors, managers, clerical etc.) and for the agency.
Training for personnel is delivered through workshops, conferences, video conferencing, one-on—one mentoring and webinars. The Division also utilizes e—mail and web links to disseminate information on research, studies and other relevant information related to disabilities and vocational rehabilitation.

The ACE system allows for ongoing feedback between employees and supervisors by incorporating a self-audit while addressing professionalism, work quality and areas for development as well as areas of strength. Training needs are addressed utilizing a form that not only identifies needed training, but also includes fields for the date the training is scheduled and the date it is attended.

BHR workshops are identified under the following headings: supervisory, job enrichment and technology with "other training" and "job-specific skills" included in the document used to track need and attendance. The training officer works with agency supervisors to identify resources for obtaining training in areas related to vocational rehabilitation (including the Rehabilitation Act Amendments, Workforce Innovation and Opportunity Act and RSA regulations), including serving individuals with the most significant disabilities and those of minority backgrounds. Training needs are also identified through input from clients responding to satisfaction surveys and input from the State Rehabilitation

Council.

Cooperation with other entities in state government such as DLR, DOH, and DOE, ensures that training opportunities are available which address topics relevant to the field of rehabilitation. Staff has access to intensive training which applies to serving individuals with disabilities. These conferences and/or seminars are also an opportunity to collaborate with other entities who deliver services to individuals with disabilities. In addition, vocational rehabilitation personnel regularly provide training concerning considerations when working with individuals with disabilities to DOLR employees. Paraprofessional staff (i.e. counselor aides and clerical staff) are offered ongoing training in word processing, other software applications and office related courses such as effective writing, organization skills, etc., through BHR. Courses specific to the vocational rehabilitation management information system and requirements specific to vocational rehabilitation staff are offered through in-service training sessions usually provided by agency specialty staff. Leadership development and capacity building are addressed through distance learning courses as well as agency sponsored training sessions. Assistive technology training is available through DakotaLink (state's assistive technology project) or BIT (for employees with disabilities who utilize assistive technology on the job). Annual training conferences and monthly video conferences address policy changes or training needs that have been identified in the annual training needs assessment.

Cooperative agreements are in place with the state's five Native American Vocational Rehabilitation Programs to provide training to staff on cultural diversity.

(B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

The Division has established liaison relationships and cooperative agreements with the other partner agencies that are included in the Workforce Innovation and Opportunities Act and the State Unified Plan. The training officer is on a work group with other agency's training officers to plan joint training initiatives. The Director of the Division of Rehabilitation Services as a member of the state's Workforce Investment Council deals with training issues system wide.

Training needs of the state's Native American Indian Vocational Rehabilitation Services Programs, Centers for Independent Living, the Client Assistance Program and Community Based Rehabilitation Programs are considered in planning annual training activities. Training needs are addressed through a variety of resources including workshops, conferences and seminars hosted by other organizations such as Special Education, DLR, Parent Connection, BHR training, professional organizations, client organizations (SD Coalition of Citizens with Disabilities, SD Association of the Blind, National Federation of the Blind of SD, Community Support Providers of South Dakota, SD National Alliance of Mental Illness and the SD Association of the Deaf), and distance learning are examples of sponsors of training activities in which staff participate. Independent study and mentoring by supervisors and senior rehabilitation counselors are other means for meeting individual staff development needs.

The Division does not currently participate in research to disseminate to staff.

*(5) **Personnel to Address Individual Communication Needs.** Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.*

The Division does employ an interpreter who is available for all training sessions to clients who are deaf or deaf/blind. If additional interpreters are needed, the Division contracts for these services. Braille, materials on disk and enlarged print are provided to all staff or clients who request alternative formats. The Division has developed fee schedules and vendors to pay for interpreters of foreign languages and Native American interpreters. The Division also purchases foreign language interpreting services such as Linguistica and Interpretalk service for interpreting services through phone services.

*(6) **Coordination of Personnel Development Under the Individuals with Disabilities Education Act**. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.*

Training on IDEA and transition services for students with disabilities is coordinated with the DOE Special Education Program and the State Transition Project. The annual Youth Leadership Forum is planned in collaboration with the Special Education Program, Rehabilitation Services, Service to the Blind and Visually Impaired, Statewide Independent Living Council, and the Transition Project. The annual Fall Conferences were a combined effort with the Special Education Program, DLR which offered a series of transition presentations.

j) Statewide Assessment

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

The Division of Rehabilitation Service and the Board of Vocational Rehabilitation jointly conducted the "Comprehensive State-wide Needs Assessment" (CSNA) in November 2019. The results of the CSNA were then utilized in the development of the goal and strategies for the FFY 2020 "VR Portion" of the WIOA South Dakota State Unified Plan. As a core partner in the WIOA Unified state Plan, DRS has conducted an assessment of the needs of all individuals with disabilities as per the needs assessment section of the State Unified Plan and the requirements of the revised state plan guidance. Public vocational rehabilitation has collaborated with their WIOA program partners in this assessment and subsequent planning process to assure that the workforce needs of the state to include individuals with disabilities was addressed.

The 2020 Triennial Needs assessment was constructed around the guidelines of the Rehabilitation Services Administration's six steps to assessing and addressing VR Needs. The executive process was developed in collaboration with the DRS Board of Vocational Services and established both goals and process for the CSNA. The summary of the process is below:

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1. Review of key data and service narrative points generated from latest available federal program year to establish if there exists any need for revisions of previous CSNA findings.
2. Supplement the CSNA to establish a new baseline of need and strategy regarding Transition services and other needs relative to the new and additional requirements of WIOA.
3. Work directly with the South Dakota Workforce Council to identify the service and program needs expand the infrastructure required by enhanced mission, goals, and strategies of WIOA.
4. Revise in collaboration with the South Dakota Boards (SRCs) the VR Portion of the Unified State Plan to reflect both the new WIOA emphasis, the service needs of South Dakota individuals with disabilities, and finally adjust the goals and strategies as necessary.

Source Reports and Data (Base 2019 CSNA Documentation)

1. DRS Data Summary
2. DRS/SBVI Field Needs Assessment
3. Governor's Task Force On Employing People with Disabilities
4. DRS 2019 Staff CSNA Survey of Needs
5. South Dakota DRS Board Meeting Minutes (2017-19)
6. SBVI/DRS Consumer Satisfaction with Vocational Rehabilitation Services
7. South Dakota Indicator 14 2018 Report/South Dakota Department of Education
8. WIOA Primary Performance Indicators

Source Reports and Data (Key Data and service narrative bridge analysis conducted in 2017/19)

1. DRS: Agency Year End Data (Board Report),
2. Consumer Satisfaction Surveys
3. South Dakota Department of Human Services Mission and Strategic Plan
4. South Dakota Office of Special Education Indicator 14 Results
5. South Dakota Department of Labor and Regulation Annual Workforce Reports
6. American Community Survey Data

(A) with the most significant disabilities, including their need for supported employment services;

"Individual with a Most Significant Disability" means an individual with a disability who meets the criteria for having a significant disability and in addition has serious limits in two or more functional capacities (such as, but not limited to, mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome. Individuals who meet the criteria for this Priority Level I category are determined to be individuals with the "Most Significant Disability". The needs identified for this category were as follows:

1. Administrative Infrastructure

The highest weighted category of needs for this group was Administrative Infrastructure. This category of need represents requests from the line of service (consumers/counselors) state leaders (Directors and Administrators) and VR Management for policy enhancements or clarifications, additional resources, or expertise to meet the needs of persons with the most significant disabilities. What ties these needs together is the common request for broader systems change both intra and inter agency. Fueling this category of need is the increasing complexity of need and service required for the most significantly disabled individuals who are leaving sheltered employment. The need for systems enhancement in this service area was expressed by school officials, VR field staff, and management/leadership.

2. Additional Community Rehabilitation Program/Provider Options

The needs of this group were predominately focused on the capacity of Vocational Rehabilitation to expand their service capacity to serve persons with the most significant disabilities through the provider network. Again, as in Administrative Infrastructure, pressures on this dimension of service are being compounded by the need to move from sheltered work services and the need to develop a range of longer term supports resources. Deeply rural communities describe the need to find providers with the necessary skills to address the complexities of service needs for this group and to provide an expanded range of vocational options. Finally related to this category is the overall higher incidence of expressed service needs for persons with most significant Behavioral Health disabilities concentrated in rural counties.

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3. Disability Specific Training

The needs of persons in this group generated requests for more deeply trained provider staff in areas such as autism spectrum, brain injury, and behavioral health. The need for behavioral health specific expertise arose in this group primarily in the context of co-occurring disabilities.

4. Transitions Cooperative Agreement

Data and commentary pointed to a need to strengthen the referral track between schools and VR adult services. This also included reaching students and families with education about transitions and adult services. This need is exacerbated by turn over of staff particularly in schools.

5. Job Development/Placement

This category revealed perceived needs for more job placement services, job coaches, frequently references specific rural placement challenges. In this category of need are a number of statements that could have also easily been categorized in the Public Outreach/Education as the reporters often included a need for outreach and education from the VR service sector to the employment sector.

(B) who are minorities;

DRS reviewed data, inquired through the DRS Board and surveyed staff regarding possible underservice for individuals with disabilities with particular attention on assessing any unmet needs of individuals who are members of minority communities.

	2017	***2018***	***2019***	***State Pop***
White	77%	75%	76%	85%
American Indian or Alaska Native	14%	15%	14%	9%
Black or African American	4%	4%	4%	2%
Two or more races	4%	4%	4%	8%
Asian	1%	1%	1%	1%
Did not self-identify race		1%	1%	

The surveys/interviews conducted for the CSNA surfaced these needs and concerns:

1. ***Language Culture and Public Education:*** While data revealed a proportionate response to population, narrative responses emphasized the need for staff, employer and public education activities and events that addressed language and communication, cultural sensitivity and training. Also described were immigrant attitudes and fears regarding 'government services' and the difficulty previous immigrant experiences presented in referral finding and service. Significantly this set of responses regarding minorities is become more diversified particularly in larger communities such as Sioux Falls with growing immigrant communities. In the data sets many immigrant groups are likely to be statistically underrepresented. Respondents expressed an increased awareness that the success of VR services is contingent on public awareness and willingness to work with minorities and immigrants.
2. ***Behavioral Health*** and services to very rural communities combined created a perception at different levels of the assessment that individuals in rural communities were likely to be underserved based on the lack of specialized supports. Human services management/leaders expressed a particular desire to strengthen the response for this group. This need interacts in the responses with cultural sensitivity and the desire to better serve Native Americans in the rural reservations in the area of behavioral health.

(C) who have been unserved or underserved by the VR program;

The surveys/interviews conducted for the CSNA surfaced these needs and concerns.

1. ***Behavioral Health*** and services to very rural communities combined created a perception at different levels of the assessment that individuals in rural communities were likely to be underserved based on the lack of specialized supports. Human services management/leaders expressed a particular desire to strengthen the response for this group. This need interacts in the responses with cultural sensitivity and the desire to better serve Native Americans in the rural reservations in the area of behavioral health.
2. ***Rural Service Access/Economy:*** The underserved and hard to serve frequently live in sparsely populated counties covering large geographic areas and far from metro areas. These deep rural parts of the state tend to impact everyone living there regardless of race and ethnicity. The logistics of service delivery and the economy of scale play a large role and the outcome of this needs assessment pointed toward the need for interagency and public policy/resource to address these seemingly intractable barriers for rural populations.
3. ***Transportation Services:*** Although transportation scored 4th in the weight of responses, transportation is unquestionable one of the overall most frequent needs distributed across all the sectors of service delivery. Because transportation was often coupled with issues in rural areas, infrastructure needs, and interagency cooperation this service need remains a serious service need for people with disabilities including most significantly disabled.

f) ***Administrative Infrastructure:*** Respondents looked to the agencies to develop more resources and techniques to more effectively respond to the underserved, hard to serve and/or minority groups. Particularly line-of-service respondents felt their tools were limited or scope of service was too conscribed to effectively deal with such problems of economy, housing or the basics of subsistence. Interagency cooperative services (particularly in rural areas) were brought up with some frequency.

(D) who have been served through other components of the statewide workforce development system; and

The Division of Rehabilitation Services and DLR share a commitment to serving individuals with disabilities in their goals for employment. Over the course of the needs assessment it became clear the partners work together to educate regarding their shared mission providing information and education to the public and employers regarding disability disclosure, workplace accommodations, Universal Design, the ADA, the Workforces Diversity Network of the Black Hills, Business Resource Network, Dakotalink and assistive technology. That said, the needs assessment also pointed to areas that may need attention in the upcoming years.

Administrative Infrastructure: The results of surveys predominately placed the focus more on the service delivery system's capacities and less on discrete individual needs of person's with disabilities. People described the importance of continued improvement in teamwork, communication and networking between the partners of the network. Continued improvement in data sharing and cross walking to help improve the consumer experience was articulated at leadership and line of service levels. At the DRS Board level there was a recommendation for expanded consumer participation in the administration of the system.

Skilled Employment Training: Job carving, customized employment, specific skill training for providing customer service

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in the tourism/hotel industries were articulated as needs that might be addressed through Work Force Partners. Respondents requested exploring linkage to support Project skills in serving youth.

Employer Education and Support: Respondents discussed the need for more coordinated employer contacts in small communities to avoid duplication. They also promoted education provided to employers to better understand the assets people with disabilities can be to their businesses.

Employment Related Skills: Respondents did articulate continuing need for direct employment skills training which historically may have been considered vocational technical skills with shorter specialized skills curriculums in terms of time. This survey surfaced expressions of need for job carving for persons with more complex disabilities and customer service training including soft skills for access to the service sector of employment.

OJT/Apprenticeship: Both On-the-Job training and Apprenticeship programs surfaced as needed and valued services that could be enhanced through the Workforce system.

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Youth with disabilities are defined as individuals with disabilities between the age of 14 and 24 (under 25). Students with disabilities are defined as individuals with disabilities between the ages of 16 and under 21 as of July 1st; and enrolled in a secondary school receiving services under an Individual Education Plan or 504 Plan. Students with disabilities can receive Pre-Employment Transition Services without applying for Vocational Rehabilitation Services.

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The Divisions of Rehabilitation Services (DRS) and Service to the Blind and Visually Impaired (SBVI) are required, in collaboration with the local educational agencies, to provide, or arrange for the provision of, pre-employment transition services (Pre-ETS) for all students with disabilities in need of such services without regard to the type of disability from VR funds reserved for this purpose.

State Vocational Rehabilitation (VR) agencies are required to set aside 15% of the Federal Award each year to provide the Required and Coordination of Pre-Employment Transition Services. The remaining balance can be utilized for Authorized Activities. These categories are explained below. In addition, Pre-ETS may be provided to all students with disabilities, regardless if they have applied for VR services. These students with disabilities who have not applied are recorded as Presumed Eligible (PE) in VRFACES.

Calculation of 15% Reserve Funds for FFY 2020

I. Total Number of Students with disabilities in South Dakota
   Using Special Ed data for SFY 2019
   2748 on IEP
   749 on 504 Plans
   3497 Total Students with Disabilities ages 16-21

II. Determine the number of students with disabilities who need Pre-ETS
   Using VR data, 1234 students with disabilities were in the VR FACES for SFY 2019

III. Calculate the cost for the provision of Pre-ETS
   $1,638,380.13 needed for Pre-ETS

IV. Calculate the amount of funds reserved for the provision of Pre-ETS
   DRS & SBVI FFY 2020 Award is $11,107,868.00
   15% is $1,666,180.20

V. Set Aside Amount
   $27,800.07

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

The term Community Rehabilitation Provider or CRP is falling out of common usage in terms of how we articulate that extension of VR services through professionals outside the formal VR system and whose services are linked with VR by the IPE. What is expressed below combines references to CRP and also language referring to the external provider system that, in formal coordination with VR, provide services to individuals with disabilities in South Dakota.

- ***Additional CRP Provider Services:*** This category contains frequent references to the need for more providers and more choices for consumers among providers. There were also frequent requests for more providers qualified to provide customized employment services and more placement capacity, particularly outside the metro areas.
- ***Behavioral Health Providers:*** Behavioral health requests targeted the need for more specialized counseling, and case management services with a strong emphasis in rural areas. Related to this category was the need for resources and investments leading to longer term support providers in rural behavioral health services.
- ***Rural Access/Economy:*** This category in this context is a straightforward request for more providers in rural areas, and underlying this request is a described need to deal with the rural economy of scale which makes it economically difficult to field placement staff in sparsely populated areas.
- ***Administrative Infrastructure:*** In the rural provider context this represents a request for individual and collective agencies to use interagency leverage to generate both the design and resources to field more placement and support providers in service to people with disabilities.
- ***Transportation:*** In this context the requests were related to generating unique provider-based models of the transportation services for persons with disabilities in both rural and urban areas.

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(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

Transitions Cooperative Agreement: Requests for training in bridge programs between VR and Schools in the areas of public policy, parental rights and responsibilities for transition age youth/students. Ongoing tuning of interagency service scopes in cooperative agreements in support of transitioning students.

Administrative Infrastructure and Services: The CSNA feedback regarding transitions was a blend of discrete service needs and administrative level issues. In terms of administrative needs, both data and survey comments point the need for ongoing training for professionals in the areas of public policy and systems coordination. Comments also pointed to the need for parents to receive ongoing information and training in assisting their children through the transitions process. These needs are increased in their intensity by continuous personnel changes in the schools as well as the staffing changes that occur in VR offices. The data addressing the numbers in VR School connections suggest the need for the adult systems to focus on refining efforts in this arena

There was also commentary on the need for more consistent supports to level the quality of services across the state and possibly more Work Force partner involvement earlier in the student's transition. Finally, while there was much praise and support for Project Skills, there was also growing support of customized employment and the possibility of enhanced waiver support to customize employment.

k) Annual Estimates. *Describe:*

(1) The number of individuals in the State who are eligible for services.

According to the US Census Bureau's 2016 American Community Survey, an estimated 51,003 working age people with disabilities live in South Dakota. This constitutes 10.1% of the state's overall working age population.
During FFY 2020 the Division of Rehabilitation Services (Division) estimates that the following outcomes will be accomplished based on prior year's data and service projections:

Title I, Vocational Rehabilitation — A total of 3600 eligible clients will be served at a case service cost of $3,739,276.62.

Title VI Part B Supported Employment — A total of 780 eligible clients will be served at a case service cost of $500,000.00. If these funds are not available, then Title I funds will be used.

(2) The number of eligible individuals who will receive services under:

(A) The VR Program;

During FFY 2012, the economy began to recover from the recession of the early 2000's, and the division saw a decrease in applications for services following several years of increased applications and requests for services during the recession. Since FFY 2016, the division has seen a gradual decline in the number of applicants per year. Based upon historical trends, it is estimated that the Division will have 2000 new eligible individuals in FFY 2020 with hopes of an increase in applicants and eligible individuals FFY 2021. Efforts are currently being made to increase outreach attempts and increase availability/variety of services to meet the needs of more individuals or those that may have been underserved in the past.

(B) The Supported Employment Program; and

Supported employment is when an individual with the most significant disability is working in the community in an integrated setting above minimum wage alongside individuals who do not have disabilities. Supported employment is receiving the training at the job site and having available the necessary ongoing supports to help maintain the employment. The total number of clients for supported employment in FFY2018 was 1115, FFY2019 was 919 clients and estimated for FFY 2020 is 780 clients.

(C) each priority category, if under an order of selection.

The Division of Rehabilitation Services is not in an order of selection.

(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

All eligible individuals are currently being served.

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(4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

During FFY 2020 the Division of Rehabilitation Services (Division) estimates that the following outcomes will be accomplished based on prior year's data and service projections:

- ***Title I, Vocational Rehabilitation*** — A total of 3600 eligible clients will be served at a case service cost of $3,739,276.62.
- ***Title VI Part B Supported Employment*** — A total of 780 eligible clients will be served at a case service cost of $500,000.00. If these funds are not available, then Title I funds will be used.

l) State Goals and Priorities. *The designated State unit must:*

(1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

The Division of Rehabilitation Services (Division or DRS) mission is to assist individuals with disabilities to obtain good jobs, economic self—sufficiency, personal independence, and full inclusion into the community. To accomplish this mission, the Board of Vocational Rehabilitation and the Division have jointly developed the Goals and Priorities listed below. These goals will be developed based on the analysis of the comprehensive statewide assessment; performance of Division's accomplishment in meeting the standards and indicators; and public input.

(2)Identify the goals and priorities in carrying out the VR and Supported Employment programs.

- Goal 1: Students and youth will enter their adult lives capable of self -advocacy with sufficient experience to make choices about work and career, being appropriately supported and living as independently as possible.
- Goal 2: DRS will facilitate the development of a strong statewide community with partnerships with workforce systems, businesses, State Government, tribal systems, schools, service providers and service organizations.
- Goal 3: DRS clients will have access to transportation services needed to obtain and maintain employment.
- Goal 4: The VR Service delivery system will result in enhanced earnings, employee benefits, retention and career advancement for DRS clients.
- Goal 5: DRS clients will have the skills, motivation and supports necessary to make an informed choice for successful daily living, employment, money management, personal and work relationships.

(3) Ensure that the goals and priorities are based on an analysis of the following areas:

These goals were developed based on the analysis of the comprehensive statewide assessment; performance of Division's accomplishment in meeting the standards and indicators; and public input.

(A) the most recent comprehensive statewide assessment, including any updates;

These goals were developed based on the analysis of the comprehensive statewide assessment; performance of Division's accomplishment in meeting the standards and indicators; and public input.

(B) the State's performance under the performance accountability measures of section 116 of WIOA; and

These goals were developed based on the analysis of the comprehensive statewide assessment; performance of Division's accomplishment in meeting the standards and indicators; and public input.

(C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

These goals were developed based on the analysis of the comprehensive statewide assessment; performance of Division's accomplishment in meeting the standards and indicators; and public input.

m) Order of Selection. *Describe:*

(1) Whether the designated State unit will implement and order of selection. If so, describe:

(A) The order to be followed in selecting eligible individuals to be provided VR services.

The Division of Rehabilitation Services is able to serve all individuals and is not in an order of selection.

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(B) The justification for the order.

The Division of Rehabilitation Services is able to serve all individuals and is not in an order of selection.

(C) The service and outcome goals.

The Division of Rehabilitation Services is able to serve all individuals and is not in an order of selection.

(D) The time within which these goals may be achieved for individuals in each priority category within the order.; and

The Division of Rehabilitation Services is able to serve all individuals and is not in an order of selection.

(E) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities.

The Division of Rehabilitation Services is able to serve all individuals and is not in an order of selection.

(2) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

The Division of Rehabilitation Services is able to serve all individuals and is not in an order of selection.

n) *Goals and Plans for Distribution of title VI Funds*

(1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

The South Dakota Division of Rehabilitation Services (Division) is committed to ensuring that rehabilitation services are made available on a statewide basis to individuals with the most severe disabilities who have not traditionally been competitively employed or for whom competitive employment has been interrupted or intermittent. These services are available through the Supported Employment Program.

South Dakota's annual allotment of Title VI-B funds is $300,000. Over 97.5% of the Title VI-B funds are spent for consumer services. The state spends less than 2.5% of its allotment of Title VI-B funds for administrative costs. Supported employment funds are not expended until individuals with disabilities have been determined eligible for the 110 Vocational Rehabilitation Program. Supported Employment services are purchased by the vocational rehabilitation counselors through an authorization system. Expenditures exceeding the Title VI-B allotment are covered with funds from the 110 Program.

The Division will continue to expend over 97.5% of the Title VI-B funds on direct services for supported employment consumers. Supported employment expenditures exceeding the Federal allotment will continue to be paid from the 110 Vocational Rehabilitation funds. Supported employment funds will be authorized for approved providers of the consumer's choice. The amount of funds authorized will be based upon the individual's needs, type of placement, hours and type of employment.

During the next fiscal year, the Division plans to distribute the Title VI-B funds through the fee for service system as traditionally done in previous years. This allows for consumers who have greater needs to receive the level of services necessary to help them obtain supported employment. The Division will continue outcome-based contracts with mental health centers for supported employment services for individuals with severe and persistent mental illness. This contract model has encouraged the mental health centers to provide supported employment services and is a more accessible method of supported employment services for these consumers. These initiatives will help promote the employment of individuals with the most severe disabilities.

Supported employment clients rehabilitated successfully for FFY 2017 214 clients, FFY 2018 was 200 clients; the estimated number for FFY 2019 is 186 clients and for FFY 2020 173 clients are estimated to receive supported employment services.

(2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :

(A) the provision of extended services for a period not to exceed 4 years; and

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Extended services will be available for youth with the most significant disabilities for up to 4 years with other entities providing long term supports after that time period. With the addition of Customized Employment as an available service, this will better serve youth that may not have been well-served by more traditional services.

(B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Medicaid waiver funds are available for extended services and expanded supported employment opportunities for youth with the most significant disabilities through the public-school system and Medicaid waiver services.

o) State's Strategies. *Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):*

(1) The methods to be used to expand and improve services to individuals with disabilities.

The Board of Vocational Rehabilitation and the Division of Rehabilitation Services established the strategies to assist individuals with disabilities to obtain good jobs, economic self-sufficiency, personal independence, and full inclusion into the community. The strategies listed below are key steps in accomplishing these goals.

- Strategy 1.1: Coordinate vocational rehabilitation services for clients who are attending post-secondary programs.
- Strategy 1.2: Increase and strengthen transition services for eligible students who are exploring their employment future.
- Strategy 1.3: Implement outreach and informed choice strategies to include strategies to enhance effective communication for youth who are deaf or hard of hearing.
- Strategy 1.4: Conduct outreach activities for teachers, students with disabilities and their family members to provide information on vocational rehabilitation services.
- Strategy 1.5: Increase and strengthen transition services for students who are Native Americans or other minorities with disabilities exploring employment future.
- Strategy 1.6: Increase the availability of Pre-Employment Transition Services to school districts across the State.
- Strategy 1.7: Increase the number of applicants and service delivery for transition services for students with disabilities prior to age 16.
- Strategy 2.1: Increase the service capacity and quality of services delivered through the service providers.

- Strategy 2.2: To maintain and expand partnerships with the business community.
- Strategy 2.3: To maintain and expand partnerships with organizations serving Native Americans and other minorities with disabilities.
- Strategy 2.4: To maintain and expand working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.
- Strategy 2.5: To maintain and expand the extended services for assuring successful employment for supported employment clients.
- Strategy 2.6: State Government will be a model employer in increasing the employment of people with disabilities in State Government.
- Strategy 3.1: Increase knowledge of the available transportation systems and compatibility with the employment systems.
- Strategy 3.2: Promote the participation with disability agencies, local communities and workforce partners to improve transportation services.
- Strategy 3.3: Expand transportation options for Vocational Rehabilitation clients with a focus in rural areas and underserved populations.
- Strategy 4.1: Improve the employment retention of Vocational Rehabilitation clients.
- Strategy 4.2: Increase the knowledge base and understanding of supports and services for people with mental illness by VR staff, providers and businesses.
- Strategy 4.3: Increase awareness and referrals to Benefits Specialists services for VR clients.
- Strategy 4.4: Increase the knowledge base and understanding of the Ticket to Work initiatives for Social Security beneficiaries, VR staff, providers and businesses.
- Strategy 4.5: Increase work experience opportunities for adults with disabilities with a focus on individuals with mental illness, those living in rural areas and underserved populations.
- Strategy 4.6: Continue in the development and increase utilization of vocational skills training for individuals with disabilities in South Dakota.
- Strategy 5.1: Provide training on strategies and tools for the Vocational Rehabilitation Counselors to assist VR clients to reach their employment goal.
- Strategy 5.2: Vocational Rehabilitation Counselors will utilize counseling strategies and tools for assessing critical strengths and barriers to enhance the client's personal life status and employment skills.
- Strategy 5.3: Expand provider supports for life skills development.
- Strategy 5.4: Increase awareness, supports and the utilization of self-employment as an employment outcome for VR clients.
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(2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

The Division of Rehabilitation Services makes assistive technology available to our Vocational Rehabilitation clients during each stage of the rehabilitation process. The primary provider of assistive technology in South Dakota is Dakota Link. This provider has AT resource areas throughout the state and they provide AT assessment for VR applications and clients. Many of the DLR job service offices have resource rooms available and have computers with assistive devices for individuals with disabilities.

(3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Outreach Activities to Identify and Serve Individuals with the Most Significant Disabilities Who are Minorities

In 2017, the Census Bureau estimated that 82.3% of South Dakotans were White, 8.6% were American Indian or Alaskan Native, 3.6% were Hispanic or Latino, 1.9% were Black or African American and 1.2% were Asian. Native Americans represent the largest minority group in South Dakota. South Dakota has nine reservations with autonomous governing bodies. Collectively they represent the Great Sioux Nation and share a common culture and language. Typically, these reservations are very rural, isolated, with high poverty, and high unemployment rates. Nearly half of all Native Americans in South Dakota live on reservations.

The Division of Rehabilitation Services has Vocational Rehabilitation Counselors who serve each of the reservation areas.

These VR Counselors meet with local Indian Health Services and tribal government staff to identify potential referrals. Generally, staff work out of tribal offices when meeting with applicants/clients on living on the reservation. Native Americans living on reservations face unique challenges. First, they are eligible for a combination of tribal, federal and state programs to meet their vocational and health care needs. This requires extensive coordination and cooperation between agencies. Secondly, they are faced with significant cultural and economic barriers. Unemployment on South Dakota's reservations varies from 70 % to 89%. There is very little private employment. Most individuals are employed by either tribal or federal governments.

South Dakota is fortunate to have five American Indian Vocational Rehabilitation Services Programs (AIVRS). A sixth AIVRS has started on 10/1/2019. These programs have greatly improved access to vocational rehabilitation services for those Native Americans served by these AIVRS Programs. The Division has established an on- going working relationship with each of the programs. We have assigned a VR Counselor to work with each Project to assist them in program development. Native American clients living on reservations have the choice of either being served by the AIVRS, the state unit or jointly by both programs. We encourage clients to be served either by the AIVRS Program or jointly by both projects. The AIVRS Programs have a better grasp of the cultural and the service delivery barriers that exist on reservations. The state agency has access to specialized programs and services which are not feasible for an AIVRS Program to maintain. On those reservations where an AIVRS Program exists, the Division does not plan to conduct extensive outreach activities. This function can more effectively be conducted by the AIVRS Programs. Our efforts will be to network with the AIVRS Programs to ensure that Native American clients have access to the full range of vocational rehabilitation services. DRS has a formal cooperative agreement with each AIVRS Programs.

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A number of Native American client organizations have developed in the state. The Division works closely with these organizations to identify special needs and strategies to meet these needs. Working in conjunction with the Statewide Independent Living Council, the Division has expanded its financial support for this organization. This organization has local liaisons on each reservation that refer directly to vocational rehabilitation. Both the Board of Vocational Rehabilitation and the Independent Living Council have Native American representation. These individuals provide guidance and consultation to the Division on policy issues affecting Native Americans.

(4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

- Strategy 1.1: Coordinate vocational rehabilitation services for clients who are attending post-secondary programs.
- Strategy 1.2: Increase and strengthen transition services for eligible students who are exploring their employment future.
- Strategy 1.3: Implement outreach and informed choice strategies to include strategies to enhance effective communication for youth who are deaf or hard of hearing.
- Strategy 1.4: Conduct outreach activities for teachers, students with disabilities and their family members to provide information on vocational rehabilitation services.
- Strategy 1.5: Increase and strengthen transition services for students who are Native Americans or other minorities with disabilities exploring employment future.
- Strategy 1.6: Increase the availability of Pre-Employment Transition Services to school districts across the State.
- Strategy 1.7: Increase the number of applicants and service delivery for transition services for students with disabilities prior to age 16.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

- Strategy 2.1: Increase the service capacity and quality of services delivered through the service providers.
- Strategy 2.4: To maintain and expand working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.
- Strategy 2.5: To maintain and expand the extended services for assuring successful employment for supported employment clients.

- Strategy 4.2: Increase the knowledge base and understanding of supports and services for people with mental illness by VR staff, providers and businesses.
- Strategy 4.3: Increase awareness and referrals to Benefits Specialists services for VR clients.
- Strategy 4.4: Increase the knowledge base and understanding of the Ticket to Work initiatives for Social Security beneficiaries, VR staff, providers and businesses.
- Strategy 5.3: Expand provider supports for life skills development.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

- Strategy 4.1: Improve the employment retention of Vocational Rehabilitation clients.
- Strategy 4.2: Increase the knowledge base and understanding of supports and services for people with mental illness by VR staff, providers and businesses.
- Strategy 4.3: Increase awareness and referrals to Benefits Specialists services for VR clients.
- Strategy 4.4: Increase the knowledge base and understanding of the Ticket to Work initiatives for Social Security beneficiaries, VR staff, providers and businesses.
- Strategy 4.5: Increase work experience opportunities for adults with disabilities with a focus on individuals with mental illness, those living in rural areas and underserved populations.
- Strategy 4.6: Continue in the development and increase utilization of vocational skills training for individuals with disabilities in South Dakota.

(7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

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- Strategy 2.4: To maintain and expand working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.
- Strategy 2.6: State Government will be a model employer in increasing the employment of people with disabilities in State Government.
- Strategy 3.2: Promote the participation with disability agencies, local communities and workforce partners to improve transportation services.

(8) How the agency's strategies will be used to:

(A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

The Division will work with the Board of Vocational Rehabilitation to measure and report progress on goals and priorities, including those needs identified in the statewide needs assessment.

(B) support innovation and expansion activities; and

The Division of Rehabilitation Services has reserved a budgeted amount for the utilization of the Innovation and Expansion. These funds will be used for the following activities:

- Support the cost of the Board of Vocational Rehabilitation. This includes staff cost, accommodations and other direct costs involved in VR Board activities.
- Support the cost of the State-Wide Independent Living Council (SILC). This includes staff cost, accommodations and other direct costs involved in SILC activities.
- Support initiatives approved by the Board of VR to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of the statewide assessment and goals and priorities of the State.
- Support the functions of the VR Board as described in Section 105 (c) of the Rehabilitation Act.
- Support the establishment, development and improvement of community rehabilitation programs.
- Support improvement in service provision as measured through standards and indicators.
- Support initiatives to assist partners in the statewide workforce investment system in assisting individuals with disabilities.

(C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

Overcome Barriers to Equitable Access to and Participation in the Vocational Rehabilitation and Supported Employment Programs. The Division has been very proactive in overcoming barriers for applicants and clients to access and participate in the Vocational Rehabilitation and Supported Employment Programs. Follow is a list of key activities implemented to assure equitable access:

- All District Offices are in accessible locations.
- All District Offices have a Z phone available for individuals who are deaf or hard of hearing.
- Three District Offices have purchased Ubiduo communication devices for office staff to communicate with individuals who are deaf or hard of hearing.
- All DRS public meetings are held in locations that are physically accessible to people with disabilities.
- All applicants and clients are informed that alternative formats for information (Braille, diskette, large print, and auxiliary aids and reasonable accommodations) are available upon request for all Division events.
- The Division makes special efforts to provide interpreters for individuals who are deaf or hard of hearing, individuals who speak foreign languages, and individuals who speak Lakota, Dakota or Nakota.
- The Division participates in a "Loss Control Committee". The purpose of this committee is to evaluate the accessibility and safety issues of all area offices.
- The Division's Internet Home Page is accessible for individuals with disabilities who may be using assistive devices to access the information. The home page was evaluated for accessibility utilizing an application called "Bobby Approved".
- The Division has implemented a policy to coordinate referrals for the provision of state-wide assistive technology devices and services to ensure clients can overcome barriers they encounter during the rehabilitation process.
- The Division administers a telecommunication adaptive devices (TAD) program for free distribution of accessible telephone equipment to South Dakota residents with disabilities.
- The Division administers a telecommunication equipment distribution (TED) program for free distribution of accessible telephone equipment to South Dakota residents who are deaf or hard of hearing.
- Division staff are working with all partners in the Workforce Innovation and Opportunity Act offices to assure physical access, program access and services access.

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p) Evaluation and Reports of Progress: ***VR and Supported Employment Goals. Describe:***

(1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

Evaluation and Reports of Progress: VR and Supported Employment Goals

Goal 1: Students will enter their adult lives capable of self-advocacy with sufficient experience to make choices about work and career, being appropriately supported and living as independently as possible.

Strategy 1.1: Coordinate vocational rehabilitation services for clients who are attending post-secondary programs.

DRS sponsors an annual meeting/training for the South Dakota post-secondary disability coordinators. This training promotes the coordination of services for individuals with disabilities. On May 22, 2019, twenty-one people attended, eight of which were from vocational institutes and college universities. The annual event was held in Chamberlain, SD. A new video was created where the disability coordinators provided tips to students, families and teachers on what to expect for accommodations when they get to post-secondary level.

DRS collaborated with eight post-secondary institutes in the state to host seven "Catch the Wave" events. These are one-day workshops intended for high school students planning to attend post-secondary educational opportunities. Attendance numbers included a total of 665 individuals: South Dakota State University – one-hundred-fifteen (115), Northern State University – one-hundred-seventeen (117), SD School of Mines and Technology and Western Dakota Technical Institute – one-hundred-forty-one (141), Mitchell Technical Institute – one-hundred-twenty (120), Oglala Lakota College – seventy-one (71), and Sinte Gleska University – one-hundred-one (101).

DRS works closely with the Dakota Wesleyan University/Lifequest program in Mitchell. This program provides students with disabilities employment skills classes while also providing a post-secondary opportunity. There have been about 4 students who have participated in 2018-2019.

DRS assisted with funding for 7 students to participate in Augie Access at Augustana University for the 2018-2019 school year. Students with developmental disabilities attend a post-secondary program for three years. DRS also funded a post-secondary program with the Aberdeen School District in coordination with Northern State University.

Strategy 1.2: Increase and strengthen transition services for eligible students who are exploring their employment future.

The Division annually sponsors the Youth Leadership Forum (YLF). YLF is a five-day event held on a college campus and provided an opportunity for forty-three (43) high school students with disabilities, including members of ethnic and racial minority groups. The YLF assists students with disabilities explore personal leadership, career planning, develop self-advocacy skills and enhance their knowledge of the services and supports available in the transition process.

Sioux Falls DRS staff attend monthly Interagency Transition Council (ITC) meetings that include VR staff, Special Education Professionals, and Community Agency Professionals. Meetings are organized by the TSLP with various topics focusing on providing information and services for transition aged students with disabilities. DRS and the Transition Services Liaison Program (TSLP) staff attended a national transition conference in Cedar Rapids, Iowa in 2018.

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DRS staff present at school transition classes, high school classes and Independent Living training sessions. These presentations covered information about VR, employment skills, post-secondary opportunities and job searching.

VR Counselors regularly attend Individual Education Plan (IEP) meetings and meet with students at the school and/or in their office to discuss post-secondary goals and training needs. Services are set up on an individualized basis for transition students that we are working with. Approximately 54% of individuals applying for VR services are students with disabilities on an IEP. Another 5% are students with disabilities not on an IEP.

VR Counselors utilize the World of Work Inventory (WOWI) along with other interest inventories to help students with disabilities identify their interests, values and aptitudes for certain employment considerations. Additional training WOWI has been scheduled in 3 locations during the fall of 2019.

DRS provides a work experience program, Project Skills, for students with disabilities to try various employment options. A student can receive up to 250 hours of a paid work experience during a school year. During PY18, 438 students with disabilities participated in the Project Skills program.

DRS sponsors 4 Project Search sites in South Dakota where 36 students participate during Program Year 2018. An additional Project Search site was added starting July 2019.

Strategy 1.3: Implement outreach and informed choice strategies to include strategies to enhance effective communication for youth who are deaf or hard of hearing.

DRS hosts annually 7 Regional Transition Forums in 7 communities across the state. Approximately 150 people attend these annual forums. The forums provided an opportunity for the participants to learn about and meet the various service providers in the area (ex. Vocational Rehabilitation Services, Benefits Counselors, IL Services, DD Resource Coordinators, Community Support Providers, Assistive Technology Services, etc.).

DRS has provided funding for students to attend the RIT (Rochester Institute of Technology) Summer Camp for students who are deaf or hard of hearing. The one-week camp at the RIT campus focuses on informing students that are deaf or hard of hearing about career choices in the medical field.

DRS offices have purchased the UbiDuo communication machines to communicate with individuals who are deaf or hard of hearing. VR Counselors have also promoted various telecommunication devices for individuals to use for effective communication. DRS also utilizes the Purple application for video relay communication.

Strategy 1.4: Conduct outreach activities for teachers, students with disabilities and their family members to provide information on vocational rehabilitation services.

VR Counselors attend Parent Teachers Conferences and other open house events at schools in order to meet with students and parents regarding available VR services. VR also attends the annual Project SEARCH Open House to provide information on VR Services for students participating in the program. DRS presented at the Lighting the Way Conference at Augustana University in Sioux Falls to discuss VR services for youth on the Autism Spectrum. DRS presented at the Special Education Conference and the Adult Education Conferences annually.

DRS sponsors at least 12 transition events (Catch the Wave, Regional Forums) annually through the Transition Services Liaison Project. During these events, DRS provide teachers, students and family members information on VR services.

DRS staff implemented an outreach effort to contact Special Education Directors and 504 Coordinators in the school districts. Out outreach efforts are reported monthly to the State Office.

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Strategy 1.5: Increase and strengthen transition services for students who are Native Americans or other minorities with disabilities exploring employment future.

DRS sponsors Catch the Wave events annually on at least one of the Native American Reservations. These events are beneficial for students with disabilities when considering attending post-secondary programs. VR Counselors meet directly with school districts on the reservations to promote referrals for DRS for students to receive Pre-Employment Transition Services.

DRS works closely with the 5 Tribal VR programs in South Dakota. Annual meetings are held with the Tribal VR Programs to coordinate services with eligible VR clients. Agenda topics for these annual meetings always include transition services for students with disabilities. DRS provides technical assistance to the Tribes in South Dakota to apply for Tribal VR funding to serve students with disabilities on the Reservations. During Program Year 2018, DRS funded 2 summer initiatives on the Pine Ridge Reservation.

Strategy 1.6: Increase the availability of Pre-Employment Transition Services to school districts across the State.

DRS worked closely with TSLP staff to expand the training event called “Let’s Talk About Work”. This past year, there was a total of three (3) training events held throughout South Dakota; Sioux Falls, Aberdeen, and Rapid City. This is a one-day conference designed specifically for students who have a disability and want to learn more about careers and strategies that lead to competitive integrated employment. Over 200 individuals attended this event.
During the summer of 2019, DRS provided funded 11 initiatives that focused on Pre-Employment Transition Services to high school students with disabilities.

DRS works closely with LifeScape to support the development of the Pathways to Life program, which provides a transition to adulthood for 18 to 21-year old’s with mild to severe disabilities. Students with the Pathways to Life program participate in the Project Skills work experience program. The curriculum includes Pre-employment: Job-Exploration counseling, social skills, and self-advocacy; Workforce readiness: Attitude, communication, problem-solving, and professionalism; Community readiness: Accessing transportation, shopping, voting, and banking; and Domestic skills: Home care, meal planning/cooking, paying bills, and scheduling appointments. DRS also funds Project Skills work experiences for students at other 18-21 programs such as Sioux Falls Teachwell Transitions, Rapid City Workforce Development, Aberdeen Transition Learning Center, and Sioux Falls Community Campus.

DRS works closely with the Dakota Wesleyan University/LifeQuest program in Mitchell. This program provides students with disabilities employment skills classes while also providing a post-secondary opportunity. There have been about 4 students who have participated in Program Year 2018.

DRS provides work experience for students with disabilities to try various employment options. A student can receive up to 250 hours of a paid work experience during a school year. During PY18, 438 students with disabilities participated in the Project Skills work experience program.

Strategy 1.7: Develop strategies to increase transition services for students with disabilities prior to age 16.

DRS and Transition Services Liaison Program (TSLP) staff present transition related information to college students planning to enter the special education field at the Northern State University. Staff presented at one class to 21 college students. DRS, TSLP and other contract staff also present to other high schools on VR services and referrals prior to 16.

TSLP staff collaborated with the State Office of Special Education Programs to provide eight (8) Individual Education Plan (IEP) workshops with a Transition focus to about one-hundred-fifty (150) High School special education teachers across the state. The focus of the training went beyond IEP compliance and included best practice strategies and predictors of post-school success.

TSLP staff hosted the Transition Summer Institute, a conference for high school special education teachers. Seventy (70) educators attended the two-day event that included various transition related topics including WIOA and Pre-employment transition services, IDEA law, charting the life course curriculum, career assessment tools, IEP development and collaboration with state and local agencies and work experience programs for youth in transition.

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VR counselors attend IEP meetings at school districts starting as early as age 14. Sioux Falls VR works closely with Southeastern Behavioral Health to provide transition services for students with mental health issues.

DRS staff participated in events targeting students younger than 16 years old. These events consist of Watertown Disability Awareness Day activities for the 5th graders which enhance their understanding of disabilities and the Aberdeen Disability Awareness day.

DRS is a participating agency in a regional consortium with five other states in a grant initiative called the Promise Grant. Utah Vocational Rehabilitation has taken the lead role in this consortium with the other states, North Dakota, Montana, Colorado, South Dakota and Arizona. The Promise Grant started on 10/1/2013 and is a 5-year initiative with South Dakota receiving $2,260,581 during these 5 years. The Promise Grant is to conduct a study of 2,000 youth receiving Social Security Insurance between the ages of 13 and 16. Currently South Dakota has 628 individuals who meet this requirement.

Goal 2: A strong statewide community with DRS presence and partnerships with business, service providers, schools, State Government, workforce system and service organizations.

Strategy 2.1: Increase the service capacity and quality of services delivered through the service providers.

DRS meets monthly with WIOA Core Partners to improve collaboration between the partners. DRS also meetings quarterly with other community partners to learn about and discuss topics such as low-income housing, transportation, food stamps, training programs, financial services and resources, etc. to better serve our mutual clients.

DRS has developed a website to post provider resources. This website provides template forms, policies, and past training videos. DRS has also promoted providers to become Certified Employment Support Professionals (CESP) certified by the Association of People Supporting Employment First (APSE) to be reimbursed at a higher reimbursement rate. At the end of PY 2018, there were 94 certified CESP providers.

DRS has funded establishment grants to expand the service capacity of service providers with 18 agencies to add 21 Employment Specialists/Job Coaches available to provide services for individuals with the most significant disabilities.

DRS has begun training on and providing Customized Employment services to meet the needs of individuals with significant barriers to help them to achieve their employment goals. This will increase the groups of people we can serve and provide them a more quality service for their needs than we were able to provide with traditional services.

Strategy 2.2: Strengthen partnerships with the business community.

DRS has established a single point-of-contact at the state level to establish and maintain partnerships with businesses by offering customized assistance or support. In addition, DRS contracts with two nonprofit entities in two communities in the state to provide local assistance, support, and training to businesses (form of a business-led model) in which each of them has a full-time executive director. This initiative includes a local business to meet with providers and DRS staff at least 6 times per year.

On July 16, 2019, DRS facilitated a webinar for the South Dakota Retailers Association to businesses on Recruiting, Hiring and Retaining Employees with Disabilities: Vocational Rehabilitation Services Available to Businesses. DRS has personnel in all districts who are members of Human Resources groups and Chamber of Commerce offices as another strategy for outreach and partnership opportunities with businesses. The DRS business specialist, Yankton District supervisor and Aberdeen District supervisor are currently in leadership roles in these organizations.

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DRS and the Board of Vocational Rehabilitation sponsor at least 13 events annually for the National Disability Employment Awareness Month events. The events are promoted to business organizations, which also promote the hiring and retention of people with disabilities.

DRS also conducts outreach to businesses by attending business-related events held throughout the state. For example, DRS had a booth during the DLR Registered Apprenticeship event held on April 30, 2019; and had a booth during the State Society of Human Resource Management Annual Conference that was held May 8-10, 2019.

DRS has developed, through small Seed grants, for three business-led initiatives. These initiatives are in Yankton, Brookings and Aberdeen. They promote information to businesses/employers on hiring people with disabilities through various business connections and social media. DRS funds two large initiatives in Sioux Falls and Rapid City with the main purpose of providing training and technical assistance to employers.

DRS is tracking the number of services and supports being provided to employers. During PY 2018, DRS provided services and supports to 173 South Dakota employers.

Strategy 2.3: Strengthen partnerships with organizations serving Native Americans and other minorities with disabilities.

VR Counselors actively work with Tribal VR programs in their area and have regular schedules at the Tribal VR offices. Through these connections, VR Counselors maintain active and positive relationships within those communities. DRS continues to meet at least annually with all five Tribal VR Programs. DRS VR Counselors and State Office staff participates in meetings on the Native American Reservations with individual Tribal VR Programs and events such as catch the wave, regional forums or public listening sessions. Each Tribal VR program has a VR Counselor assigned to their programs.

DRS staff have also assisted 2 Tribes in submitting proposals for Tribal Vocational Rehabilitation funding. One of these was approved for funding increasing the number to 6 Tribal VR Programs in South Dakota.

DRS contracted with the Oyate' Circle at the Center for Disabilities in providing disability awareness trainings on the Reservations. All the Division staff attended this training. DRS helped in the Independent Living system receive funding for independent living services on the 9 reservations.

The Aberdeen District staff is a member of the Aberdeen Area Diversity Coalition. The Aberdeen District Supervisor is also the Diversity Chair for the local Society of Human Resource Managers. The Vocational Rehabilitation Counselors work closely with Lutheran Social Services to assist clients with ESL classes, citizenship classes and other ways to increase their language skills to increase their employability.

Strategy 2.4: Strengthen working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.

DRS has developed contacts in rural communities where some have evolved into regular interagency meetings in rural communities.

DRS staff work closely with the Oyate' Circle at the Center for Disabilities in providing disability awareness trainings on the Reservations. DRS staff also participate on the Department of Labor Youth Council that establishes relationships in rural areas to promote education and employment.

Strategy 2.5: Strengthen the extended services for assuring successful employment for supported employment clients.

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DRS annually sponsors an "Employment and Benefits" workshop in Aberdeen designed for students in transition, parents, teachers, and adult service providers working with youth entering the employment arena. The workshop covers topics such as the age 18-redetermination process, section 301, SSI work incentives, how SSI payments are calculated, and the difference between Title II and Title XVI of the Social Security Act.

DRS local offices work closely with Community Support Providers to strengthen employment outcomes to include job coaching and related services. This partnership also includes development of plans for sustaining employment for individuals who are Social Security recipients.

DRS participates in the State Employment Leadership Network (SELN) with the Division of Developmental Disabilities. This initiative includes redefining policies and services to support the extended employment services for people with significant disabilities.

DRS has funded establishment grants to expand the service capacity of service providers with 18 agencies to add 21 Employment Specialists/Job Coaches available to provide services for individuals with the most significant disabilities. DRS has funded grants to Community Support Providers to develop their expertise in Customized Employment. DRS has completed contracts with about half of CSP's in South Dakota to cover training expenses for providers interested in learning about and providing Customized Employment Services in South Dakota. This will allow providers to provide a more individualized service appropriate for individuals with more significant needs that have not been well-served by traditional services.

Strategy 2.6: State Government will be a model employer in increasing the employment of people with disabilities in State Government.

DRS has expanded the work experience programs within state government as a strategy for South Dakota's state government becoming a model employer of employing people with disabilities. This initiative provides a paid work experience for individuals with disabilities. A total of 49 individuals have participated in work experiences with various state agencies since July 2014.

Goal 3: DRS clients will have greater access to transportation services needed to obtain and maintain employment.

Strategy 3.1: Increase knowledge of the current transportation systems and compatibility with the employment systems.

VR staff attend local community interagency meetings to become more aware of transportation services. This information is then shared with new applicants and current clients. This includes information on available transportation options in their local community.

Training on transportation services is available and provided to current VR clients when it relates to their employment goal.

Strategy 3.2: Promote the participation of disability agencies and local communities to improve transportation services.

DRS staff participate in mayor's committees in Aberdeen, Brookings, Mitchell, Watertown, Sioux Falls, and Rapid City. The mayor's committees in these communities promote initiatives and strategies to improve the transportation services in their area.

DRS staff participated in an initiative (Care Council) to receive grant funding in Brookings for continued transportation services.

Strategy 3.3: Improve the availability of transportation for Vocational Rehabilitation clients.

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DRS staff actively network with local transportation systems in their community. Many of these systems are utilized for transportation services for VR clients to obtain/maintain employment. An example is the Aberdeen Area Community Transportation Coordination Committee. DRS funds driver assessments, vehicle modifications and driver training for VR clients when it relates to their Individual Plan for Employment.

Lyft now provides free rides for people with disabilities when they have job interviews. DRS promotes this service in addition of funding transportation services from Lyft for current VR clients.

Goal 4: A VR Services delivery system that results in enhanced earnings, employee benefits, retention and career advancement for individuals with the most significant disabilities.

Strategy 4.1: Improve the employment retention of Vocational Rehabilitation clients.

VR Counselors work to ensure that prior to closure of a client's VR case, all related services or long-term supports are in place. For individuals who are Social Security recipients, this includes completing the Plan for Sustaining Employment or ensuring that independent living and other needs are met prior to closing a case file. Clients are made aware that they can reach out to the VR Counselor after closure if concerns arise and often, we are able to remedy or assist with concerns without needing to formally open up another case file if contacted to assist someone in maintaining employment.

DRS has established various milestones payment incentives for providers to promote the employment retention of VR clients.

Starting in 2018, the Division of Rehabilitation Services began an initiative to bring Customized Employment services to South Dakota. Customized Employment takes a different approach to services than traditional VR services and encourages the job developer to get to know the job seeker on a much deeper level than is required or needed for most participants. Customized Employment is specifically meant for individuals with the most significant barriers to employment and will likely be appropriate for individuals who have never received VR services due to the assumed significance of this disability or for those who have not been able to reach employment success with traditional VR services in the past. Providing this service will allow DRS to not only serve more individuals with disabilities in South

Dakota but will also help to create good employment scenarios that will be long-term for the individuals receiving the service.

Strategy 4.2: Provide specialized support services based upon individual's unique needs to keep their employment.

DRS sponsors two trainings annually for VR Counselors and Providers to utilize person centered thinking (PCT) tools and strategies to identify each individual's unique needs and supports for employment. Additional PCT trainings are held by the Community Support Providers and this information is distributed to providers in their area.

The Division of Rehabilitation Services has also begun training employment service providers and counselors on Customized Employment that will provide a more in-depth service to individuals with significant barriers to employment that have never received VR services or have not found successful employment with traditional services in the past. Customized Employment includes an in-depth analysis of the person and their environment to determine potential good fits before any job seeking is done allowing the employment specialist to individualize all aspects of the job search to the unique needs of the individual.

Strategy 4.3: Strengthen the Benefits Specialists services for VR clients.

The SD Benefits Specialist Network (funded by DRS) provides counseling and advisement services to beneficiaries of SSI and SSDI who are currently working or seeking employment. Benefits Specialists answer questions about how work will impact SSI, SSDI, Medicaid, Medicare and other public benefits. Benefits Specialists also provide information about how work incentives can help beneficiaries increase their earnings. During PY 2018, 606 VR clients received services from a Benefits Specialist. The Benefits Specialist Network also provided a series of training sessions in six different communities. This training is for VR Counselors, Community Support Provider staff, Mental Health Center staff, and state agency staff. Training objectives include: understanding the Social Security Administration's eligibility process; understanding how income from employment impacts eligibility for benefits; identifying and directing individuals to programs providing support; recognizing key SSA work incentives; and dispelling myths and encouraging people with disabilities to work. There were 106 individuals who attended these training sessions.

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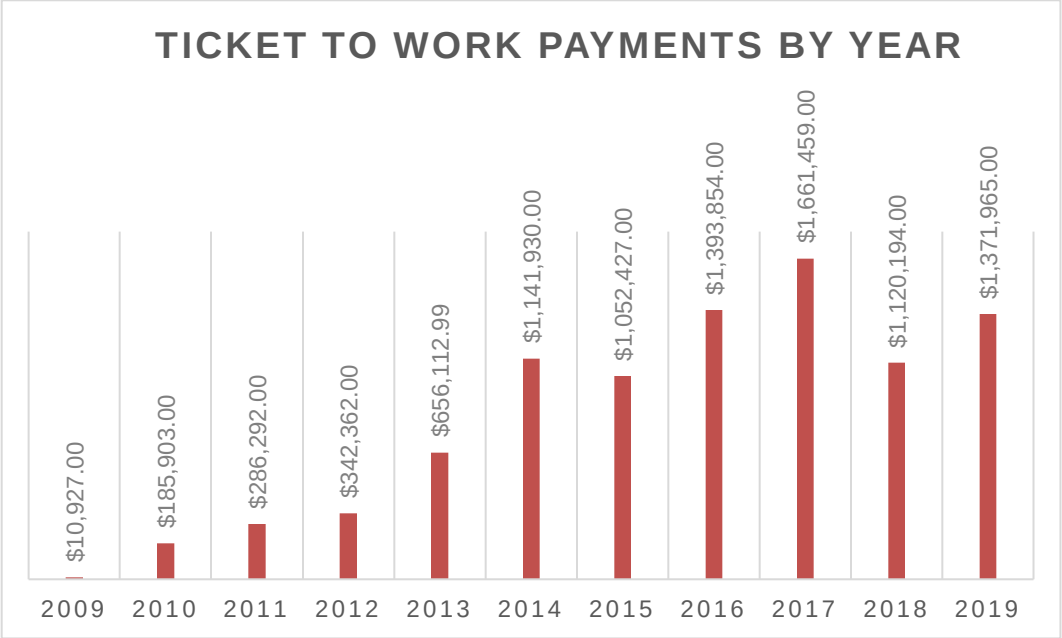
DRS has increased the number of Benefits Specialists with 2 additional contract staff. This increased the total Benefits Specialist to 7.

Strategy 4.4: Increase the utilization of the Ticket to Work initiatives for Social Security beneficiaries.

DRS funds incentives to providers when working with individuals who are Social Security beneficiaries. Below is the chart showing the increase in the utilization of the Ticket to Work initiative.

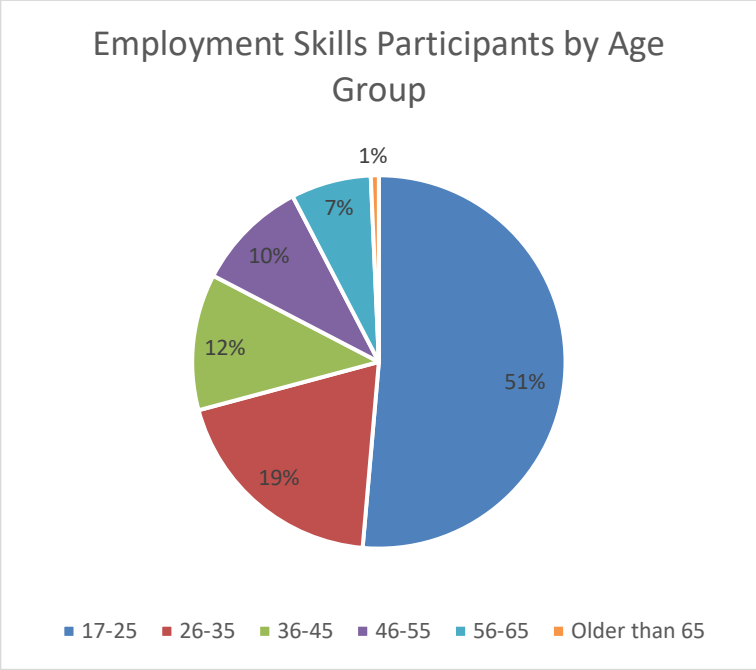


Strategy 4.5: Increase work experience opportunities for adults with disabilities.

DRS utilizes a work experience program titled "Employment Skills" where adults or

students who are not on an Individual Education Plan can receive up to 250 hours of paid work experience. In FFY 18, 147 individuals participated in this program.

DRS also coordinates with DLR work experience programs to provide job coaching and other support services to individuals in need of additional services for successful employment beyond those that can be provided through the DLR program. This partnership gives consumers the "best of both worlds" from each program expanding their success in these kinds of experiences.



Strategy 4.6: Promote the development & utilization of vocational skills training for individuals in South Dakota.

DRS works closely with the four technical institutes in South Dakota and other vocational skills training programs. In FFY 2018, 67 VR clients were receiving vocational skills training from the technical institutes.

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With new reporting requirements, DRS has started tracking Measurable Skills Gains as well as Credential Attainment for clients to get a more accurate look at progress and benefit from services beyond a successful closure with employment. With this, there is a requirement to get documentation verifying progress, which staff are in the process of negotiating with schools and figuring out with consumers. At this time, number are not reflective of actual MSG's and Credentials Attained due to difficulties in receiving necessary documentation to report on this progress.

DRS utilizes other vocational skills training programs typically through Career Learning Centers and other providers. These programs consist of programs such as computer training, medical transcriptionist services, office operations and other skill-based training programs.

DRS has revised the On the Job training procedures to increase utilization of vocational skills training directly from employers. DRS also works closely with DLR on the Registered Apprenticeship program.

Goal 5: DRS clients will have the skills, motivation and supports necessary to make an informed choice for successful daily living, employment, money management, personal and work relationships.

Strategy 5.1: Implement strategies and tools for the Vocational Rehabilitation Counselors in assessing the motivational state of VR clients as to their desire for employment.

DRS has provided extensive Motivational Interviewing (MI) training for VR Counselors to provide them the skills to assess their clients. MI is discussed during regular staff meetings to ensure that VR Counselors are utilizing the tools and assessing motivation during all phases in the VR process.

In 2019, DRS contracted with Trevor Manthy to provide MI Training for beginners (an initial training as well as follow up training) as well as a refresher training for more seasoned staff. In total, 69 DRS staff received training on MI practices and concepts.

Strategy 5.2: Vocational Rehabilitation Counselors will utilize strategies and tools for assessing critical strengths and deficits in the client's personal life status and skills.

DRS has provided extensive person center thinking (PCT) training for VR Counselors to provide them the skills to assess their clients. DRS now sponsors two PCT trainings annually for VR Counselors and providers. Additional PCT trainings sponsored by other agencies are shared with staff and providers. DRS also utilizes tools and information from the "Supporting Real Lives Across the Lifespan" folder developed by Developmental Disabilities.

Strategy 5.3: Develop potential provider supports for life skills development.

DRS has sponsored small grants to providers to provide employment and independent living skills training. These initiatives have utilized curriculum such as "Skills to Pay the Bills" for young adults. VR Counselors also work closely with the two Centers for Independent Living in providing life skills services for eligible VR clients.

During the 2019 summer, DRS offered funding for the Pre-ETS Initiative offering training opportunities for high school students with disabilities focusing on training in workplace readiness training to develop social skills and independent living, instruction in self-advocacy, and information about VR services and other programs available to assist individuals with disabilities. A total of 11 entities were involved in this. Altogether, a total of 107 participants or students were involved in the trainings, 64 are currently receiving services VR, and 43 are potentially eligible for VR services.

Strategy 5.4: Increase the utilization of self-employment as an employment outcome for VR clients.

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DRS has developed a policy on self-employment and has provided training for VR Counselors to promote the utilization of self-employment. This training promoted ways to best assist VR clients who have a goal of operating a business. This has been promoted further in rural areas and discussions on identifying various generational things (including on the reservations) that may be happening where a next generation could take over and continue to provide a meaningful service to the community. DRS has been successful in working with the Oglala Sioux Tribal VR Program in jointly funding a number of self-employment cases on the Pine Ridge Reservation

(B) Describe the factors that impeded the achievement of the goals and priorities.

The state unemployment rate affects achievement of goals and priorities. When the unemployment rate is high, there is an increase in applicants for services as well as increased difficulty with finding competitive employment.

(2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

In June 2015, the Division implemented a 25% higher reimbursement rate to supported employment service providers who obtain a Certified Employment Support Professional credentials. The Division has also provided establishment grants to expand the capacity for supported employment services. In addition, the Division has been sponsoring trainings to help service providers improve their service ability and maintain their continued education credits.

In the fall of 2018, the Division implemented a new initiative to develop expertise in customized employment. The Division contracted with Griffin-Hammis Associates to provide training and technical assistance to Community Support Providers (CSP) and the Division. Community Support Providers will receive 40 hours of training using the curriculum on Association of Community Rehabilitation Educators. The initiative is divided into 4 phases allowing comprehensive training for all CSPs and the VR Counselor that works with the agency.

(B) Describe the factors that impeded the achievement of the goals and priorities.

The state's low unemployment rate affects achievement of goals and priorities. When the unemployment rate is high, there is an increase in applicants for services as well as increased difficulty with finding competitive employment. Staff turnover with Employment Specialists continues to impede the supported employment program. With the establishment grant initiative, 12 new additional Employment Specialists were hired by CSPs. During the following 4 years, these positions have a turnover of two times.

(3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.

There are six primary indicators of performance under section 116 of WIOA:

1. ***Employment Rate – 2nd Quarter After Exit:*** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit);
    a. 65.48% of participants were in unsubsidized employment during the second quarter after exit from the program.

2. ***Employment Rate – 4th Quarter After Exit:*** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit);
    a. 58.18% of participants were in unsubsidized employment during the fourth quarter after exit from the program.

3. ***Median Earnings – 2nd Quarter After Exit:*** The median earnings of participants who were in unsubsidized employment during the second quarter after exit from the program;
    a. For program year 18, the median earnings of participants in unsubsidized employment during the second quarter after exit was $2,676.29.

4. ***Credential Attainment:*** The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;
    a. In program year 18, the Division recorded 13.42% of participants attained postsecondary credentials or a secondary school diploma (or its recognized equivalent) during participation in or within one year after exit from the program. The Division is making ongoing efforts to train staff for better understanding of credential attainment and obtaining documentation of participant progress. It is expected that this percentage will increase with improved data collection.

5. ***Measurable Skill Gains:*** The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.
    a. The Division recorded 21.85% of participants obtained measurable skill gains leading to a recognized postsecondary credential or employment. This percentage is expected to increase in conjunction with staff training.

6. ***Effectiveness in Serving Employers:*** addresses the program's efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time.
    a. The Division provided services to 125 employers in program year 17. This increased to 173 in program year 2018. Of these, 23 were repeat customers from the previous program year.

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

Section 101 (a)(18) of the Rehabilitation Act of 1973 as Amended requires the State Vocational Rehabilitation Agency to reserve and use a portion of the funds for:

1. The development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of the statewide assessment and goals and priorities of the State; and

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2. To support the State Rehabilitation Council and the Statewide Independent Living Council.

Prior to the 1998 Amendments of the Rehabilitation Act, the Division of Rehabilitation Services was required to utilize 1.5% of the Federal 110 funds for Innovation and Expansion (I&E) activities. The Division continues to use these funds at an increased percentage. During the Program Year 2018 , $96,696 was spent for I&E activities through a contract with the South Dakota Coalition of Citizens with Disabilities to provide staff support for the Board of Vocational Rehabilitation and the State Independent Living Council. The contract provides for the following:

- Support staff for the Board of Vocational Rehabilitation and the Statewide Independent Living Council contracted through the South Dakota Coalition of Citizens with Disabilities. This includes wages and benefits for .9 FTE Board support staff.
- Operational costs, equipment and travel for support staff and office supplies paid through the South Dakota Coalition of Citizens with Disabilities.
- Costs involved in having members of the Board of Vocational Rehabilitation or the Statewide Independent Living Council attend meetings/training.
- Strategic Planning Initiatives approved by the Board of VR to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of the statewide assessment and goals and priorities of the State.

The Division of Rehabilitation Services budgets approximately $200,286 annually for support services and strategic planning activities for both the Board of Vocational Rehabilitation and the Statewide Independent Living Council.

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q) Quality, Scope, and Extent of Supported Employment Services. *Include the following:*

(1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

Ensuring that quality supported employment (SE) services are being provided to individuals with the most significant disabilities in South Dakota is a priority for the Division. Quality is measured by more than just the number of individuals who receive supported employment services. Quality also incorporates key values such as self-determinism; choice; person-centered supports; quality of life; and full inclusion.

The Division of Rehabilitation Services (DRS or Division) is committed to providing quality supported employment services to individuals with disabilities. Providing training to VR counselors and supported employment service providers is essential to improving services. The Division currently contracts with the South Dakota Center for Disabilities to provide comprehensive training for supported employment service providers in South Dakota.

In June 2015, the Division implemented a 25% higher reimbursement rate to supported employment service providers who obtain a Certified Employment Support Professional credentials. In addition, the Division has been sponsoring trainings to help service providers improve their service ability and maintain their continued education credits.

In September of 2018, the Division also began contracting with Griffin-Hammis Associates to provide Customized Employment training to Division staff and employment service providers to increase knowledge and expertise in service created to better meet the needs of individuals with more significant limitations to employment. This will make available a new kind of service that will allow staff to personalize the job search and placement process more to increase successful outcomes for those who could not be serve or who were not well served by more traditional services in the past.

(2) The timing of transition to extended services.

The State Vocational Rehabilitation Agency provides time-limited services needed to support an individual in employment. Vocational Rehabilitation can fund a maximum of 24 months of job coaching and follow-along services unless the Individual Plan for Employment (IPE) indicates that more than 24 months of services are necessary for the individual to achieve job stability prior to transitioning to extended services. For individuals who are youth with intellectual disabilities, Vocational Rehabilitation can fund a maximum of 48 months of job coaching and follow-along services.

Prior to the purchase of supported employment services, the need for the services, the appropriate extended services and funding, and the appropriate agency agreeing to provide the services are established and identified on the IPE. The transition to the extended services (long term funding source) occurs when 18 months of job coaching and follow along services have been provided or earlier if the following three requirements are met:

1. The individual's employment is stable;
2. The individual has met the hourly goal of employment established in the IPE; and
3. The extended services are immediate without any interruption in the provision of the ongoing services to maintain employment.

If the IPE indicates that more than 24 months of services are necessary for the individual to achieve job stability, the time-limited services of job coaching and follow along can exceed 24 months. After the individual has transitioned to extended employment, the individual must maintain employment for at least 90 days before the consumer's case is a successful closure

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SERVICE TO THE BLIND AND VISUALLY IMPAIRED

a) Input of State Rehabilitation Council.

All agencies, except for those that are independent consumer- controlled commissions, must describe the following:

(1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The Board of Service to the Blind and Visually Impaired (Board), the state rehabilitation council for the Division of Service to the Blind and Visually Impaired (SBVI or Division), is in place to advise the Division in accordance with Title IV, Section 105 of the Workforce Innovation and Opportunity Act. The Board advises the Division in the development of the state plan, the Board annual report, review and analysis of client satisfaction and other activities including review of policies that impact the expenditure of federal and state funds and the coordination and planning for service delivery to individuals involved in the SBVI vocational rehabilitation program.

The Board represents South Dakota citizens who are blind or visually impaired who can benefit from vocational rehabilitation and independent living services within the state. The Board's mission statement reflects these priorities: "The mission of the Board of Service to the Blind and Visually Impaired is to promote independence, employment and full inclusion for all citizens who are blind or visually impaired." All Board agendas are developed by the Board's Executive Committee with the Division Director. Policies are provided to Board members in draft format to offer the opportunity for input prior to finalization. No recommendations by the Board of SBVI were rejected by the Division during the plan period.

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The Board of SBVI meets quarterly and meetings are open to the public and held in accordance with the Rehabilitation Act and the State's open meeting law, SDCL, 1-25-1. All meetings are publicized via the state's news website, through newsletters, on the SBVI web site and the State of South Dakota Board Portal.

Annual Report to the Governor and RSA Commissioner: The Board directed staff to draft and complete annual reports for 2018 and 2019. The reports were approved by the full Board prior to submission to the Governor and RSA Commissioner.

Workforce Innovation and Opportunity Act: Due to reauthorization of the Rehabilitation Act through implementation of the Workforce Innovation and Opportunity Act (WIOA), South Dakota Service to the Blind and Visually Impaired (SBVI) and the Board of SBVI addressed priorities stipulated in the WIOA at quarterly Board meetings. Topics included: the comprehensive statewide needs assessment (CSNA) and revision of goals and strategies based on the CSNA, strategic planning with DLR, services for minorities, transition services for students and youth, and collaboration with employers.

The Board Strategic Plan and Policy Committee met via conference call to review and discuss the revised goals and strategies that were developed by the full Board based on the results of the Comprehensive Statewide Needs Assessment. Their recommendations were shared with full Board for approval prior to submission. The Board unanimously approved the goals and strategies with minor edits. They also approved the SBVI portion of the draft prior to publishing the plan for public comment.

The draft plan was distributed to all board members for further review and comments. Public forums and disability summits are planned to share information and obtain input on services and needs of citizens with vison loss. Information obtained through public input, coordination with other entities including labor, education and client organizations were used to re-evaluate goals and strategies in the state plan. The Board of SBVI recommends sites and formats for the public forums.

The Division agreed with the Board's recommendations related to public meetings including that meetings be held in Rapid City (in conjunction with the National Federation of the Blind State Convention) and a videoconference meeting with sites in Aberdeen, Rapid City, Pierre and Sioux Falls for input on the SBVI portion of the plan. A third public forum was held with participation from all core partners with multiple sites statewide, a conference call option was available for those unable to attend the video conference sites. Public forums are held annually during the National Federation of the Blind of South Dakota convention and semi-annually during the South Dakota Association of the Blind convention.

The practice of conducting public meetings in conjunction with other events that bring together people who are blind or visually impaired has worked well; the Division will continue to seek opportunities for this collaboration in the future. The Board recommended that a videoconference was held with sites in Aberdeen, Pierre, Rapid City and Sioux Falls. Board Support for Individuals/Organizations: The Board of SBVI sponsors events that promote employment of citizens with disabilities in conjunction with organizations of the blind and other organizations. The Division of SBVI developed procedures for Board sponsorship based on input from the Board of SBVI.

Governor's Awards for Employment of People with Disabilities: The annual Governor's Awards event is held to recognize individuals, employers and organizations for their contributions to the employment of persons with disabilities. This annual event is a joint effort of the Board of Vocational Rehabilitation, Board of Service to the Blind and Visually Impaired and the Department of Human Services.

The Division supported the Board's recommendation to assist with the Governor's Awards, and supported attendance by Board members. The Board has representatives who assist with making the award selections along with a committee of the Board of Vocational Rehabilitation. The Board of SBVI Public Relations committee drafted nominations to be submitted for recognition. Two nominees who were members of the Board of SBVI were selected for recognition in 2017. Koni Sims, Board Vice Chair received the Outstanding Citizen with a Disability award and Tami Francis received the Outstanding Employee with a Disability. Catherine Greseth, Board Chair received the Outstanding Citizen with a Disability award in 2018. No nominations were submitted by the Board in 2019.

National Disability Employment Awareness Month Activities National Disability Employment Awareness Month (NDEAM) activities are planned in communities across South Dakota every year by the Divisions of SBVI and Rehabilitation Services with input from the respective boards. Local committees of agency staff and stakeholders meet to plan activities across the state during the month of October to raise awareness of the employment needs and contributions of individuals with all types of disabilities. In addition to a financial contribution towards the budget for the events, members of the Board of SBVI partner with the Board of Vocational Rehabilitation to review and approving proposals for local NDEAM events.

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The Division endorsed the Board's involvement in planning and supporting NDEAM activities in 2018 and 2019. White Cane Awareness Day: The Board voted unanimously to support a white cane education activity in Sioux Falls in FFY 2018 and 2019. A march and presentations by law enforcement and citizens who were blind resulted in public awareness for those in attendance as well as those who experienced the event through extensive news coverage on local television stations.

The Division supported the Boards sponsorship of the White Cane Day activities by assisting with costs for digital billboards which promote white cane safety awareness.

Youth Leadership Forum (YLF): The YLF is held annually with 40 + students in attendance each year. Several participants who are blind are supported by SBVI. YLF makes a significant impact in the students' lives through interaction with peer mentors and activities that teach self-advocacy skills.

The Division agreed with the Board's recommendation to support the annual Youth Leadership Forum for participation of transition age students with vision loss.

VR Program- Client Satisfaction: The survey was conducted in FFY 2018 and 2019. Results of the survey were reported to the Board of SBVI and included in the Board's annual report. The Board approved using the SBVI Client Satisfaction Questionaire-8 (CSQ-8) survey to obtain input. The survey consists of eight core questions and an additional seven questions that were developed with input from the Board of SBVI. A summary of survey results is included with goals and strategies section of the state plan.

Board Representation at Client Organization Conventions: The Board of SBVI has made the commitment to support the attendance of clients and representatives of the Board each year at state conventions of client organizations including National Federation of the Blind of South Dakota and South Dakota Association of the Blind.

The Division supported the Board's recommendation for Board member representation at client organization conventions. The Division also supported the recommendation that stipends be provided to first time attendees at the conventions. Public forums are held in conjunction with client organization conventions when possible.

Transition services for youth who are blind or visually impaired: The Board of SBVI supported development of a brochure to target youth, educators and family members about vocational rehabilitation services, including pre-employment transition services. The brochure is shared annually with all school districts in South Dakota in addition to being provided to parents, organizations and other entities.

Transition Week at the Rehabilitation Center for the Blind (SDRC) is an annual summer youth program for high school students with vision loss from around South Dakota. The objective is to build skills and confidence through work and community involvement. During the summers of 2018 and 2019 high school students attended to learn about employment and post-secondary options. Board members are invited to serve as mentors to the students by participating in activities and presenting.

The Board of SBVI Annual Report: SBVI staff teamed up with the Board of SBVI to complete and submit the Board's annual report on the status of SBVI programs in 2018 and 2019. The board has been instrumental in designing an annual report that is accessible and that provides valuable information to readers concerning SBVI programs and Board activities.

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The Board annual report was completed and submitted within timelines mandated by the Rehabilitation Services Administration. The Division incorporated all of the Board's recommendations into the final reports.
Board Participation in Comprehensive System of Personnel Development: Results from training needs assessments and evaluations are shared with members of the Board and their input is sought on activities to address the needs identified. Board members are invited to participate in conferences and training activities sponsored by the Division.
Public Access to Meetings and Materials: The State of South Dakota has codified law to address open meeting requirements including that the meetings be open to the public and materials be available to the public. All SBVI Board meetings are held in locations accessible to individuals with disabilities and sign language interpreters or other accommodations are available upon request. Meetings are announced through the State of South Dakota news system for state government. In addition, meeting dates and locations are announced in newsletters, on the SBVI website and agendas are posted at SBVI offices. Agendas, minutes and Board membership, the Board annual report and other information are available through the State of South Dakota Board and Commission Portal. The goal of the portal is to make the boards and commissions more open and transparent. All information is provided in the alternative formats.

(2) the Designated State unit's response to the Council's input and recommendations; and

The Division of SBVI accepted all input and recommendations from the Board of SBVI.

(3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.

No input or recommendations were rejected.

b) Request for Waiver of Statewideness *When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non- statewide basis. The waiver request must also include written assurances that:*

(1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

Counselors do provide services in all areas of the state. RSA suggested the request for waiver of statewideness specifically since some school districts do not participate in Project Skills. The South Dakota Division of Service to the Blind and Visually Impaired (SBVI) provides work experiences for Vocational Rehabilitation (VR) transition age students through Project Skills in conjunction with the Division of Rehabilitation Services. Project Skills is a cooperative arrangement with the local school districts and the state VR agencies. SBVI makes this program available to all schools including 20 Tribal/Bureau of Indian Education schools and 151 public school districts. Approximately 143 South Dakota's public and Tribal/Bureau of Indian Education schools are currently participating in the program. The program is available to the remaining school districts, but they have chosen not to complete a contract with the South Dakota VR

agencies. The Rehabilitation Services Administration suggested that SBVI submit a waiver of statewideness for the Project Skills Program because all school districts do not participate.

Services Provided: Many students with significant disabilities don't have the opportunity to participate in gainful employment while in high school. Although willing, most employers cannot afford to provide the training and supports students frequently require on their first job. Project Skills assists students to build their work history while helping them to move into different and better jobs as they mature and are ready to take on new challenges. This program is a cooperative arrangement between the State VR Agencies and the local school systems. SBVI pays the wages, workers compensation, and FICA; the schools provide the job development, job coaching, and follow-along services for students at the job site.

Written Assurances: Each school enters into an agreement with SBVI for Project Skills. This agreement requires the school district to provide written assurance that they will use non-federal funds for their share of the Project Skills program as match for the federal funds allocated by SBVI, including funds contributed to the school by a private agency, organization, or individual. The Project Skills program is only available for students who are eligible for Vocational Rehabilitation.

(2) the designated State unit will approve each proposed service before it is put into effect; and

All services are provided under an approved Individualized Plan for Employment and authorized by the VR Counselor prior to being put into effect.

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(3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

SBVI assures that requirements of the VR services portion of the Unified State Plan apply to the services approved under the waiver. Services provided under the waiver are included in the Individual Plan for Employment and authorized by the eligible individual's vocational rehabilitation counselor.

c) *Cooperative Agreements* *with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:*

(1) *Federal, State, and local agencies and programs;*

The Divisions of Service to the Blind and Visually Impaired (SBVI) and Rehabilitation Services (DRS) have a strong working relationship with the Workforce System in South Dakota. The cooperation between our agencies is through formal written agreements and informal arrangements.

Formal Memorandum of Understanding with One-Stop Partners: The Divisions of SBVI and DRS have a Memorandum of Understanding with the South Dakota Department of Labor. This agreement addresses: Provision of comprehensive services designed to assist unemployed citizens of the State of South Dakota to obtain gainful employment; Support for underemployed citizens of the state to prepare for new and more rewarding careers; Providing the youth of South Dakota with a positive introduction into the world of work and subsequent follow-up and guidance to youth once they enter the workforce; Universal access to all customers, including those with special needs or barriers to employment; Customer choice in the way services are accessed, and in choosing services, based on individual interests and need; Integrated services through a planning process at the state and local levels, coordination of activities and services for customers, and sharing information and client data; and being fully aware of the role each partner has within the system and to understand the services each partner provides.

The Divisions of SBVI and DRS entered into a Memorandum of Understanding with DLR on March 26,2018. This agreement addresses data sharing between agencies for common performance reporting.

Federal, State and Local Agencies and Programs: Other interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system consist of:

Project Skills: SBVI, in conjunction with DRS has cooperative agreements with local school districts throughout South Dakota for the provision of transition services. The Project Skills program provides paid work-based

experiences in student's career interest areas to help them prepare for adulthood and the world of work.

Project SEARCH: Is an international trademarked and copyrighted program model, which focuses solely on employment for Project SEARCH interns. In conjunction with DRS, SBVI has cooperative agreements with local Project Search sites in Aberdeen, Brookings, Rapid City, Sturgis and Sioux Falls locations. Cooperative agreements lay out each party's responsibility for the Project Search activities provided to students with disabilities, including students who are blind or visually impaired.

School for the Blind and Visually Impaired: SBVI has an agreement in place with the South Dakota School for the Blind and Visually Impaired for a Transition Specialist. This position serves as a liaison between the educational and vocational rehabilitation systems. Services include assisting with the development of transition plans, coordination of transition services for students with vision loss, technical assistance and consultation and training to youth who are blind or visually impaired.

Interagency cooperation with, and utilization of the services and facilities of the Federal, State, and local agencies and programs, including programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture: These agreements typically are associated with AgrAbility Programs and South Dakota does not have an AgrAbility Program. The State VR Agencies do not have any agreements under the Secretary for Rural Development of the US Department of Agricultural.

The Division of SBVI has agreements in place with federal facilities for vendors who operate under the Business Enterprise Program (BEP). In addition, there is an agreement in place with the South Dakota Department of Transportation for proceeds from interstate vending in South Dakota to be used to support the BEP.

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(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;

The Division of Service to the Blind and Visually Impaired has an agreement in place with Black Hills Special Services Cooperative/Dakota Link for the implementation of assistive technology services. Services are provided on a fee for service basis; assistive technology services and devices are consistently one of the top case service expenditures for SBVI.

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

These agreements typically are associated with AgrAbility Programs and South Dakota does not have an AgrAbility Program. The State VR Agencies do not have any agreements under the Secretary for Rural Development of the US Department of Agricultural.

(4) Non-educational agencies serving out-of-school youth; and

The Division of Service to the Blind and Visually Impaired has no agreements with non-educational agencies to serve out-of-school youth.

(5) State use contracting programs.

The State of South Dakota does not have a "State Use Law

d) *Coordination with Education Officials. Describe:*

(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Service to the Blind and Visually Impaired (SBVI) requires vocational rehabilitation counselors to visit each school district in their territory at least annually. Counselors and/or the Transition Specialist are required to attend IEP meetings to address transition services for students with vision loss. Once eligibility is determined, individualized plans for employment are developed as soon as students can benefit from vocational rehabilitation services. In conjunction with the Division of Rehabilitation Services, SBVI has an agreement with the Office of Special Education to fund the Transition Services Liaison Project (TSLP). The TSLP provides technical assistance and training to students, parents, local education agencies and adult service agencies to assist with transition activities that result in a successful transition from education

to postsecondary opportunities and employment. The TSLP manages the following transition activities:

- ***Project Skills:*** Project Skills is a paid work experience program for high school students with disabilities in South Dakota. The program is a cooperative arrangement between the state vocational rehabilitation agencies and local school districts which provides students the opportunity to learn different skills in a variety of job placements, with the assistance of a job coach. Project Skills helps to build the student's work history, references and assists them with experiencing different career fields to assist them with making decisions on future employment goals.

- ***Project Search:*** Project Search is a national model based on partnering with large employers, local school districts and the State Vocational Rehabilitation Programs. South Dakota currently has five Project Search sites in Aberdeen, Brookings, Rapid City, Sturgis and Sioux Falls.

- Y***outh Leadership Forum (YLF):*** YLF is a unique career and leadership training program for high school juniors and seniors to learn more about self-advocacy skills and disability awareness. Students with disabilities cultivate leadership, citizenship, and social skills as a result of participating in this annual five-day event.

- ***Catch the Wave:*** Catch the Wave is a one-day seminar designed specifically for high school students who have a disability and are considering post-secondary education (either college or technical institutes). Students learn about preparing for postsecondary life including securing appropriate accommodations and developing self-advocacy and communication skills.

- ***Let's Talk About Work:*** A one-day conference designed for high school students with a disability to learn what it takes to be a successful employee. Students are given the opportunity to meet local employers to discuss soft skills needed for jobs.

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- ***Regional Transition Forums:*** These forums are informal and interactive meetings for providers of services, transition-age students with disabilities, as well as family members to explore options for transition services opportunities.

- ***Post-Secondary Disability Coordinators Forum:*** This forum is held annually for Disability Coordinators from South Dakota Post-Secondary programs. The forums help to educate about the transition process from high school to post-secondary for students with disabilities, including the role of vocational rehabilitation and pre-employment transition services.

- ***Summer Institute:*** The Summer Institute is a statewide training opportunity for Special Education teachers who are assisting students in the transition process. It is held for one week in the summer and offers training in areas of IDEA, introducing self-determination curriculum and other assessment materials, and IEP planning. Teachers receive graduate credit for the class and gain knowledge from Disability Services Coordinators from post-secondary schools, vocational rehabilitation staff, Transition Liaisons, community mental health agencies and independent living services staff.

Other Activities Include:

- ***Cooperative Agreement with the School for the Blind and Visually Impaired:*** This agreement supports a Transition Specialist who provides pre-employment transition services to students with vision loss on a statewide basis. This position serves as the bridge between education and adult services by working with students in public schools and at the School for the Blind and Visually Impaired as well as assisting vocational rehabilitation counselors with the provision of pre-employment transition services.

- ***Summer Programs for Students with Vision Loss:*** SBVI hosts an annual Transition Week at the SD Rehabilitation Center for the Blind. Students participate in job exploration and self-advocacy activities that help build skills and confidence as they prepare for post-secondary or employment opportunities.

Pre-Employment Transition Services:
SBVI networks with the Office of Special Education and other agencies to assure pre-employment transition services are

available throughout the state. A brochure targeting students with vision loss has been developed and distributed to school guidance counselors, students and parents.

Development and approval of an Individualized Plan for Employment (IPE) before leaving school: SBVI has implemented policies and procedures to assure that students with disabilities access the vocational rehabilitation program and develop their IPE before they complete high school. This helps prepare students with vision loss to access a variety of services to address barriers caused by vision loss. SBVI VR Counselors contact school counselors and 504 coordinators on a regular basis to identify and meet with students who can benefit from services.

The Division of Service to the Blind and Visually Impaired works cooperatively with local school districts, DOE, the SD School for the Blind and Visually Impaired, DLR, and parents and students to provide vocational rehabilitation services to youth with vision loss and students as they transition from school to the adult world. SBVI is committed to providing quality transition services to youth with vison loss that facilitate movement from school to post-secondary education and/or successful employment. A seamless system with involvement of workforce partners and education is integral to provision of quality, individualized services.

(2) Information on the formal interagency agreement with the State educational agency with respect to:
(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

South Dakota's human service agencies and education system have forged a strong coalition to implement a number of pre-employment transition activities and transition services to prepare students with disabilities for post school activities that lead to successful employment outcomes. The South Dakota Cooperative Agreement Concerning Transition Services for Youth with Disabilities was revised in July 2017. The following South Dakota entities are included in the agreement: Office of Special Education, Division of Workforce and Career Preparation, Division of Behavioral Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, DLR, and the Division of Child Protection Services.

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The agreement identifies each agency's roles and responsibilities including: Consultation and technical assistance for planning transition of students with disabilities from school to post-school activities, including vocation rehabilitation services; transition planning by personnel of the Division of Service to the Blind and Visually Impaired and school district personnel; roles and responsibilities of each agency including state lead agencies and qualified personnel responsible for transition services; financial responsibilities; and procedures for outreach and identification of students with disabilities who need transition services.

The agreement presents a conceptual framework and common policy for addressing interagency transition planning at the local level, ensuring that youth with disabilities have access to the services and resources needed to enter adult life (and employment) successfully. Cooperating agencies benefit from maximum coordination of services, more efficient utilization of agency resources, increased service options, and improved interagency communication.

South Dakota School for the Blind and Visually Impaired (SDSBVI) Cooperative Agreement: This agreement was implemented to coordinate efforts to ensure that students who are blind or visually impaired receive effective, seamless services as they make the transition from school to adult life and employment. The agreement specifies roles and responsibilities including: Consultation and technical assistance to assist educational agencies in planning for transition of students with disabilities from school to post-school activities, including vocational rehabilitation services; The role for transition planning by personnel of SBVI and SDSBVI and local school districts that facilitate the development and completion of individualized education programs and individual plans for employment; Roles and responsibilities including financial responsibilities of each agency and determination of state lead agencies and qualified personnel responsible for transition services; and procedures for outreach to students who are blind or visually impaired who need transition services. The cooperative agreement stipulates that SBVI and the SDSBVI will provide a full-time staff person who is committed to working with students who are blind or visually impaired on a statewide basis. This staff person provides technical assistance to educational agencies as the students move from school settings to postsecondary or other settings.

Students served by SDSBVI reside both at the residential school in Aberdeen, as well as, in school districts on a statewide basis. Outreach personnel employed by SDSBVI work with students who are blind or visually impaired in the public-school system.

SBVI and SDSBVI share information with students, parents, and local school districts about the importance of the skills of blindness to the success of students in the world of work. SBVI is an active participant in the transition planning process and counselors become involved with students as early as age 14. For those students enrolled at SDSBVI, SBVI representatives will attend pre-staffing meetings when appropriate. SBVI helps to determine appropriate vocational direction by providing work experiences and vocational counseling and guidance along with pre-employment transition services. The agreement clearly outlines that SBVI will attempt to have an IPE in place for every eligible student prior to graduation.

SDSBVI has responsibility for all South Dakota students with visual impairments under the age of twenty-one. For students of "transition age" between 14 and 21, that responsibility is shared with SBVI. The transition specialist and has outreach consultants work with students, families, schools, and SBVI staff on a statewide basis. Blind or visually impaired students residing in school districts that are unwilling to participate in project skills agreements are sometimes served through the SDSBVI transition specialist and outreach consultants to participate in paid work experiences.
Both SBVI and SDSBVI personnel are involved in transition services and regularly discuss mutual efforts and plan appropriate activities to benefit students and family members. Sharing of information takes place due to coordinated efforts between the Board of SBVI and the SDSBVI Advisory Council. Summer programs are coordinated to allow students to benefit from both SBVI and SDSBVI activities, and students are encouraged to participate in the Youth Leadership Forum, which is a week-long seminar to prepare high school age youth to be community leaders and self-advocates. All entities have been involved in planning the program, interviewing students, interviewing project staff and funding program activities.

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SBVI also participates in an agreement for the Transition Services Liaison Project (TSLP) which provides additional technical assistance and training to students with disabilities, families, local education agencies and adult service agencies. The agreement also includes the Office of Special Education and the Division of Rehabilitation Services. The TSLP liaisons are trained professionals who collaborate to perform transition planning and provide the consultation necessary to promote a smooth transition for students from the educational setting to enter or prepare for employment.

(B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

The following activities are implemented by mutual involvement of SBVI and educational agencies as part of students IEPs and IPEs:

Project Skills: Project Skills is a paid work-based learning experience program for high school students with disabilities in South Dakota. The program is a cooperative arrangement between the state vocational rehabilitation agencies and local school districts which provides students the opportunity to learn different skills in a variety of job placements, with the assistance of a job coach. Project Skills helps to build the student's work history, references and assists them with experiencing different career fields as they mature and take on new challenges.

Project SEARCH: Project Search is a business led program. This means that students learn relevant, marketable skills while immersed in the business and those businesses are active partners, participating without subsidies. Project SEARCH is a national model partnering with a large employer, local school district and the State Vocational Rehabilitation Programs. South Dakota currently has five Project Search sites.

Youth Leadership Forum (YLF): YLF is a unique career and leadership training program for high school juniors and seniors to learn more about self-advocacy skills and disability awareness. Students with disabilities cultivate leadership, citizenship, and social skills as a result of participating in this annual five-day event that takes place on a college campus.

Catch the Wave: A one day conference designed specifically for high school students who have a disability and are considering postsecondary education (either college or technical institutes). Students learn about preparing for college life, securing appropriate accommodations, and developing self-advocacy and communication skills. Regional Transition Forums: These forums are informal, interactive meetings for providers of services, transition age students with disabilities, as well as educators and family members.

Postsecondary Disability Coordinators Forum: This forum is held annually in Chamberlain (central South Dakota) with all the Disability Coordinators from South Dakota Postsecondary programs invited to attend. The forum has been a very successful initiative for promoting transition services for students with disabilities.

Summer Institute: The Summer Institute is a statewide training opportunity for Special Education teachers who are assisting students in the transition process. It is held for one week in the summer and offers training that addresses IDEA, Vocational Rehabilitation and introduces self-determination curriculum and other assessment materials, along with IEP planning for transition service provision. Teachers receive graduate credit for the class and gain knowledge from Disability Services Coordinators from postsecondary schools, vocational rehabilitation staff, Transition Liaisons, community mental health agencies and independent living services staff.

SD Rehabilitation Center for the Blind (SDRC) Transition Week: SDRC hosts Transition Week each summer for high school juniors and seniors who are blind or visually impaired from around the state. Students participate in skills training in the traditional SDRC training areas: Computer training with assistive technology (including speech and Braille output); Travel with the use of a white cane; Communication methods including Braille; Home Management which addresses essential tasks of independent living that include cooking, cleaning, washing clothes, etc.,; Manual Arts including use of hand and power tools to build confidence in using the skills of blindness; and Low Vision Services, using adaptive devices, worksite assessments and low vision evaluations.

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Students are also offered the opportunity to job shadow at a variety of job sites, based on their individual interests. A person-centered approach assists them to experience self-exploration and self-advocacy skills. They also experience dorm life while staying at a university dormitory. Tours and presentations from university staff help give them a better understanding of what to expect from postsecondary education after high school.

(C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

Cooperative Agreement: Transition Services for Youth with Disabilities South Dakota's human service agencies and education system have forged a strong coalition to implement several pre-employment transition activities and transition services to prepare students with disabilities for post school activities that lead to successful employment outcomes. The South Dakota Cooperative Agreement Concerning Transition Services for Youth with Disabilities was revised in July 2017. The following South Dakota entities are included in the agreement: Office of Special Education, Division of Workforce and Career Preparation, Division of Behavioral Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, DLR, and DSS Division of Child Protection Services.

The agreement identifies each agency's roles and responsibilities including: Consultation and technical assistance to assist in planning for the transition of students with disabilities from school to post school activities, including vocation rehabilitation services; transition planning by personnel of the Division of Service to the Blind and Visually Impaired and school district personnel; roles and responsibilities of each agency including state lead agencies and qualified personnel responsible for transition services; financial responsibilities; and procedures for outreach and identification of students with disabilities who need pre-employment transition services and transition services.

The agreement presents a common policy and conceptual framework for addressing interagency transition planning at the local level, thus ensuring that youth with disabilities have access to the services and resources needed to enter adult life (and employment) successfully. Cooperating agencies will benefit from maximum coordination of services, more efficient utilization of agency resources, increased service options, and improved interagency communication. The collaborating state agencies support the following policy statements which are formalized in the interagency agreement:

All South Dakota citizens, including youth with disabilities, will have opportunities for full participation in work and community life; All human services systems in South Dakota will assist individuals to achieve independence and self-sufficiency, and All human services systems in South Dakota recognize organized constituent groups of persons with disabilities as primary sources of information for program development by consulting with and advising such groups. The agreement will be reviewed and updated by the Core Partner Alignment Consortium with input from all participants in the agreement to ensure alignment with WIOA.

(D) procedures for outreach to and identification of students with disabilities who need transition services.

SBVI developed a brochure to promote transition services and pre-employment transition services for students with vision loss to school personnel, students, parents and other entities. Vocational Rehabilitation Counselors distribute the brochure to all schools in their territories on an annual basis and meet with school personnel to discuss transition services for students with vision loss.

Cooperative agreement between SBVI and the SD School for the Blind and Visually Impaired (SDSBVI): This agreement was implemented to coordinate efforts to ensure that students who are blind or visually impaired receive effective, seamless services as they make the transition from school to adult life and employment. The agreement specifies roles and responsibilities including: Outreach by SDSBVI and SBVI personnel to identify students with vision loss who can benefit from transition services; Consultation and technical assistance to assist educational agencies to plan for transition of students with disabilities from school to post school activities, including vocational rehabilitation services; The role for transition planning by personnel of SBVI and SDSBVI and local school districts that facilitate the development and completion of individualized education programs; Roles and responsibilities including financial responsibilities of each agency and determination of state lead agencies and qualified personnel responsible for transition services; and Procedures for outreach to and identification of students who are blind or visually impaired who need transition services.

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SBVI and SDSBVI share information with students, parents, and local school districts about the importance of the skills of blindness to the success of students in the world of work. SBVI is an active participant in the transition planning process and counselors become involved with students as early as age 14. For those students enrolled at SDSBVI, SBVI representatives will also attend pre-staffing meetings when appropriate. SBVI helps to determine appropriate vocational direction by providing work experiences and vocational counseling and guidance along with pre-employment transition services. The agreement clearly stipulates that SBVI will attempt to have an IPE in place for every eligible student prior to graduation.

SDSBVI has a responsibility to all South Dakota students with visual impairments under the age of twenty-one. For students of "transition age" between 14 and 21, that responsibility is shared with SBVI. SDSBVI employs a transition specialist through a cooperative agreement with SBVI and has outreach consultants that work with students, families, schools, and SBVI staff on a statewide basis.

SBVI also participates in an agreement for the Transition Services Liaison Project (TSLP) which provides additional technical assistance and training to students with disabilities, families, local education agencies and adult service agencies. The agreement also includes the Office of Special Education and the Division of Rehabilitation Services. The TSLP liaisons are trained professionals who collaborate to perform transition planning and provide the consultation necessary to promote a smooth transition for students from the educational setting to enter or prepare for employment.

e) <u>Cooperative Agreements with Private Nonprofit Organizations.</u> *Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.*

Community Rehabilitation Programs (CRPs) offer access to a variety of services from professionals trained in areas that benefit those who participate in services from the Division of Service to the Blind and Visually Impaired (SBVI). South Dakota is a large sparsely populated state, the seventeenth largest state by area, but fifth smallest by population and the fifth least densely populated of the 50 United States. The option to access services through CRPs allows citizens with disabilities access to a variety of services. CRPs consist of Community Support Providers, Mental Health Centers, Career

Learning Centers, Job Shops, Independent Living Centers, and Communication Services for the Deaf.
In conjunction with the Division of Rehabilitation Services, SBVI has policies and procedures in place for provider standards to establish and approve service providers. Clients are provided choices in the selection of providers. Vocational Rehabilitation Counselors issue authorizations to the provider for services agreed upon in the Individual Plan for Employment. The scope of services purchased depends upon each individual's needs, interests and employment goal.
The Divisions of SBVI and DRS continually work on improving the capacity and quality of services from CRPs. A variety of education and training options are developed to offer the opportunity for CRP staff to become Certified Employment Support Professionals. Those who meet requirements for certification and attend two-day person-centered thinking training receive a 25% increase in their service rate. Thirty-six hours of continuing education are required every three years to maintain the certification. SBVI and DRS annually assess the training needs of staff and providers; one method used to determine training needs is an annual survey. Community Rehabilitation Programs are offered the opportunity to submit surveys in order to provide their input on topics for training offered by SBVI and DRS.
SBVI provides blindness specific training to employment support professionals to improve the quality of service provision for citizens with vision loss. This 5 ½ hour web-based training is a four-part series that is available to providers via the SBVI website.

f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.
Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

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The coordination of time limited and ongoing support services is vital to the provision of supported employment services. The Division of Service to the Blind and Visually Impaired works collaboratively with service providers and public and nonprofit agencies to coordinate funding sources and policies related to supported employment. These efforts are categorized into two areas: Formal Cooperative Agreements and Informal Cooperative Efforts with Agencies

Formal Cooperative Arrangements: SBVI and the Division of Rehabilitation Services (DRS) have in place a formal cooperative agreement for transition services (including pre-employment transition services) for youth with disabilities. The agreement includes the Department of Human Services Divisions of SBVI and DRS and the Divisions of Behavioral Health, Developmental Disabilities, Office of Special Education, and DLR. The purpose of the cooperative agreement is to define: services including supported employment; eligibility requirements; referral process; responsibilities of each agency; extended support services to be provided by the Division of Developmental Disabilities and the Division of Behavioral Health; time-limited services to be provided by SBVI and DRS; the process for service plan development; requirements for transition to extended services; and, responsibilities for post-employment services.

The Division of Developmental Disabilities has a policy memorandum in place with the Divisions of SBVI and DRS. The memorandum defines how each agency's funding sources are coordinated regarding time limited and ongoing support services. This agreement has had a significant impact on service provision for people with the most significant impediments to employment resulting in the ability to obtain and maintain employment.

A Memorandum of Understanding is in place to help with coordination of services and funding between the Divisions of Behavioral Health, SBVI, and DRS. This agreement serves as a policy directive for the Community Mental Health Centers and the local SBVI and DRS Offices. It provides guidance in three areas relative to providing vocational services for individuals with severe and persistent mental illness: Services to be provided by the Community Mental Health Center; Services available from Vocational Rehabilitation; and, Appropriate Division to pay for the variety of services.

Informal cooperative arrangements with agencies: SBVI works collaboratively with other State agencies on a day to day basis to better serve individuals with disabilities. Following are some of these collaborative efforts: SBVI State Office staff are co-located with the Division of Developmental Disabilities, communication to coordinate services between Divisions occurs as needed for citizens with a variety of disabilities. SBVI's vocational rehabilitation counselors are co-located with the local DLR job service offices in the state's two largest cities. When vocational rehabilitation counselors travel, they make frequent visits to collaborate with staff from DLR, DSS, Community Rehabilitation Programs and other agencies to reinforce mutual clients and a seamless delivery system. The public vocational rehabilitation agencies are

working closely with all partners identified in the Workforce Innovation and Opportunity Act to collaborate in the implementation of the mandates in the law. Staff serve on implementation workgroups, task forces, and local Interagency Resource Teams.

g) Coordination with Employers. *Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:*

(1) VR services; and

See What I Can Do Outreach Campaign: SBVI developed an outreach campaign with employers specifically targeted as part of the audience to be reached by the campaign. Focus groups and surveys of employers provided insight about their awareness of the capabilities of citizens with vison loss and the availability of SBVI services. A television ad, radio ads, brochure and banner stands were developed to promote hiring citizens with vision loss as well as relying on SBVI for job retention for current employees. Materials include students and youth with disabilities to promote employer engagement.

Business Representatives on the Board of SBVI: There are two business led non-profit entities in South Dakota that offer supports to the business community. The Business Resource Network in Sioux Falls and the Workforce Diversity Network of the Black Hills in Rapid City provide education, consulting, and technical assistance to businesses on the hiring, accommodations, supports and retention when employing people with disabilities. The Executive Director of the Workforce Diversity Network is a former SBVI client and a member of the Board of SBVI. The manager of the SD Rehabilitation Center for the Blind (in the Division of SBVI) is on the governing board for the BRN. The Workforce Development Council representative on the Board of SBVI is the gubernatorial appointed Department Secretary for DLR. This representation brings the employer/business perspective to strategic planning and Board activities.

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Business Organization Involvement: The Division is working towards increasing memberships and regular involvement of staff within organizations to connect with employers. Some examples of the organizations include: local Chambers of Commerce, Society of Human Resource Managers (SHRM), and the South Dakota Retailers Association. These opportunities support connecting with businesses to learn more about their workforce needs and technical assistance and training opportunities.

Business Engagement Teams: Business engagement teams at the local level strengthen cross agency partnerships and focus on opportunities to engage businesses. This model ensures interaction and collaboration between workforce development partners and the business community, including business led organizations like the South Dakota Retailors Association, the Society for Human Resource Managers and Chambers of Commerce. The opportunity for an open line of communication for addressing industry demands for skills and preparing citizens for successful career paths will help to sustain and expand business partnerships.

Business Enterprise Program (BEP): The SBVI Business Enterprise Program supports snack shop, cafeteria and vending opportunities for citizens who are blind. In addition to federal sites, the BEP operates in all state office buildings in the state capitol of Pierre. The BEP is partially supported by income from interstate vending through an agreement with the South Dakota Department of Transportation. Blind vendors and the SBVI BEP manager interact with businesses and employers to promote program expansion and sustain existing operations.

(2) transition services, including pre-employment transition services, for students and youth with disabilities.

Initiatives with employers to identify competitive integrated employment and career exploration opportunities to facilitate the provision of vocational rehabilitation services and transition services (including pre-employment transition services) for students and youth with disabilities

South Dakota Service to the Blind and Visually Impaired has implemented and participated in a number of initiatives to work with employers to benefit students and youth with vison loss who are served through SBVI. These initiatives include:

Project Skills: Project Skills is a paid work experience program for high school students with disabilities in South Dakota. The program is a cooperative arrangement between the state vocational rehabilitation agencies and local school districts which provides students the opportunity to learn different skills in a variety of job placements, with the

assistance of a job coach. Project Skills helps to build the student's work history, references and assists them with experiencing different career fields as they mature and take on new challenges. The Vocational Rehabilitation Counselor and school staff identify employment sites, businesses, and employers to match the students with work experiences in their interest areas. Employers benefit by

Project Search: Project Search is a national model partnering with a large employer, local school district and the State Vocational Rehabilitation Programs. South Dakota currently has Project Search sites in Aberdeen, Brookings, Rapid City and Sioux Falls. Other opportunities to expand Project Search sites will be explored with businesses in South Dakota.

h) Interagency Cooperation. *Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:*

(1) the State Medicaid plan under title XIX of the Social Security Act;

The Division of Service to the Blind and Visually Impaired, in conjunction with the Division of Rehabilitation Services has formal and informal interagency arrangements that define levels of cooperation with a number of agencies and organizations to develop opportunities for competitive integrated employment.

State Medicaid Plan under Title XIX of the Social Security Act: The South Dakota Department of Social Services (DSS) is the State's Medicaid Agency. The South Dakota Department of Human Services has the following agreements with the DSS Medicaid Agency.

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Abuse, Neglect and Exploitation as well as Guardianship and Conservatorship: This agreement was implemented on August 1, 2013 to assure each agency's response to meet the needs of persons who are at risk for abuse, neglect and exploitation or in need of guardianship and or conservatorship services.

ASPIRE Agreement: This agreement was implemented on September 28, 2014 for the data exchange with Medicaid to gather information for the research project Achieving Success by Promoting Readiness for Education and Employment (ASPIRE). This project is funded by the Social Security Administration.

Interagency Resource Teams: This agreement was implemented to meet the need for continued interagency involvement at the local level in an efficient and effective manner. This agreement ensures that resources available through the State of South Dakota are available to citizens with disabilities, including those who face barriers to employment; addresses fully utilizing the capacity and expertise of each agency and encourages the continuing efforts and participation of local interagency teams.

Money Follows the Person: This agreement was implemented on June 10, 2014 for the implementation of the Money Follows the Person initiative involving persons eligible for Medicaid waiver services.

Medicaid Fraud Control: This agreement was implemented on July 1, 2015 for the purpose of defining mutual responsibilities in the Medicaid Program to ensure maximum efficiency and benefit to the State and to minimize duplication of effort. Title XIX Medicaid Funding Memorandum of Understanding This agreement was implemented for the purpose of defining administrative and fiscal accountability responsibilities.

State Agency Responsible for Providing Mental Health Services: DSS Division of Behavioral Health is the state agency responsible for providing services to individuals with psychiatric disabilities. A Memorandum is in place to help coordinate the services and funding between the Divisions of Behavioral Health, Rehabilitation Services, and Service to the Blind & Visually Impaired. This document serves as a policy directive for the Community Mental Health Centers and the local Vocational Rehabilitation Offices. It provides guidance in three areas relative to providing vocational rehabilitation services for individuals with severe and persistent mental illness: Services that can and should be provided by the Community Mental Health Center, Services available from Vocational Rehabilitation (DRS and SBVI), and Which Division pays for the services.

The Core Partner Alignment Consortium will review and revise agreements as necessary to meet the requirements of

WIOA.

(2) the State agency responsible for providing mental health services.

State Agency Responsible for Developmental Disabilities: The South Dakota Department of Human Services/Division of Developmental Disabilities is the state agency responsible for providing services to individuals with developmental disabilities. This agency is in the same department as the State Vocational Rehabilitation Programs (SBVI and DRS) allowing the opportunity for regular communication and collaboration between programs.

Policy Memorandum with Division of Developmental Disabilities: The Division of Developmental Disabilities has a Policy Memorandum in place with the Divisions of Rehabilitation Services and Service to the Blind and Visually Impaired. This Policy Memorandum defines how each agency's funding sources are coordinated in regard to time limited and on—going support services. This policy agreement has had a significant impact on how services are provided to individuals with the most significant impediments to employment.

(3) the State agency responsible for providing mental health services.

State Agency Responsible for Providing Mental Health Services: DSS Division of Behavioral Health is the state agency responsible for providing services to individuals with psychiatric disabilities. A Memorandum is in place to help coordinate the services and funding between the Divisions of Behavioral Health, Rehabilitation Services, and Service to the Blind & Visually Impaired. This document serves as a policy directive for the Community Mental Health Centers and the local Vocational Rehabilitation Offices. It provides guidance in three areas relative to providing vocational rehabilitation services for individuals with severe and persistent mental illness: Services that can and should be provided by the Community Mental Health Center, Services available from Vocational Rehabilitation (DRS and SBVI), and Which Division pays for the services.

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The Core Partner Alignment Consortium will review and revise agreements as necessary to meet the requirements of WIOA.

Transition Services for Youth with Disabilities: This agreement was implemented for the purpose of enabling students with disabilities to reach their maximum potential in their transition from high school to the adult world. This agreement includes the State Vocational Rehabilitation Agencies, Developmental Disabilities Agency, DSS Division of Behavioral Health, DOE Special Education, and DLR.

i) Comprehensive System of Personnel Development; *Data System on Personnel and Personnel Development. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:*

(1) Data System on Personnel and Personnel Development

(A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

(i) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Currently, SBVI employs seven vocational rehabilitation counselors who serve citizens with vision loss statewide and one vocational rehabilitation counselor who works primarily at the Rehabilitation Center for the Blind. A total of 534 people were served during Program Year (PY) 2018 (July 1, 2018-June 30, 2019), remaining stable from 533 in PY 2017; 92% were reported to have significant disabilities in PY 2018, a slight decrease from 94% in PY 2017. Caseloads, territories, and customer service are reviewed periodically to determine the best utilization of existing staff and to determine future ratios to best meet the needs of the people receiving vocational rehabilitation services. For PY 2018, the ratio of counselors compared to the eligible people receiving services is an average of 1:73 clients per caseload. The remaining active caseload as of 10/01/2019 was an average of 1:45 active clients per caseload. The changes in the caseload size are typically impacted by the changes in the economy and unemployment rates. It is the goal of the Division of Service to the Blind and Visually Impaired to remain under the ratio of 1:60 active clients per counselor. The Division evaluates the need for a position in a specific location before replacing an employee when a vacancy occurs. Counselors who serve sparsely populated areas cover large territories and serve fewer clients due to demographics of a large sparsely populated state. Those with larger caseloads work in urban areas with higher population which results in less travel to deliver services.

(ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel

Total positions; Current Vacancies:
FFY 2019 FTE:

Administrative = 5; Vacancies = 0
VR Counselors = 7; Vacancies = 0
Rehab Center Rehabilitation Teachers = 6; Vacancies = 0
Rehab Center Rehabilitation Manager = 1; Vacancies = 0
Rehab Center Rehabilitation Counselor = 1; Vacancies = 0
Rehab Center Program Specialists = 1; Vacancies = 1
Rehab Center Clerical Support = 2; Vacancies = 0

(iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

The following illustrates the number of personnel who are employed by the state agency in the provision of vocational rehabilitation services and includes projected vacancies in the next 5 years. The projected vacancies indicated below are for personnel who are expected to retire or turnover of staff. Type of Position Total Positions Current Vacancies 5-year projected vacancies:

Administration Current 5.0 Vacancies 0 Retirement 1.0;
Counselors Current 8.0 Vacancies 0 Retirement 2.0;
Support Staff 2.0 Current Vacancies 0 Retirement 1.0;
Rehabilitation Center Teachers Current 6.0 Vacancies 0 Retirement 2.0;
Rehabilitation Center Administration Current 2.0 Vacancies 1 Retirement 1.0

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(B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

(i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

South Dakota State University is the only institution of higher education in South Dakota that provides degrees in vocational rehabilitation (bachelors and masters).

The Division of Service to the Blind and Visually Impaired has implemented procedures and activities to ensure staff receive training so they are able to deliver quality services to citizens with vision loss and to ensure the Division has an adequate supply of qualified professionals and paraprofessionals. The Assistant Director of SBVI is the designated training officer for the Division; this position works with the DRS training officer and other SBVI and DRS staff to coordinate activities related to the comprehensive system of personnel development.

Data System on Qualified Personnel Needs The system to collect and analyze data related to qualified personnel needs and personnel development consists of two components. The South Dakota Bureau of Human Resources (BHR) maintains a database of all training activities attended by Division staff including BHR sponsored training, seminars, workshops, conferences, and undergraduate and graduate level courses supported by the Division. Individual district offices maintain files on educational backgrounds, training activities and goals and plans of employees to meet the agency requirements for qualified rehabilitation professionals and Certified Rehabilitation Counselor Certification (CRCC). Supervisors are required to address training needs as a part of the annual employee evaluation. Individual training needs are reported to the training officer to be considered in the analysis of results from the annual training needs assessment. This analysis assists with prioritizing future training.

The Division has a web-based management information system (VR FACES) which includes a Comprehensive System of Personnel Development (CSPD) module for tracking employee training and education. This system also tracks whether Vocational Rehabilitation Counselors are certified by the Commission on Rehabilitation Counselor Certification (CRCC) or their development plan to work toward CRC status. Input of information is required of individual employees and/or

supervisors with access to all information by the Training Officer and other management staff. This system is efficient for addressing individual training needs as well as for projecting future personnel and training priorities. Staff progress toward meeting CSPD requirements is also tracked by the VR FACES system.

The Division is committed to assisting vocational rehabilitation counselors with obtaining the necessary academic training and professional experience to meet the standards of a Senior Vocational Rehabilitation Counselor. During FFY 2018, one employee of the Division is pursuing a master's degree in Vocational Rehabilitation through Virginia Commonwealth University (VCU). One newer counselor has applied and will begin master's classes at South Dakota State University, and another newer Counselor has obtained her master's degree but has not yet passed the CRC exam.

(ii) the number of students enrolled at each of those institutions, broken down by type of program; and

Sixteen students were enrolled in the South Dakota State University (SDSU) master's vocational rehabilitation counseling program in the 2018-2019 year. Currently there are 12 enrolled with 8 enrolled with RSA funds.

(iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

During FFY 2017, three students graduated from SDSU Masters in VR program and all were on the RSA funding. During FFY 2018, three students graduated from SDSU Masters in VR program and all were on the RSA funding. Service to the Blind and Visually Impaired hired one of their graduated students in June 2019.

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Newly hired rehabilitation counselors are encouraged to pursue a master's degree and become Certified Rehabilitation Counselors if they have not already obtained that certification. The Division will support costs associated with pursuit of master's degrees. Funds for supporting employees' pursuit of master's level degrees consist of RSA grants, and program 110 funds. Senior rehabilitation counselors are certified through the Certified Rehabilitation Counselor process. The priority for filling counselor vacancies is a master's degree and CRC certification. Eligibility for CRC certification (already possesses a master's degree but no certification) is the next preferred option. Due to lower starting salaries compared to most surrounding states, it is necessary to hire individuals with bachelor's degrees for entry—level counselor positions and encourage them to become qualified vocational rehabilitation counselors within a specific time period.

*(2) **Plan for Recruitment, Preparation and Retention of Qualified Personnel**. Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.*

Recruitment of qualified staff is accomplished by announcing positions through professional organization such as the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) and RehabACTion, the state BHR website and other job search sites, such as Indeed. The DHS Facebook page will share job announcements for Vocational Rehabilitation Counselor vacancies as well. Job announcements are shared with the Board of SBVI and the state Tribal Vocational Rehabilitation Programs, as well as professional and client organizations, such as blind client organizations, South Dakota RehabACTion and South Dakota Coalition of Citizens with Disabilities.

Retention and advancement are accomplished through the opportunity for rehabilitation counselors to participate in the master's level vocational rehabilitation education programs and obtain CRCC certification. Once they meet the requirements, they can be promoted to a Senior Counselor. Senior rehabilitation counselors are also encouraged to apply for management and administrative positions when vacancies occur.

Training opportunities are available through a variety of organizations to assist SBVI in preparing staff to deliver training and to retrain in priority areas for vocational rehabilitation service provision. ACVREP provides training in blindness specific topics; this training leads to professional certification in vision rehabilitation, orientation and mobility, and low vision therapy. Agency sponsored training through seminars, conferences, video conferences, and other training opportunities on topics such as: Customized Employment using the Discovery Process; Strategies/Tools to be more effective for Discovery; Accommodating Employees with Disabilities; Charting the Life Course for Employment; Employer

Law; The Interactive Process with Employers; Providing Mental Health Supports during Post-Secondary Education; Energizing Pre-ETS to Enhance Successful Post-School Outcomes; Engaging Future Employers & Business Relationships; Identification of Condition and Basic Tips on Brain Injury, Mental Health Conditions, Dementia, Deaf-Blindness, and Diabetes; Employment Oriented Instruction; Counseling with Clients who are Blind; Peripheral Field Loss; and Glaucoma and other Vision-Related Eye Conditions. Web based training is also available for a variety of topics.

Training opportunities related to the Rehabilitation Act, the Individuals with Disabilities Education Act, and the Workforce Innovation and Opportunity Act are sponsored and attended by a variety of participants from state departments and public and private entities.

To address the priority of recruiting individuals with disabilities, BHR has in rule that any applicant who meets minimum requirements for employment who has been certified to have a significant disability by a rehabilitation counselor will be interviewed for the position, commonly referred to as disability preference. This ensures that individuals who have disabilities have the opportunity to interview and compete for openings in the designated state unit and other programs in state government. Efforts to recruit individuals from minority backgrounds include announcing positions through DLR and the state's Native American Vocational Rehabilitation programs. Job announcements are available to individuals residing on Tribal lands and the state's Reservations. It is the policy of the Department to provide equal opportunity employment to all employees and applicants for employment. No person working at the Department's facilities is to be discriminated against in employment because of race, religion, color, sex, age, national origin, or disability.

SBVI anticipates the need to recruit three counselors in the next five-year period based on personnel turnover trends and data on those eligible for retirement in this time period. South Dakota State University (SDSU) offers a Master of Science in Rehabilitation and Mental Health Counseling. SDSU started their master's program in the fall of 2005, and their first student received a master's degree in rehabilitation counseling in the fall of 2007. Recruitment of qualified staff is accomplished through promoting job announcements at SDSU in addition to other universities in Region VIII with master's level programs. SBVI has a cooperative agreement with SDSU to provide internship opportunities, participate on their advisory council, and to recruit qualified candidates. SBVI provides paid internship opportunities for students pursuing their master's degree in Vocational Rehabilitation, and the Division also offers internship opportunities for students with other related degrees when appropriate.

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The University of Northern Colorado, Montana State University and Utah State University are other sources for recruitment of graduates with master's level degrees in vocational rehabilitation counseling. In addition, South Dakota universities offer accredited programs with master's degrees in counseling. Graduates of these programs are recruited for vocational rehabilitation counselor openings. They are hired and trained to prepare for the CRCC to meet the highest qualifications in the state for rehabilitation counselors.

SBVI has a high percentage of staff with disabilities (24%). Reasonable accommodations are provided to ensure employees with disabilities have access to the latest technology to perform their jobs. Staff who are blind are provided drivers as a reasonable accommodation.

(3) ***Personnel Standards****. Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:*

(A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

The Division of Service to the Blind and Visually Impaired has implemented procedures and activities to ensure staff receive training so they are able to deliver quality services to citizens with vision loss and to ensure the Division has an adequate supply of qualified professionals and paraprofessionals. The Assistant Director of SBVI is the designated training officer for the Division; this position works with the DRS training officer and other SBVI and DRS staff to coordinate activities related to the comprehensive system of personnel development.

Working in conjunction with BHR, the Division has established minimum state standards for secretarial, rehabilitation counselors, senior rehabilitation counselors and program administrator positions. These standards are reviewed periodically considering changing personnel needs, labor market supply and training resources. These are generic job

classifications within the BHR system. The Division does establish specific education and work experience requirements in order for individuals to enter these positions.

Since South Dakota is a small state, there are several unique staff positions. Each year in the personnel performance evaluation process, SBVI identifies the professional development needs of these staff. Each employee's immediate supervisor monitors individualized staff development plans. National certification standards are used for the Orientation and Mobility Specialist and the Low Vision Therapist through the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP). The Assistive Technology Specialist attends regional and national training to keep up to date on the latest advances in technology. In addition, staff members hold certifications for Deaf-Blind services from Helen Keller National Center; Traumatic Brain Injury, Braille and assistive technology through training and various accrediting organizations.

Newly hired rehabilitation counselors that possess only a bachelor's degree are encouraged to pursue a master's degree and senior rehabilitation counselor status. The Division will support costs associated with pursuit of master's degrees. Funds for supporting employees' pursuit of master's level degrees consist of RSA grants and program 110 funds. Senior rehabilitation counselors are certified through the Certified Rehabilitation Counselor process. The priority for filling counselor vacancies is a master's degree and CRC certification. Eligibility for CRC certification (already possesses a master's degree but no certification) is the next preferred option. Due to lower starting salaries compared to most surrounding states, it is necessary to hire individuals with bachelor's degrees for entry-level counselor positions and encourage them to become qualified vocational rehabilitation counselors within eight years. The following illustrates the completion date anticipated for counselors in the next five years: hire date in 2020, target date to complete CSPD standards by 2028; hire date in 2021, target date to complete CSPD standards by 2029; hire date in 2022, target date to complete CSPD standards by 2030, hire date in 2023, target date to complete CSPD standards by 2031; and hire date in 2024, target date to complete CSPD standards by 2032.

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Leadership and management training and assignments with senior level management teams assist counselors to prepare for supervisory and administrative positions. Senior rehabilitation counselors are encouraged to apply for management and administrative positions when there are vacancies.

The Rehabilitation Act as amended, and the Vocational Rehabilitation regulations refer to "Qualified Vocational Rehabilitation Counselors". SBVI has the following definitions in place to address qualified rehabilitation counselors employed by the Division. All Vocational Rehabilitation Counselors:

- meet the standards for Senior Vocational Rehabilitation Counselor;
- meet the standards for Senior Vocational Rehabilitation Counselor but are not CRC certified;
- meet the standards for Vocational Rehabilitation Counselor;
- have been employed by the Division for a minimum of six months; and
- have an approved plan to be eligible to take the CRC certification test by the Commission on Rehabilitation Counselor Certification (CRCC) within eight years.

Employees who are not qualified rehabilitation counselors receive oversight and monitoring by a CRC certified supervisor and mentoring by senior counselors for non—delegated functions of the VR process. Counselors who meet the requirements to become certified through the CRCC are considered qualified counselors. However, to be eligible for a promotion to senior counselor, counselors are required to be certified by the CRCC. Six of the eight SBVI counselors are CRC certified. Two counselors are taking master's level coursework through SDSU and VCU and are in an approved plan for pursuing CRC certification. One counselor has her master's degree and is pursuing obtaining her CRC certification.

(B) the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Cooperation with other entities in state government such as DLR, DOH, and DOE ensures that training opportunities are available which address topics relevant to the field of rehabilitation. In addition, Division staff members provide training concerning considerations when working with individuals with disabilities to DLR employees. Division staff members

have various opportunities to attend intensive trainings at little or no cost. These conferences and/or seminars are also an opportunity to collaborate with other entities who deliver services to individuals with disabilities. DLR employees provide training on labor market trends, economic development opportunities, business engagement and other information. Training on labor market information is also conducted online via the Labor Market Information (LMI) e—Learning Series. This five-part video series provides information on how LMI can be a useful resource for local offices, workforce development professionals, policy makers, business owners, program or economic development planners, etc. The modules are based on a benchmark PowerPoint version provided by the U.S. Department of Labor's Employment and Training Administration (ETA). Leadership development and capacity building are addressed through distance learning courses as well as agency sponsored training sessions. Assistive technology training is available through DakotaLink, the state's assistive technology project, the SBVI Assistive Technology Specialist, and other nationally-recognized entities via web-based training. BIT and BHR provide assistive technology training for employees with disabilities who utilize assistive technology on the job, and when requested, will provide individualized training.

Annual training conferences address current research by contracting with national Rehabilitation Research and Training and Technical Assistance programs to address specific topics identified in the annual training needs assessment. In addition, information is disseminated from RSA updates and Technical Assistance Circulars to ensure SBVI staff are cognizant of the latest trends in vocational rehabilitation.

SBVI works with the state's Native American Vocational Rehabilitation Projects to provide training to staff on cultural diversity. Ongoing training is provided to address informed choice as it relates to agency policies and practices. The State Rehabilitation Council has recommended strategies that have been implemented for addressing informed choice in service delivery and training that addresses the evolving labor force and needs of people with disabilities from minority backgrounds.

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(4) ***Staff Development****. Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:*

(A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

The Division is committed to assisting vocational rehabilitation counselors with obtaining the necessary academic training and professional experience to meet the standards of a Senior Vocational Rehabilitation Counselor. During FFY 2019, one employee of the Division was pursuing a master's degree in Vocational Rehabilitation through Virginia Commonwealth University, and in FFY 2020, one new employee of the Division is in the process of applying to the master's program in Vocational Rehabilitation through South Dakota State University.

The Division of Service to the Blind and Visually Impaired has approached personnel development through a number of avenues. Each employee's current level of education and training, as well as short term and long-term training needs are tracked by supervisors who evaluate methods for addressing these needs at least annually through the Accountability and Competency Evaluation (ACE). Individual training needs assessments are conducted to evaluate current levels of education, understanding of fundamentals of vocational rehabilitation, blindness and disability— related issues, professional development and related topics. Self-evaluation, supervisor input and recommendation sections on the ACE assist in assessing needs for training which may be pursued through a number of approaches. The results of the assessments are recorded for individuals, groups of related positions (i.e. rehabilitation counselors, rehabilitation teachers, supervisors, managers, clerical, etc.) and for the agency as a whole. The ACE system allows for ongoing feedback between employees and supervisors by incorporating a self-audit while addressing professionalism, work quality and areas for development as well as areas of strength. Training needs are addressed utilizing a form that not only identifies needed training, but also includes fields for the date the training is scheduled and the date it is attended. BHR workshops are identified under the following headings: supervisory, job enrichment, and technology with other training and job-specific skills also included in the document used to track training needs and attendance. The training officer works to identify resources for obtaining training in areas related to vocational rehabilitation (including the Rehabilitation Act Amendments and priorities in the Workforce Innovation and Opportunity Act and RSA regulations), including serving citizens with the most significant disabilities and those from minority backgrounds. Responses from

satisfaction surveys and input from the Board of SBVI are also methods utilized to identify training needs.

Paraprofessional staff are offered ongoing training in word processing and other software applications as well as office-related courses such as effective writing, customer service and organization skills through the BHR. Courses specific to the vocational rehabilitation case management information system and other topics specific to vocational rehabilitation are offered through in-service training sessions, usually taught by agency specialty staff. Training was provided and is ongoing in the use of FileDirector, an electronic scanned copy of case file records that SBVI has transitioned to in FFY2019. Paraprofessional and professional staff scan documents into the system and will continue to learn other tips and tricks to navigating in FileDirector.

SBVI works closely with DakotaLink, the state's assistive technology project funded, in part, through section 4 of the Assistive Technology Act of 1998. DakotaLink provide hand's on training on assistive technology in group settings and on an individual basis. The DakotaLink Coordinator of Technical Services is a member of the Board of SBVI and serves on the Assistive Technology Committee for the Division of SBVI. Rehabilitation Counselors also are required to attend training at the Rehabilitation Center for the Blind, including training on assistive technology. One DakotaLink Tech that specializes in blindness is housed in the Rehabilitation Center for the Blind and is available to assist with assistive technology needs of clients and staff. The SBVI Assistive Technology Instructor is available for technical assistance and training statewide via video conferencing, Skype and Face Time in addition to onsite training.

(B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Annual training conferences address current research through contracting with national Rehabilitation Research and Training and Technical Assistance programs to address specific topics identified in the annual training needs assessment. In addition, information is disseminated from RSA updates and Technical Assistance Circulars to ensure SBVI staff are cognizant of the latest trends in vocational rehabilitation. Monthly video conferences address relevant topics in a timely manner.

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Training on IDEA and transition services for students with disabilities is coordinated with the State Division of Special Education and the Transition Services Liaison Project. The annual Youth Leadership Forum is planned in collaboration with the Special Education Program, Rehabilitation Services, Service to the Blind and Visually Impaired, Statewide Independent Living Council, and the Transition Project. The annual Fall Conferences is a combined effort with the DOE Special Education Program, DLR, other divisions within DHS, and other entities to offer training on transition and pre-employment transition service options.

Training needs of the state's Native American Vocational Rehabilitation Programs, Centers for Independent Living, the Client Assistance Program and community rehabilitation programs are considered in planning training activities within the division.

Training needs are addressed through a variety of resources. Other resources accessed by staff to meet their individual training needs include: workshops, conferences and seminars hosted by other government organizations such as Special Education, DLR, and BHR. Professional organizations (SD RehabACTion, Association for Education and Rehabilitation of the Blind and Visually Impaired, etc.) regularly work with the training officer to prioritize topics relevant to employment of people with disabilities and base workshops or conference sessions on the training needs assessment conducted by the Division. Client organizations (SD Coalition of Citizens with Disabilities, SD Association of the Blind, National Federation of the Blind of SD, and the SD Association of the Deaf) are examples of sponsors of training. Distance learning activities provide a cost-effective method for participation in training on a number of topics pertinent to RSA priorities. Independent study and mentoring by supervisors and senior rehabilitation counselors are other means for meeting individual staff development needs.

*(5) **Personnel to Address Individual Communication Needs.** Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.*

Sign language interpreters are available for all training sessions for participants with hearing loss as well as for those

who are deaf/blind. CART services have been available at conferences for individuals who are deaf, in addition to sign language interpreters. Braille, materials in electronic format and enlarged print are provided to all staff or clients who request alternative formats. The Division has developed fee schedules and vendors to address the need for interpreters of foreign languages and Native American languages including Lakota, Nakota and Dakota dialects.

*(6) **Coordination of Personnel Development Under the Individuals with Disabilities Education Act**. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.*

Training on IDEA and transition services for students with disabilities is coordinated with the State Division of Special Education and the Transition Services Liaison Project. The annual Youth Leadership Forum is planned in collaboration with the Special Education Program, Rehabilitation Services, Service to the Blind and Visually Impaired, Statewide Independent Living Council, and the Transition Services Liaison Project. The annual Fall Conferences are a combined effort with the DOE Special Education Program, DLR, and other entities to offer training on transition and pre-employment transition service options. In addition, SBVI works with the School for the Blind and Visually Impaired to address needs of students with vision loss on a statewide basis.

j) Statewide Assessment

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

As a core partner in the WIOA Unified state Plan, the South Dakota Division of Service to the Blind and Visually Impaired (SBVI) has conducted an assessment of the needs of individuals with disabilities residing in the state as per the need's assessment section of the State Unified Plan and the requirements of the revised state plan guidance. Public vocational rehabilitation has collaborated with their WIOA partners in this assessment and the subsequent planning process to assure that the workforce needs of the state to include individuals with disabilities was addressed. The public vocational rehabilitation agencies in South Dakota are submitting results of the comprehensive statewide needs assessment with the VR Portion state plan update to reflect that a comprehensive statewide needs assessment has been accomplished with this plan submission.

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2020 Triennial Comprehensive Statewide Needs Assessment

The 2020 Triennial Needs assessment was constructed around the guidelines of the Rehabilitation Services Administration's six steps to assessing and addressing vocational rehabilitation needs. The executive process was developed in collaboration with the SBVI Board (SRC) and established both goals and process for the CSNA. The summary of the process is below:

1. Review of key data and service narrative points generated from latest available federal program year to establish if there exists any need for revisions of previous CSNA findings.
2. Supplement the CSNA to establish a new baseline of need and strategy regarding transition services and other needs relative to the new and additional requirements of WIOA.
3. Work directly with the South Dakota Workforce Development Council to identify the service and program needs to expand the infrastructure required by enhanced mission, goals, and strategies of WIOA.
4. Revise in collaboration with the South Dakota Boards (SRCs) the VR Portion of the Unified State Plan to reflect both the WIOA emphasis, the service needs of South Dakota individuals with disabilities, and finally adjust the goals and strategies as necessary.

Source Reports and Data (Base 2019 CSNA Documentation)

1. SBVI: Data Summary:
2. SBVI/DRS Field Needs Assessment
3. Governor's Task Force on Employing People with Disabilities
4. SBVI: 2019 Staff CSNA Survey of Needs
5. South Dakota SBVI Board Meeting Minutes. (2017-19)
6. South Dakota Indicator 14 2018 Report/South Dakota Department of Education
7. WIOA Primary Performance Indicators

Source Reports and Data (Key Data and service narrative bridge analysis conducted in 2017/19)

1. SBVI: Agency Year End Data (Board Reports),
2. South Dakota Department of Human Services Mission and Strategic Plan
3. South Dakota Office of Special Education Indicator 14 Results
4. South Dakota Department of Labor and Regulation Annual Workforce Reports
5. American Community Survey Data

(A) with the most significant disabilities, including their need for supported employment services;

"Individual with a Most Significant Disability" means an individual with a disability who meets the criteria for having a significant disability and in addition has serious limits in two or more functional capacities (such as, but not limited to, mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome. Individuals who meet the criteria for this Priority Level I category are determined to be individuals with the "Most Significant Disability". The needs identified for this category were as follows:

(B) who are minorities;
(C) who have been unserved or underserved by the VR program;

SBVI reviewed data, inquired through the SBVI Board and surveyed staff regarding possible underservice for individuals with disabilities with particular attention on assessing any unmet needs of individuals who are members of minority communities. The following chart reflects that SBVI caseloads for minorities exceed the state population. However, needs were identified that indicate areas to be addressed.

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	2019 Caseloads	***STATE POPULATION***
White	72%	85.0%
American Indian or Alaska Native	15%	8.6%
Black or African American	5%	1.7%
Two or more races	7%	2.8%
Asian	1%	1.0%

- ***Language Culture and Public Education:*** While data revealed a proportionate response to population, narrative responses emphasized the need for staff, employer and public education activities and events that addressed language and communication, cultural sensitivity and training. Also emphasized was addressing immigrant attitudes and fears regarding 'government services' and the difficulty previous immigrant experiences presented in referral finding and service. Significantly this set of responses regarding minorities is become more diversified particularly in larger communities such as Sioux Falls with growing immigrant communities. In the data sets many immigrant groups are likely to be statistically underrepresented. Respondents expressed an increased awareness that the success of VR services is contingent on public awareness and willingness to work with minorities and immigrants. Staff requested additional support in expanding cross education and communications with tribal programs.
- ***Behavioral Health:*** Surveys including staff and leadership expressed the need for more and extended supports for persons with severe and persistent mental illness in rural communities and, also referred to additional support when working with Tribal programs. Related needs were expressed under public education following this category of need in terms of communities of support and outreach relative to older blind populations.
- ***Public Education:*** Staff described issues of mobility and access for older blind and anticipated the need for communities of support and outreach.
- ***Access:*** Access needs were described not in the context of underservice, but more as needs experienced at the level of mainstream functional community rather than agency. The needs ranged from access service provision to people with blindness trying to operate in medical and retail settings as well as occasionally some public agencies. These needs were often presented as education needs. People also requested technical assistance to employers and the public as necessary prerequisites to full participation of persons with low vision or blindness.

(D) who have been served through other components of the statewide workforce development system; and

South Dakota has entered the WIOA era with an existing comprehensive and coordinated public and private statewide

workforce investment system. Throughout the WIA era South Dakota VR programs have had a partnership of agencies and employer resources described in the Unified Plan with the South Dakota Workforce Development Council. Public vocational rehabilitation has been represented on the State Workforce Development Council. In addition to the methods of identifying needs described elsewhere in this attachment, SBVI personnel partner with the state workforce system through local interagency teams, and by attending and presenting at statewide workforce conferences. SBVI currently participates on the DLR WIOA Implementation and Planning Group to assure the shifts in emphasis in the statewide vision and goals meets the needs persons with disabilities and are in alignment with the resources and opportunities of the greater South Dakota economic community.

- ***Administrative Infrastructure:*** The feedback of need regarding the Workforce Partners and system was limited given the specialized nature of the Division. The needs that were commented on addressed the general need for a coordinated client experience provided across agency lines including requests for increased data sharing.

- ***Employer Education and Support:*** In this need category, the emphasis was educating employers on non-intuitive aspects of the low vision and blindness experience. In this context we can include the need for coordination of employer contacts in local communities and particularly smaller communities among job placement specialists and job developers.

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Due to the progressive nature of vision loss, the majority of applicants in Program Year 2018 were between the ages of 45-64 (106). Twenty-six students/youth participated in services in the same period.

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Youth with disabilities are defined as individuals with disabilities between the age of 14 and 24 (under 25). Students with disabilities are defined as individuals with disabilities between the ages of 16 and under 21 as of July 1st; and enrolled in a secondary school receiving services under an Individual Education Plan or 504 Plan. Students with disabilities can receive Pre-Employment Transition Services without applying for Vocational Rehabilitation Services.

The Divisions of Rehabilitation Services (DRS) and Service to the Blind and Visually Impaired (SBVI) are required, in collaboration with the local educational agencies, to provide, or arrange for the provision of, pre-employment transition services (Pre-ETS) for all students with disabilities in need of such services without regard to the type of disability from VR funds reserved for this purpose.

State Vocational Rehabilitation (VR) agencies are required to set aside 15% of the Federal Award each year to provide the Required and Coordination of Pre-Employment Transition Services. The remaining balance can be utilized for Authorized Activities. These categories are explained below. In addition, Pre-ETS may be provided to all students with disabilities, regardless if they have applied for VR services. These students with disabilities who have not applied are recorded as Potentially Eligible (PE) in VRFACES.

Calculation of 15% Reserve Funds for FFY 2020

I. Total Number of Students with disabilities in South Dakota
   Using Special Ed data for SFY 2019
   2748 on IEP
   749 on 504 Plans
   3497 Total Students with Disabilities ages 16-21

II. Determine the number of students with disabilities who need Pre-ETS
   Using VR data, 1234 students with disabilities were in the VR FACES for SFY 2019

III. Calculate the cost for the provision of Pre-ETS
   $1,638,380.13 needed for Pre-ETS

IV. Calculate the amount of funds reserved for the provision of Pre-ETS
DRS & SBVI FFY 2020 Award is $11,107,868.00
15% is $1,666,180.20

V. Set Aside Amount
$27,800.07

- Transition Cooperative Agreement: This category surfaced needs for increased counselor connectivity to schools including closer IEP working relationships, early education of parents and students, additional student services in summer month.

- Administrative Infrastructure: Surveys, SBVI staff and leadership articulated needs in this context in the focus of continued refinement of the service connections and relationships between SBVI, DRS, schools and the community providers.

- Additional CRP/Provider services: Respondents specified customized employment capacity and resources necessary for placement, stabilization and longer-term support of clients experiencing blindness or low vision.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

CRP Provider Services: Respondents described the need for job placement providers in rural and urban settings. Related were expressions of need for a broader range of provider services including home services.

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Independent Living: When respondents described needs in the context of living independently, the focus was primarily on the needs for medical and social support for the medically fragile client and elderly clients with blindness and or low vision.

Administrative Infrastructure: Two Commentators focused on provider training regarding billing and the VR process.

Rural Access/Economy/Job Development/Placement: These two categories of need repeated the need of job placement specialists in primarily rural areas and job placement personnel qualified to serve low vision and blind clients in both rural and urban settings.

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

Rehabilitation Counselors focus on counseling and guidance, working closely with students to determine an employment goal based on their interests, skills and abilities, and plan services that will help them to obtain their goal of employment. Of the 119 plans developed for youth, counseling and guidance is the most common service at 90%, followed by transportation to attend pre-employment transition activities at 33%. SBVI has an agreement with the SD School for the Blind & Visually Impaired for a Transition Specialist who provides statewide transition services to schools and students with vision loss.

In conjunction with the Division of Rehabilitation Services, SBVI has an agreement with the South Dakota Office of Special Education to fund the Transition Services Liaison Project (TSLP). The TSLP provides technical assistance and training to students, parents, local education agencies and adult service agencies to assist with transition activities that result in a successful transition from education to postsecondary opportunities and employment.

- ***Transition Services Cooperative Agreement:*** The emphasis of the cooperative agreement related to needs focused on refining the connection of VR agency staff with transitioning students and school staff to increase referrals. The surveys and interviews also described the need to reach out to parents and students in terms of general orientation to transition services and timing. Finally, comments occurred in both agencies identifying the need for cross training adult service and school personnel regarding related policies and procedures.
- ***Administrative Infrastructure:*** Field service and leadership interviews emphasized the need to continue the refinement of coordination of the resources of SBVI, DRS and CRPs in building the South Dakota transition program.

- ***Additional CRP/Provider services:*** Additional customized employment capacity and resources were requested.

k) Annual Estimates. *Describe:*

(1) The number of individuals in the State who are eligible for services.

According to the 2017 Cornell University Disability Status Report there are approximately 11,400 South Dakota citizens with a visual disability between the ages of 16 and 74. Approximately 3,200 or 41% of people between the ages of 21 to 64 are working full time/full year employment. For the same age group of 21 to 64, South Dakota citizens with visual disabilities had the fifth highest employment rate in the nation of working-age people with visual disabilities at 57.8%. In FFY 2020, it is estimated that 534 eligible citizens will be served by SBVI.

(2) The number of eligible individuals who will receive services under:

(A) The VR Program;

To assist the Statewide Workforce System in developing the needs determination section of the State Unified Plan, SBVI provides all partners the statewide estimates of individuals who are eligible for vocational rehabilitation services and supported employment services and the costs for services provided as planning and programming data as part of the SBVI state plan update. These annual estimates are reported to the State Workforce Development Council as part of partner planning for addressing service needs statewide to include services to citizens with disabilities. Public vocational rehabilitation is represented on statewide workgroups that address service delivery and capacity among workforce partners including local needs of the one-stop centers across the state. The number of individuals eligible for services in the Division of Service to the Blind and Visually Impaired has ranged from 195 to 244 over the past several years. In FY 2019, SBVI provided services to 533 people with 195 people found eligible for services during that year. During FY 2020, the Division of Service to the Blind and Visually Impaired (SBVI) estimates based on data from prior years and service projections that a total of 534 eligible citizens will receive services.

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(B) The Supported Employment Program; and

The Division of Service to the Blind and Visually Impaired will not be receiving funds for Title VI Part B Supported Employment funds. Supported employment services will be provided utilizing Title I, Part B Vocational Rehabilitation funds.

(C) each priority category, if under an order of selection.

N/A

(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

SBVI is currently able to provide services to all people eligible for the vocational rehabilitation program.

(4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

In FFY 2020, for Title I, Part B Vocational Rehabilitation, SBVI anticipates a total of 534 eligible citizens will be served at a case service cost of $1,392,858.

In FFY 2021, for Title I, Part B Vocational Rehabilitation, SBVI estimates 535 eligible citizens will be served at a case service cost of $1,374,858.

l) State Goals and Priorities. *The designated State unit must:*

(1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

The South Dakota Division of Service to the Blind and Visually Impaired (SBVI) mission is to provide individualized rehabilitation services that result in optimal employment and independent living outcomes for citizens who are blind or visually impaired. To accomplish this mission, the Board of SBVI (State Rehabilitation Council) and the Division of SBVI jointly developed the goals listed below in cooperation with core partners identified in the Workforce Innovation and Opportunity Act. Information from the comprehensive statewide needs assessment was also used in the development of these goals.

(2)Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Goal 1: Improve earnings, benefits, and career advancement for clients served by SBVI.

Goal 2: Work with workforce programs and other partners so that referral sources, employers, and citizens who are blind or visually impaired are aware of the unique services provided by SBVI.

Goal 3: Ensure that Vocational Rehabilitation clients receive services that allow for informed choice and help them to improve their ability to communicate, interact, and perform to their potential in their community.
Goal 4: Strengthen the agency's ability to provide quality services to minority populations in South Dakota.

Goal 5: Provide quality transition services to eligible students that facilitate their movement from school to post-secondary education and/or optimal employment outcomes.

(3)Ensure that the goals and priorities are based on an analysis of the following areas:

(A) the most recent comprehensive statewide assessment, including any updates;

The goals were developed based on the analysis of comprehensive statewide needs assessment and public input.

(B) the State's performance under the performance accountability measures of section 116 of WIOA; and

The goals were developed based on SBVI meeting performance accountability measures of WIOA.

(C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

RSA monitoring review reports, annual report cards, client satisfaction survey responses and other relevant information is shared with the Board of SBVI for consideration in developing goals, priorities and strategies for SBVI service delivery.

All relevant information was considered and shared with the Board of SBVI when developing goals, priorities and strategies.

m) Order of Selection. *Describe:*

(1) Whether the designated State unit will implement and order of selection. If so, describe:

(A) The order to be followed in selecting eligible individuals to be provided VR services.

The Division of Service to the Blind and Visually Impaired is able to serve all eligible individuals and is not on an order of selection.

(B) The service and outcome goals.

(C) The time within which these goals may be achieved for individuals in each priority category within the order.; and

(D) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities.

N/A

(2) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

N/A

n) *Goals and Plans for Distribution of title VI Funds*

(1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

South Dakota SBVI no longer receives an annual allotment of Title VI—B funds. The South Dakota Division of Service to the Blind and Visually Impaired (SBVI) is committed to ensuring that rehabilitation services are made available on a statewide basis to individuals with the most significant disabilities who have not traditionally been competitively employed or for whom competitive employment has been interrupted or intermittent. These services are available through the Supported Employment Program. Because SBVI does not receive a federal supported employment allotment, these services are provided through using basic vocational rehabilitation funds.

(2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :

(A) the provision of extended services for a period not to exceed 4 years; and

South Dakota SBVI no longer receives an annual allotment of Title VI-B funds. Due to the reporting burden with the requirements for matching and tracking Title VI-B funds, SBVI will serve individuals with the most significant disabilities through the Vocational Rehabilitation Program. Youth with the most significant disabilities will have access to Project Skills, paid work experiences, Project Search and other opportunities. Extended services will be available from SBVI for youth with the most significant disabilities for up to 4 years with other entities providing long term supports after that time period.

(B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Medicaid waiver funds are available for extended services and expanded supported employment opportunities for youth with the most significant disabilities. In addition, the public-school system offers options for expanded supported employment opportunities.

o) State's Strategies. *Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):*

(1) The methods to be used to expand and improve services to individuals with disabilities.

The Board of Service to the Blind and Visually Impaired established goals and strategies to assist individuals with disabilities to obtain competitive jobs in the labor market, increasing self-sufficiency, personal independence, and full inclusion into the community. The goals were developed as a result of the information compiled from the comprehensive statewide needs assessment, and strategies listed below are key steps in accomplishing those goals:

Strategy 1.1: Increase utilization of South Dakota Rehabilitation Center for the Blind to improve skills of clients served, including alternative techniques and vocational services.

Strategy 1.2: Maintain and emphasize the quality of job development services to SBVI clients by providing specialty training on blindness and visual impairments to providers.

Strategy 1.3: Expand the use of Integrated Resource Teams to address the broad array of needs for those with significant disabilities.

Strategy 2.1: Design and disseminate outreach materials and participate in activities that target employers to educate them on the capabilities of people who are blind or visually impaired.

Strategy 2.2: Annually conduct activities that promote services for citizens with vision loss including those from minority backgrounds.

Strategy 2.3: Annually review and update outreach materials and procedures that staff utilize to promote services to referral sources, employers and other entities.

Strategy 3.1: Develop assistive technology training resources to improve accessibility for individuals who are blind or visually impaired, including those with the most significant disabilities.

Strategy 3.2: Collaborate with workforce programs and other partners to ensure essential life supports are in place so SBVI clients have the skills necessary to obtain employment.

Strategy 3.3: Ensure access to specialized skills training by trained/certified providers.

Strategy 3.4: Improve access to peer supports and behavioral health supports to address life conditions of those with visual impairments and blindness.

Strategy 4.1: Coordinate with the Board of Vocational Rehabilitation and workforce programs to plan educational activities on norms, beliefs and values of minority populations.

Strategy 4.2: Collaborate with Tribal Vocational Rehabilitation programs to ensure that all eligible individuals are served in an effective and efficient manner on reservations and tribal lands.

Strategy 4.3: Inform minority populations of vocational rehabilitation services and the role of SBVI to meet the needs of those who are blind or visually impaired in these populations.

Strategy 5.1: Continue transition activities and services, such as Project Skills, Project Search, Youth Leadership Forum, Catch the Wave, and SBVI Transition Week, which provide students with valuable experiences and skills development needed to move from school to employment.

Strategy 5.2: Develop strategies with the SD School for the Blind and Visually Impaired Transition Specialist to provide statewide education to teachers, students and family members about services available to students through SBVI.

(2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

SBVI makes assistive technology available to rehabilitation clients throughout the rehabilitation process. It is typical for SBVI to expend 25 percent of the VR case service budget on assistive technology (AT) devices and services each year. To ensure clients are assessed for their individualized needs, the state's assistive technology project, DakotaLink, provides AT services on a fee for service basis with certified technologists located across the state. An Assistive Technology Specialist is housed at the Rehabilitation Center for the Blind to provide intensive AT training and technical assistance. While providing one on one and classroom training, the AT specialist is also available to offer technical assistance via e-mail, phone, Skype and other modes to assist VR clients with their AT questions. In addition, SBVI has a variety of programs to meet assistive technology needs of citizens with vision loss who meet eligibility requirements for the older blind program. The Assistive Technology Advisory Committee of the Board of SBVI addresses assistive technology by meeting and bringing recommendations to the full board.

SBVI will expand assistive technology training resources to improve accessibility for individuals who are blind or visually impaired, including those with the most significant disabilities. Assistive technology services and devices will be available throughout the rehabilitation process through SBVI vocational rehabilitation counselors, rehabilitation teachers or private providers. These services are available on a statewide basis

(3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

According to the 2010 census, South Dakota's minority (non-white) population was 14.1 percent. The largest minority group in South Dakota involves American Indians from nine South Dakota Tribes making up 8.8 percent (2010 U.S. Census) of the state's total population. Service to the Blind and Visually Impaired has Vocational Rehabilitation Counselors who serve each of the reservation areas. These VR Counselors meet with local Indian Health Services and tribal government staff to identify potential referrals. VR counselors have been welcomed to work out of tribal offices when meeting with applicants/clients living on the reservation. With a 70%-80% unemployment rate on our reservations, South Dakota is fortunate to have five American Indian Vocational Rehabilitation Services Programs (AIVRS). These programs have greatly improved access to vocational rehabilitation services for those Native Americans served by these AIVRS Programs. The Division has established an on– going working relationship with each of the programs. Native American clients living on reservations have the choice of either being served by the AIVRS, the state unit or jointly by both programs. We encourage clients to be served either by the AIVRS Program or jointly by both projects. The AIVRS Programs have a better grasp of the cultural and service delivery barriers that exist on reservations. SBVI has access to specialized programs and services which are not feasible for an AIVRS Program to

maintain. On those reservations where an AIVRS Program exists, SBVI will focus its outreach activities to network with the AIVRS Programs to ensure that Native American clients have access to the full range of vocational rehabilitation services. SBVI has a formal cooperative agreement with each AIVRS Programs.

Outreach activities that target businesses to educate them on the capabilities of people who are blind or visually impaired will include: annually conduct activities that promote services available for citizens with vision loss including those from minority backgrounds; annually review and update outreach materials and procedures that staff utilize to promote services to referral sources, employers and other entities; ensure that outreach methods address the needs of those with the most significant disabilities; maintain regular contact with minority service agencies to increase awareness of services that are available; collaborate with Tribal Vocational Rehabilitation and other programs to ensure that all services are provided in an effective and efficient manner while addressing cultural diversity; provide SBVI staff with resources and training so they are able to meet the cultural and linguistic needs of diverse populations; and strengthen extended services to assure successful employment for clients with the most significant disabilities.

The Board of Service to the Blind and Visually Impaired has Native American representation, which assists in providing guidance and consultation to the Division on policy issues affecting Native Americans.

(4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

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Continue transition activities and services including: Project Skills, Project Search, Youth Leadership Forum, SBVI Transition Week, and the Transition Services Liaison Project that provide students with pre-employment transition services. Provide summer Pre-ETS activities in communities statewide through agreements with local providers. Collaborate with the SD School for the Blind and Visually Impaired and public schools to improve access to pre-employment transition services. Conduct outreach activities with teachers, students with disabilities, and their parents to provide information about SBVI services. Through a coordinated effort of systems, prepare youth with the knowledge, skills and ability to become economically self- sufficient. Educate teachers, students and family members about the services available through SBVI and other workforce partners. Increase the provision of independent living and social skills training to ensure clients and youth have the skills required to obtain employment.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Increase utilization of South Dakota Rehabilitation Center for the Blind to improve skills of SBVI clients, including alternative techniques and vocational services.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

Expand the use of Integrated Resource Teams to address the broad array of needs for those with significant disabilities. Improve the quality of job development services by SBVI staff providing specialty training on employment and vision loss to providers and businesses. Access SSI/ SSDI benefits specialist's services and training to assist individuals with significant disabilities to manage their benefits while participating in employment.

(7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

Educate staff and clients on programs and services offered through other entities including DLR, DOE, and other public and private entities including the Veteran's Administration. Educate teachers, students and family members about the services available through SBVI and other workforce partners. SBVI will serve as a resource on accommodations for citizens with vision loss to other components of the statewide workforce system.

(8) How the agency's strategies will be used to:

(A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

The Division of SBVI will work with the Board of SBVI to measure and report progress on goals and priorities, including

those needs identified in the statewide needs assessment.

(B) support innovation and expansion activities; and

Utilization of Innovation and Expansion Funds Section 101 (a) (18) of the Rehabilitation Act of 1973 as amended requires the State Vocational Rehabilitation Agency to reserve and use a portion of the funds for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, with an emphasis on services to individuals with the most significant disabilities; and to support the funding of the State Rehabilitation Council (Board of SBVI).

The Division of Service to the Blind and Visually Impaired has reserved funds for utilization in innovation and expansion activities. These funds will be used for the following activities: Support the costs of the Board of SBVI. This includes staff costs (drivers), accommodations and other direct costs involved in Board activities. Support initiatives approved by the Board of SBVI to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of the statewide assessment, monitoring activities conducted under Section 107 and goals and priorities of the State. Areas of emphasis include the provision of assistive technology services and devices, services for students and youth with disabilities, improving community rehabilitation programs, working with businesses and employers to achieve and optimize employment opportunities and outcomes for individuals served by SBVI in conjunction with other core partners in the workforce system.

(C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

SBVI will address any barriers to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program. All SBVI offices are at accessible locations along bus routes, public meetings are held at locations that are physically accessible to people with disabilities, and accommodations are available upon request. Alternative formats are available for information (Braille, flash drive, large print, and auxiliary aids) and at events, as well as interpreters for deaf/hard of hearing or foreign language needs. The SBVI web page is accessible to individuals with disabilities who use accessibility software.

p) Evaluation and Reports of Progress: ***VR and Supported Employment Goals. Describe:***

(1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

Goal 1: Improve the earnings, benefits, and career advancement for clients served by SBVI.

Strategy 1.1: Increase utilization of South Dakota Rehabilitation Center for the Blind (SDRC) to improve skills of clients served, including alternative techniques and vocational services: Program participation for SDRC services were provided to 282 participants in FFY19. This decrease from the previous year due to fewer number of referrals to the vocational resources program, and a substantial decrease in the number of clients accessing the walk-in clinic and assistive technology classes.

Strategy 1.2: Improve the quality of job development services to SBVI clients by providing specialty training on blindness and visual impairments to providers: SBVI Vocational Rehabilitation Counselors perform job development in instances that their expertise in blindness and visual impairments is critical. Training on service provision to citizens with vision loss is provided by counselors to providers including resources available to clients with vision loss. Training is available at the SD Rehabilitation Center for the Blind free of charge to providers. In 2019, four separate webinars were conducted with job placement providers to increase their comfort level in job placement situations to provide safe training to SBVI clients with vision loss. Over 20 employment specialists attended the webinars and received continuing education credits for their participation. The webinars and presentation materials have been saved on the SBVI website for other providers to be able to view and learn. This four-session training was very valuable to employment specialists, teaching them the anatomy of the eye, common eye diseases and how they affect vision, learning about barriers and how to overcome them, low vision assistive technology, orientation and mobility, and useful resources for HR staff and supervisors helping employees who experience vision loss to maintain employment. The training received very positive

survey responses.

Strategy 1.3: Increase the use of SSI/ SSDI benefits specialist services and training to assist individuals with significant disabilities to manage their benefits: Counselors referred 30 clients for benefits specialist services PY18. Counselors continue to work closely with Benefit Specialists and promote their services with clients who are on SSI/SSDI.

Strategy 1.4: Provide annual training in areas of need that are specific to blindness or visual impairment including assistive technology (AT): In 2018-2019 the following training sessions were offered and provided to SBVI staff: Orientation and Mobility (3 part series); Assistive Technology devices; Diabetes education; Secondary Disabilities and their Impact on individuals with Vision Loss; Low vision; Psychological Aspects of Vision Loss and Counseling Approaches to use with People with Visual Impairments. Staff utilizes the AT Specialist at the SD Rehabilitation Center for training regarding specific topics related to assistive technology. In addition, DakotaLink provides hand's on training on assistive technology in group settings and on an individual basis. The DakotaLink Coordinator of Technical Services was a member of the Board of SBVI during this time period and served on the Assistive Technology Committee for the Board. Rehabilitation Counselors also are required to attend training at the Rehabilitation Center for the Blind, including training on assistive technology.

Strategy 1.5: Exceed performance levels established for the Performance Indicators under Evaluation Standard 1-Employment Outcomes (established in 34 CFR Sec. 361.84(c)(1) of the Federal Regulations):

- Program Year 2018 (PY18) Performance: The number of people were served through the SBVI VR Program during PY18 remained stable at 534. 111 people were successfully rehabilitated through the vocational rehabilitation program in PY18. The median earnings for people who obtained and/or maintained employment fourth quarter after exit through the vocational rehabilitation program in PY18 was $4,852.39.
- PY18 marks the eleventh year that SBVI has partnered with the Board of SBVI to conduct a client satisfaction survey using the SBVI Client Satisfaction Questionnaire (CSQ—8) survey. The survey consists of eight core questions and an additional seven questions that were developed with the help of the Board of SBVI.
- In FFY 2019, the survey was mailed out to 185 people who received services and were closed from the SBVI vocational rehabilitation program during the past fiscal year. Of 185 questionnaires mailed out, 81 were returned, which is a 43 percent response rate. The overall client satisfaction mean continues to be very high, at 29.61 out of a possible score of 32, with a standard deviation of 4.15. The variables correlating the strongest level of satisfaction was satisfaction with employment, with help adjusting to blindness, and more independence.

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Performance levels will be re-evaluated once negotiated performance measures are in place.

Goal 2: Develop outreach methods so that referral sources, employers, and citizens who are blind or visually impaired are aware of the unique services provided by SBVI.

Strategy 2.1: Design and disseminate outreach materials and participate in activities that target employers to educate them on the capabilities of people who are blind or visually impaired. Staff prioritized outreach efforts to educate businesses, schools, providers and the general public on services available from SBVI. Staff report on their efforts on a monthly basis and this is a performance expectation on their annual appraisal reviews. A system for tracking has been implemented so metrics can be analyzed in the future, particularly with employer contacts.

Strategy 2.2: Annually conduct two or more activities that promote services for citizens with vision loss including those from minority backgrounds: SBVI participated in State and Tribal Vocational Rehabilitation Program biannual meetings for information sharing and to identify and address specific needs and concerns. SBVI participated in the National Disability Awareness Month events hosted by the Oun'iyekiyapi Vocational Rehabilitation Services, Cheyenne River Sioux Tribe in Eagle Butte in October 2018. There were several visits made to tribal VR programs in the state, including meeting with the Lower Brule VR program in September 2018, as well as the Oglala Sioux Tribal VR Program in Kyle, SD in November 2018 and November 2019. These regular meetings help to enhance relationships, clarify roles for joint cases and provide opportunity to discuss future training and awareness activities. KILI, the local radio station, interviewed an SBVI Counselor in 2019, and as a result, several referrals were made to the SBVI program. The Oglala Sioux Tribal program regularly invites VR staff to be interviewed on their radio show to help educate citizens about

programs and services. A meeting was also held after the Fall Conference in October 2018 and 2019 with Tribal VR and state VR programs. These meetings are another opportunity to meet and discuss issues that arise and opportunities to collaborate. Examples of these opportunities include participating in transition age students' events and sharing a booth at the annual Lakota Nation Invitation basketball tournament in Rapid City each year, which is a forum for information dissemination to all of the state Tribes.

The Oyate' Circle is a resource, education, outreach and training effort through Center for Disabilities at University of South Dakota School of Medicine. Oyate' Circle serves Native Americans with disabilities in South Dakota. Led by Oglala Lakota tribal member Jim Warne and named after the Lakota word for "the people," the Oyate' Circle conducts education and outreach campaigns about the needs of Native Americans with disabilities. They delivered cultural diversity training to Department of Human Services employees in Lower Brule, Pine Ridge and Flandreau (2 sessions) in July 2018. They delivered the final cultural diversity training session on the Lake Traverse Reservation at the Dakota Sioux Casino on September 20, 2018. Over three hundred DHS employees attended the training which featured speakers who addressed Native American history and cultural values. In 2019 the Oyate' Circle also provided four Disability Awareness Trainings throughout the state of South Dakota, strategically placed to include rural Native communities. They are working to develop a "how-to" handbook for Native community members and service providers, including tribal vocational rehabilitation, tribal college counselors and other professionals working with people with disabilities. VR Counselors attended those trainings and provided information to the audience about working jointly with the Tribal VR programs to provide services to individuals on tribal lands.

Strategy 2.3: Provide annual training and materials for staff to train them to market services to targeted audiences: Outreach materials were developed and disseminated to staff with instructions for marketing services to target audiences including employers, service providers, schools and many other entities, including optometrists and ophthalmologists. SBVI continues to discuss and identify who our target audience is, and where we need to focus our outreach efforts to increase awareness and referrals.

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Strategy 2.4: Annually review and update outreach materials and procedures that staff utilize to promote services to referral sources, employers and other entities: Outreach materials were reviewed and options for outreach were discussed at the SBVI all staff meetings in 2018 and 2019. Best practices were shared and materials for outreach were deemed to be appropriate to meet current needs for outreach.

Goal 3: Ensure that Vocational Rehabilitation clients receive services that allow for informed choice and help them to improve their ability to communicate, interact, and perform to their potential in their community.
Strategy 3.1: Develop assistive technology training resources to improve accessibility for individuals who are blind or visually impaired, including those with most significant disabilities: The Board of SBVI Assistive Technology Advisory Committee reviews the assistive technology resource guide annually. This information is disseminated to those served by SBVI and is available on the Division web site. The Assistive Technology (AT) Specialist at the South Dakota Rehabilitation Center for the Blind has implemented training options including designated times for walk-in or call in technical assistance and training. The SD Rehabilitation Center for the Blind hosts "First Fridays" each month offering seminars on a variety of topics, including AT training. The Assistive Technology Access Project covers costs for up to five hours of training from DakotaLink, the state assistive technology project. This allows current and former clients to get assistance as technology changes and new options for access become available.

Strategy 3.2: Increase the provision of independent living and social skills training when necessary to VR clients to ensure that they have the skills necessary to obtain employment: The SD Rehabilitation Center for the Blind incorporates independent living and social skills into the curriculum for those who participate in training including youth with vision loss who attend Transition Week. SBVI Rehabilitation Teachers provide hands-on training to assist clients to overcome barriers by learning alternative techniques to increase their confidence and independence. Field Rehabilitation Teachers provide services in the home and the workplace on a statewide basis. Peer support groups have also been established in many communities around the state, and Rehabilitation Teachers participate in those meetings on a regular basis. SBVI assisted with funding for one student to participate in Augie Access at Augustana University for the 2018-2019 school year. Students with developmental disabilities attend a post-secondary program for three years. During the 2019 summer, Pre-ETS Initiative offered training opportunities for high school students with disabilities focusing on training in

workplace readiness training to develop social skills and independent living, instruction in self-advocacy, and information about VR services and other programs available to assist individuals with disabilities. A total of eleven entities were involved in this initiative around the state, and four students with vision loss that participated.

Strategy 3.3: Promote access to programs and services in the statewide workforce investment system: SBVI works with the DLR through a memorandum of understanding that outlines roles and responsibilities of vocational rehabilitation and other programs in the state workforce investment system. The Core Partner Alignment Consortium (CPAC) includes all WIOA core partners and we have established quarterly meetings to discuss ongoing joint activities in the state, as well as opportunities to collaborate better together. With most of our offices co-located with the Dept. of Labor, conversations focus on how to best meet the needs of our clients in those locations, discuss joint cases and referral processes, and plan outreach activities and trainings together. Training is conducted for audiences at the annual vocational rehabilitation conference to offer the opportunity for them to learn about DLR services. Local Integrated Resource Teams have been established to bring together local core partners to discuss efforts to collaborate at the local level and work together with identified clients who need more intensive employment services in order to be successfully employed.

Strategy 3.4: Serve at least 5 individuals in Supported Employment to ensure services are comprehensive and have long term supports: Training has been provided to SBVI staff on supported employment strategies, motivational interviewing and person-centered planning which resulted in counselors providing supported employment services and identifying long terms supports for 12 SBVI clients in FFY 2019. With lack of Supported Employment funds, SBVI continues to provide services to those clients with most significant disabilities through regular VR funding.

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Goal 4: Strengthen the agency's ability to provide quality services to the ever-changing minority populations that exist in South Dakota.

Strategy 4.1: Maintain regular contact with Native American Nations and minority service agencies to increase awareness of services that are available: In FY 2018 and 2019, SBVI joined the Division of Rehabilitation Services and the Directors of the five Native American Vocational Rehabilitation Programs in meetings designed to continue the positive strides that have been made over the past years in coordinating services and promoting the employment of Native American citizens who are blind or visually impaired. SBVI also has had an informational booth each year at the Lakota Nation Invitational basketball tournament held in Rapid City which is a forum for information dissemination to all of the state Tribes.

Strategy 4.2: Collaborate with tribal VR programs to ensure that all eligible individuals are served in an effective and efficient manner on reservations and tribal lands: SBVI utilizes the cooperative agreements that are in place with Native American Vocational Rehabilitation Programs as a guide when coordinating services on reservations and tribal lands. SBVI staff travel to provide regular staff presence in the Kyle and Pine Ridge offices located on the Pine Ridge Reservation, Eagle Butte on the Cheyenne River Reservation, McLaughlin on the Standing Rock Reservation, Lower Brule Reservation and Mission on the Rosebud Reservation to educate people on State VR services, take applications for those interested in services, and meet with Tribal VR to discuss and plan services for joint cases.

Strategy 4.3: Provide bi-annual training to agency staff to provide tools for meeting the cultural and linguistic needs of culturally diverse populations: Training to address cultural and linguistic needs of diverse populations was delivered through collaboration with local agencies and the Tribal VR Programs. The Oyate' Circle delivered cultural diversity training to Department of Human Services employees in Lower Brule, Pine Ridge and Flandreau (2 sessions) in July 2018. They delivered the final cultural diversity training session on the Lake Traverse Reservation at the Dakota Sioux Casino on September 20, 2018. Over three hundred DHS employees attended the training which featured speakers who addressed Native American history and cultural values.

Goal 5: Provide quality transition services to eligible students that facilitate the students' movement from school to post-secondary education and/or employment and results in successful employment.

Strategy 5.1: Continue transition activities and services, such as Project Skills, Project Search, the Youth Leadership Forum, Catch the Wave, and SBVI Transition Week, which provide students with valuable experience and skills needed to move from school to employment: For transition age clients with vision loss, forty transition activities and services

were provided to fifteen SBVI students in FFY 2019.

Strategy 5.2: Develop additional mentoring opportunities for students who are blind or visually impaired: Mentoring activities were planned in conjunction with Transition Week at the SD Rehabilitation Center for the Blind through participation of SBVI Board members in transition and job exploration activities. SBVI staff who are blind or visually impaired serve as mentors for citizens with recent loss of vision.

Strategy 5.3: Collaborate with the SD School for the Blind and Visually Impaired Transition Specialist to provide statewide education to teachers, students and family members about services available to students through SBVI: SBVI collaborates and provides oversight to ensure that enhanced VR services, including pre-employment transition services, are being provided to SBVI transition age youth. The SBVI Assistant Director serves on the School for the Blind and Visually Impaired Advisory Council. The Transition Specialist also now serves on the Board of Service to the Blind and Visually Impaired.

(B) Describe the factors that impeded the achievement of the goals and priorities.

The state unemployment rate affects achievement of goals and priorities. When the unemployment rate is low, there is a decrease in applicants for services. In addition, there has been a decrease in the number of individuals accessing assistive technology training at the SD Rehabilitation Center for the Blind. This may be due to iPhones and other technology being readily available with accessibility already built in. Vocational resources program at SDRC has also decreased, likely as a result of the low unemployment rate.

(2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

SBVI is committed to ensuring that rehabilitation services are made available on a statewide basis to individuals with the most significant disabilities who have not traditionally been competitively employed or for whom competitive employment has been interrupted or intermittent. SBVI does not receive a supported employment Title VI Part B allotment. Instead, Title I vocational rehabilitation funds are authorized to providers of the client's choice; the amount of funds authorized is based upon the individual's needs, type of placement, hours, and type of employment.

(B) Describe the factors that impeded the achievement of the goals and priorities.

All goals were achieved in PY 2018 and all strategies contributed to achieving the goals are outlined. There were no factors that impeded the achievement of goals.

(3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Baseline measures have not been developed to address performance accountability indicators under section 116 of WIOA. However, SBVI has compiled two years of data on WIOA performance measures. This data will be evaluated, and performance measures will be negotiated with RSA to implement a baseline to report to RSA.

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program; 45.45% in PY17, 62.32% in PY18.
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program; Data not available in PY17, 41.92% in PY18.
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; $3,969.16 in PY17, $4,138.85 in PY18.
4. The percentage of program participants who obtained a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program. For those participants who obtained a secondary school diploma or its recognized equivalent, the participant must also have obtained or retained employment or be in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program; 20% in PY17, 13.13% in PY18.
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; 53.85% in PY17, 20.18% in PY18.
6. The indicator(s) of effectiveness in serving employers. Data not yet available.

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

The Rehabilitation Act requires that a portion of funds be reserved for innovation and expansion activities. The Division of SBVI works with the Board to prioritize these activities. The Board of SBVI utilizes the Division senior secretary for support of Board activities due to the limited resources available for personnel. Activities supported by the Board of SBVI in PY 2018 were as follows: 1: Costs associated with Board Member attendance at quarterly meetings; 2: Public Meeting promotion and facilitation (to gather input on the need to expand services, especially for individuals with the most significant disabilities); 3: Client Satisfaction Surveys; 4. Joint activities with the Board of Vocational Rehabilitation and the Statewide Independent Living Council; 5: National Disability Employment Awareness Month Activities; 6: Workshop registration and travel expenses for Board Members attendance at agency training, and client conventions; 7: Education and outreach to promote the capabilities of citizens with vision loss and services offered by SBVI; 8: Workshop registration and travel expenses for clients' attendance at state conventions of client organizations; 9: Other activities approved by the Board of SBVI to address agency goals and strategies.

Board members participate in prioritizing innovation and expansion activities which impact citizens who are blind or visually impaired. Innovation and expansion funds are used in accordance with priorities in the Rehabilitation Act as amended

q) Quality, Scope, and Extent of Supported Employment Services. *Include the following:*

(1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

The Division of Service to the Blind and Visually Impaired (SBVI) provides services to individuals with the most significant disabilities including youth with the most significant disabilities who require intensive support to prepare for, secure, retain, or regain employment. The services are designed to meet the current and future needs of these individuals whose disabilities are of such a nature that they need continuous, on-going support and extended services in order to engage in and maintain gainful employment. SBVI provides services including evaluation, assessment, job matching, job development, job placement, job coaching, and training for natural supports including extended services and other comprehensive follow along supports.

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Ensuring that quality supported employment (SE) services are being provided to individuals with the most significant disabilities in South Dakota is a priority for the Service to the Blind and Visually Impaired. SBVI works in collaboration with the South Dakota Division of Rehabilitation Services (DRS) to ensure the supported employment services incorporate key values such as self-determinism, informed choice, person-centered supports, quality of life, and full inclusion.

SBVI and DRS provide training to VR counselors and supported employment service providers to ensure quality services. The South Dakota Center for Disabilities provides training for supported employment service providers in South Dakota through an agreement with vocational rehabilitation.

Divisions of DRS and SBVI implemented a 25% higher reimbursement rate to supported employment service providers who obtain a Certified Employment Support Professional credentials and participate in a two-day person-centered planning training. In addition, the Divisions sponsor and arrange trainings to help service providers improve their service ability and maintain their continued education credits.

In September of 2018, SBVI began receiving training from Griffin-Hammis Associates for Customized Employment training to vocational rehabilitation counselors, supervisors and employment service providers to increase knowledge and expertise in service delivery to better meet the needs of individuals with more significant limitations to employment. This will make available a new kind of service that will allow staff to personalize the job search and placement process resulting in increased successful outcomes for those who could not be serve or who were not well served by more traditional services in the past.

(2) The timing of transition to extended services.

The State Vocational Rehabilitation Agencies (DRS and SBVI) provide time—limited services needed to support an individual in employment. Vocational Rehabilitation can fund up to 24 months of follow along services unless the Individual Plan for Employment indicates that more than 24 months of services are necessary for the individual to

achieve job stability prior to transitioning to extended services. For individuals who are youth with the most significant disabilities, Vocational Rehabilitation can fund a maximum of 48 months of job coaching and follow-along services.

Prior to the purchase of supported employment services, the need for the services, the appropriate extended services and funding, and the appropriate agency for service provision are established and identified on the IPE. The transition to the extended services (long term funding source) occurs when 18 months of job coaching and follow along services have been provided or earlier if the following three requirements are met: The individual's employment is stable; The individual has met the hourly goal of employment established in the IPE; and the extended services are immediate without any interruption in the provision of the ongoing services to maintain employment.

If the IPE indicates that more than 24 months of services are necessary for the individual to achieve job stability, the time-limited services of job coaching and follow along can exceed 24 months. After the individual has transitioned to extended employment, the individual must maintain employment for at least 90 days prior to case closure.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES CERTIFICATIONS

	States must provide written and signed certifications that:
1.	The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, and its supplement under title VI of the Rehabilitation Act;
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency)[16] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan[17], the Rehabilitation Act, and all applicable regulations[18], policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan[19], the Rehabilitation Act, and all applicable regulations[20], policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7.	The (enter title of State officer below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8.	The (enter title of State officer below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
9.	The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

	The State Plan must provide assurances that:
1.	**Public Comment on Policies and Procedures:** The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2.	**Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement*:*** The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3.	**Administration of the VR services portion of the Unified or Combined State Plan*:*** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act. (b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected): (A) is an independent State commission. (B) has established a State Rehabilitation Council. (c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B)

of the Rehabilitation Act.

(d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

(e) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No)

(f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No)

(g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan.

(h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

(i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.

(j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

(k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

(l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

(m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. **Administration of the Provision of VR Services:** The designated State agency, or designated State unit, as appropriate, assures that it will:

(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

(b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)

(d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act .

(f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

(g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

(h) comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

(j) with respect to students with disabilities, the State,

(i) has developed and will implement,

(A) strategies to address the needs identified in the assessments; and

(B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

has developed and will implement strategies to provide pre- employment transition services (sections 101(a)(15) and 101(a)(25)).

5. **Program Administration for the Supported Employment Title VI Supplement:**

(a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

(b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

(c) The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. (a) **Financial Administration of the Supported Employment Program:** The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. (a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

(b) The designated State agency assures that:

i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act

(c) an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

APPENDIX

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Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021: Employment (Second Quarter after Exit); Employment (Fourth Quarter after Exit); Median Earnings (Second Quarter after Exit); Credential Attainment Rate; and Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021: Employment (Second Quarter after Exit); Employment (Fourth Quarter after Exit); and Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021: Employment (Second Quarter after Exit); Employment (Fourth Quarter after Exit); Median Earnings (Second Quarter after Exit); and Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Include the state's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of the Workforce Innovation and Opportunity Act (WIOA).

	TITLE I – ADULT PROGRAM			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	**75%**		**76%**	
Employment (Fourth Quarter after Exit)	**71%**		**72%**	
Median Earnings (Second Quarter after Exit)	**$5000**		**$5100**	
Credential Attainment Rate	**60%**		**62%**	
Measurable Skill Gains	**49.8%**		**49.8%**	

	TITLE I – DISLOCATED WORKER PROGRAM			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	**78.4%**		**78.4%**	
Employment (Fourth Quarter after Exit)	**78%**		**78%**	
Median Earnings (Second Quarter after Exit)	**$6950**		**$7000**	
Credential Attainment Rate	**65.3%**		**66.4%**	
Measurable Skill Gains	**43.9%**		**43.9%**	

DRAFT

	TITLE I – YOUTH PROGRAM			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	**72%**		**71.4%**	
Employment (Fourth Quarter after Exit)	**71%**		**69.4%**	
Median Earnings (Second Quarter after Exit)	**$3200**		**$3200**	
Credential Attainment Rate	**53.5%**		**52.8%**	
Measurable Skill Gains	**46.5%**		**46.5%**	

	TITLE II – ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	**54%**		**55%**	
Employment (Fourth Quarter after Exit)	**49%**		**50%**	
Median Earnings (Second Quarter after Exit)	**$4,900**		**$5,000**	
Credential Attainment Rate	**34%**		**35%**	
Measurable Skill Gains	**39%**		**40%**	

	WAGNER-PEYSER ACT EMPLOYMENT SERVICE PROGRAM			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	**70%**		**71%**	
Employment (Fourth Quarter after Exit)	**62%**		**62.4%**	
Median Earnings (Second Quarter after Exit)	**$4900**		**$4900**	
Credential Attainment Rate	*Not Applicable*	*Not Applicable*	*Not Applicable*	*Not Applicable*
Measurable Skill Gains	*Not Applicable*	*Not Applicable*	*Not Applicable*	*Not Applicable*

	VOCATIONAL REHABILITATION PROGRAM			
	Program Year: 2020		Program Year: 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains				

Memorandum of Understanding between Local Board and One-Stop Partners

SOUTH DAKOTA
DEPT. OF **LABOR**
& **REGULATION**

SOUTH DAKOTA WORKFORCE DEVELOPMENT COUNCIL

American Job Center Memorandum of Understanding

July 1, 2017

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LEGAL AUTHORITY

The Workforce Innovation and Opportunity Act (WIOA) §121(c)(1) requires the Local Board, with the agreement of the Chief Elected Official (CEO), to develop and enter into a Memorandum of Understanding (MOU) between the Local Board and the One-Stop Partners, consistent with WIOA §121(c)(2), concerning the operation of the One-Stop System in a local area. This requirement is further described in WIOA, Joint Rule for Unified and Combined State Plans, Performance Accountability, the American Job Center Network Joint Provisions: Final Rule at 20 CFR 678.500, 34 CFR 361.500, and 34 CFR 463.500, and in federal guidance.

Additionally, the sharing and allocation of infrastructure costs among One-Stop Partners is governed by WIOA §121(h), its implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) at 2 CFR 200.

MEMORANDUM OF UNDERSTANDING

Changing labor markets and advances in technology have revolutionized employee recruitment and job seeking. Social media, online talent platforms, and professional networking sites are evolving rapidly, perpetuating shifts in labor market dynamics. Rising consumer expectations and global competition have transformed how business is conducted in most industries. Employers must move faster and more efficiently to compete for talent. It is imperative for public workforce systems to continuously adapt and reframe strategies and policies designed to support employers and job seekers.

The Workforce Development Council (WDC), South Dakota's Local Board, provides oversight of workforce programming for South Dakota. The Council seeks to establish a system to contrast the traditional transaction-based model, whereby each agency operates its own workforce services functions and participants physically move from place-to-place seeking services. Instead, the goal is to create integrated locations and a unified structure and process of proactive, transparent, and effective job seeker and business services, orchestrated by a seamless collaboration of talent development and support agencies.

The purpose of this Memorandum of Understanding (MOU) is to define the parameters within which education, workforce, economic development, and other partner programs and entities operating in South Dakota to create a seamless, customer-focused One-Stop System service delivery across the board to enhance access to program services. One-Stop Partners build community-benefiting bridges, rather than silos of programmatic isolation. These partnerships will reduce administrative burden and costs, and increase customer access and performance outcomes.

This MOU is executed between the WDC and the One-Stop Partners, collectively referred to as the "Parties" to this MOU. This MOU is developed to confirm the understanding of the Parties regarding the operation and management of the 12 One-Stop Career Centers in the WDC service area of South Dakota.

VISION

To provide services for job seekers, individuals who desire to improve their skills and better themselves, and to partner with businesses to best meet their workforce needs through education and training. Specific goals and strategies are outlined in the South Dakota Unified State Plan.

SYSTEM STRUCTURE

American Job Center

Comprehensive One-Stop Career Centers
Comprehensive One-Stop Career Centers include those locations with the four WIOA core programs co-located in one building. Core programs include those listed in WIOA §3 (13).

Affiliate One-Stop Career Centers
Locations that do not meet the Comprehensive One-Stop definition, but have a combination of three or more WIOA core programs and WIOA required partners co-located in one building could qualify as an Affiliate One-Stop Career Center.

Locations with access to one or more of the WIOA core programs or required partners are part of the One-Stop Delivery System, but do not meet the definition of a One-Stop comprehensive or affiliate site.

A directory of One-Stop Career Centers in South Dakota, referred to publicly as "Job Service offices," can be found at sdjobs.org. All One-Stop Career Centers, comprehensive and affiliate, are available for services Monday through Friday from 8 a.m. – 5 p.m. One-Stop Career Centers must identify as a "proud partner of the American Job Center Network" through primary electronic resources, printed materials, and facility signage.

One-Stop Operator
The One-Stop Operator is the South Dakota Department of Labor and Regulation (DLR) Division of Field Operations Director. The WDC selected the One-Stop Operator through a competitive process in accordance with the Uniform Guidance[1], WIOA implementing regulations, and State procurement laws and regulations. The One-Stop Operator selection process must be re-completed at least once every four years.

Services
Services identified in ***Attachment A*** will be made available at the One-Stop comprehensive and affiliate sites through direct linkage.

Direct linkage means providing direct connection at the One-Stop Career Center to a program staff member who can provide program information or services to the customer within a reasonable time, by phone or through real-time web-based communication. It cannot exclusively be providing a phone number, website, information, or materials for access at a later date or time.

Services of all partners, ***Attachment B***, will be shared with customers entering the One-Stop Career Center.

Referrals
A referral system is necessary to provide integrated and seamless delivery of services to workers, job seekers, and employers. In order to facilitate such a system, comprehensive and affiliate One-Stop Career Centers agree to coordinate referrals through direct linkage. Partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the partners programs represented in the One-Stop System,
- Develop materials summarizing their program requirements and make them available for partners and customers,
- Work towards common intake forms, eligibility determination, assessments, and registration forms,
- Provide substantive referrals to customers who are eligible for supplemental and complementary services and benefits under partner programs,

[1] *Federal Cost Principles contained in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR part 200 (Uniform Guidance), including the Office of Management and Budget's (OMB) approved exceptions for the U.S. DOL at 2 CFR part 2900.*

- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys,
- Commit to robust and ongoing communication required for an effective referral process, and
- Commit to actively follow up on the results of referrals and ensure partner resources are being leveraged at an optimal level.

OPERATING BUDGET

The Infrastructure Funding Agreement (IFA) contains the infrastructure costs budget and is a component of the overall operating budget for the One-Stop comprehensive and affiliate locations. The IFA is part of the American Job Center Memorandum of Understanding and operates in conjunction with agreements entered into with other State and Federal agencies, including agreements between State agencies such as DLR and the South Dakota Department of Social Services (DSS), negotiated annually to fund programs.

Infrastructure costs of One-Stop Career Center locations are defined as non-personnel costs, including physical location costs and virtual network costs, necessary for the general operation. For South Dakota, the infrastructure costs are:

Physical Location Costs

- Rent
- Janitorial
- Electrical utility
- Garbage/sewer
- Water utility
- Natural gas
- Other facility costs, including but not limited to landscaping, snow removal, or facility equipment

Virtual Network Costs

- Computer services
- Telecommunications

Partners

DLR represents and administers the following required partner programs: WIOA Title I, Wagner-Peyser Act Employment Services, Senior Community Service Employment Program (SCSEP), Trade Adjustment Assistance (TAA), Unemployment Insurance Compensation, Jobs for Veterans State Grants, Temporary Assistance for Needy Families (TANF) Career Services (in agreement with DSS), and Adult Education and Family Literacy (AEFL).

Other partners co-located in our One-Stop Career Centers are the South Dakota Department of Human Services (DHS) Division of Rehabilitation Services (VR), DHS Division of Service to the Blind and Visually Impaired (SBVI), and the National Farmworker Jobs Program (NFJP) administered by the Black Hills Special Services Cooperative.

Other partners not located in a One-Stop Career Center include Job Corps Center (administered by the U.S. Forest Service), Career and Technical Education program (administered by the South Dakota Board of Technical Education), SCSEP (administered by The National Indian Council on Aging, Inc), SCSEP Experience Works, and Native American Programs administered by the Cheyenne River Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Whapeton Sioux Tribe, United Sioux Tribes, and Yankton Sioux Tribes.

Infrastructure Budget

See ***Attachment A***. The budget is established on a Fiscal Year basis, July 1 to June 30. The budget is based on historical costs from previous Fiscal Year expenditures and will be adjusted within the first 60 days of each Fiscal Year.

Cost Allocation Methodology

Physical Location Costs
Allocation of the physical location costs is based upon square footage utilization of the partner by each location respectively. Costs are further allocated to various DLR programs based on the indirect cost agreement entered into with the U.S. DOL, Office of Cost Determination.

Virtual Network Costs
Costs for computer services and telecommunications services are allocated directly to the co-located partner whom the account is established. Costs are then allocated to the non-located partners based on the cost per direct linkage. Direct linkage means providing direct connection at the One-Stop Career Center, within a reasonable time, by phone or through a real-time web-based communication to a non-located partner program staff member who can provide program information or services to the customer. It cannot exclusively be providing a phone number, website, information, or materials for access at a later date or time.

Direct linkage is the identified benefit to the non-located One-Stop Partners. Direct linkage is tracked as a Coordinated Referral Service in the SDWORKS information system. In November and May, DLR will assess the non-located partners and send invoices for benefits received based on the number of coordinated service referrals recorded in SDWORKS. Partners will have 30 days to pay the invoice to DLR.

The cost per direct linkage is calculated by determining the cost per minute of a DLR employee's telephone and computer costs, then adding the per-minute cost of making a phone call, then multiplying by 15 minutes, which is the anticipated average length of a direct linkage conversation between a participant and the non-located partner.

Formula: [(.015762 DLR cost + .08 phone charge/minute) x 15 minutes = $1.44 per referral]

The cost per minute for DLR is calculated by adding the four monthly South Dakota Bureau of Information and Telecommunications (BIT) charges related to virtual costs (user fee, access fee, information management fee, and telephone line), multiplying by the number of months in the year, then dividing by the number of work minutes for a DLR employee less holidays. BIT rates can be viewed at: bit.sd.gov/finance/, from the "Rate Sheet" link on the left hand side.

Formula: (19+57.75+27+54.50)*12/(2080 hours x 60 minutes - 10 days x 8 hours x 60 minutes)=0.15762

Each non-located partner receiving a quarterly bill from DLR for virtual network costs will also be charged a $10.81 processing fee. This is comprised of the accounting transactions, revenue documents, and voucher audit fees charged DLR for the processing of vouchers.

Native American Programs
The Native American Programs administered by the Cheyenne River Sioux Tribe, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, Sisseton-Whapeton Sioux Tribe, United Sioux Tribes, and Yankton Sioux Tribes are not contributing to the infrastructure costs of the One-Stop Career Centers according to WIOA § 121(h)(2)(D)(iv).

Cost Reconciliation and Modification Process
Actual costs will be reviewed and reconciled with the budget in November and May each year. The budget will be revised as necessary. Affected One-Stop Partners will be notified of any budget modifications in excess of 15 percent. If a partner wants to modify the IFA, the partner will submit a notice to all affected partners 60 days prior to intended implementation of the modification. All partners involved must negotiate the modification and reach agreement prior to the modification taking effect. Only partners who are affected by the substantive budget modifications need to sign for changes made to the budget. Non-substantive changes (less than 15 percent) made to the budget do not require renewal of the MOU or updated signatures.

Steps to Reach Consensus
Each partner was informally notified regarding the need to enter into an infrastructure funding agreement. For DLR, VR, and NFJP partners, this does not deviate from the previously established cost allocation methodology utilized for these programs. AEFL subrecipient partners were notified of the cost allocation change during the request for proposal process initiated for the coming years' grants. The remaining required partners first met regarding the IFA in June of 2017. The partners reconvened in October of 2017 to review the methodology for allocating virtual costs for the One-Stop Career Center.

Effective Period
This IFA is in effect at the same period of time as the MOU.

Attachment C includes the details for the One-Stop System infrastructure agreement.

DATA SHARING

Data share agreements amongst partners will be developed as necessary, but not be a part of this MOU.

CONFIDENTIALITY

All Parties expressly agree to abide by all applicable federal, state, and local laws and regulations regarding confidential information, including Personal Identifiable Information (PII) from educational records such as, but not limited to, 20 CFR 603, 45 CFR 205.50, 20 U.S. Code §1232g, 34 CFR 99, 34 CFR 361.38, and any applicable state and local laws and regulations. In addition, in carrying out their respective responsibilities, Parties shall respect and abide by the confidentiality policies and legal requirements of all of the other Parties.

Parties will ensure the collection and use of any information, systems, or records containing PII and other personal or confidential information will be to support the programs and activities described in this MOU and will comply with applicable laws.

Parties will ensure access to software systems and files under its control and containing PII or other personal or confidential information will be limited to authorized staff members assigned responsibilities in support of the services and activities described herein, and will comply with applicable laws. Parties expressly agrees to take measures to ensure PII or other personal or confidential information is inaccessible by unauthorized individuals.

Confidential, private, or otherwise protected information which needs to be shared amongst the Parties for the Parties' performance of their obligations under this MOU, and to the extent that such sharing is permitted by applicable laws, appropriate data sharing agreements will be created. Required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential unemployment insurance information, any such data sharing must comply with all of the requirements in 20 CFR 603, including but not limited to requirements for an agreement consistent with 20 CFR 603.10, payments of costs, and permissible disclosures.

With respect to the use and disclosure of customer education records protected by the Family Educational Rights and Privacy Act (FERPA) and the PII contained therein, any such data sharing agreement must comply with all of the requirements set forth in 20 U.S. Code §1232g and 34 CFR 99.

With respect to the use and disclosure of personal information contained in VR records, any such data sharing agreement must comply with all of the requirements set forth in 34 CFR 361.38.

ACCESSIBILITY

Accessibility to the services provided by the One-Stop Career Centers and all partner agencies is essential to meeting the

requirements and goals of the One-Stop System. Job seekers and businesses must be able to access all relevant information by visiting physical locations and connecting through virtual spaces. This includes communication and programmatic accessibility regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Physical Accessibility

One-Stop Career Centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will comply with the Americans with Disabilities Act. Services will be available in a convenient, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an "equal and meaningful" manner providing access for individuals with disabilities.

Virtual Accessibility

Partners should strive to offer as many services as possible virtually. Partners should have their own online presence, a website and/or social media profiles. If appropriate, partners may choose to link information to each other's websites. Virtual services must meet accessibility standards. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010, requiring federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.

Communication Accessibility

Communications access, for purposes of this MOU, means individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Parties agree to provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

Programmatic Accessibility

All Parties agree to not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must ensure they have policies and procedures in place to address these issues, and such policies and procedures are disseminated to their employees and otherwise posted as required by law. Partners further assure they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Parties will cooperate with compliance monitoring conducted to ensure all One-Stop Career Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs (e.g., JAWS and DRAGON), and assistive listening devices must be available to ensure physical and programmatic accessibility within One-Stop System.

NON-DISCRIMINATION AND EQUAL OPPORTUNITY

All Parties to this MOU certify they prohibit, and will continue to prohibit, discrimination, and certify no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender, gender identification and/or expression, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bona fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with adisability.

The Parties specifically agree to comply with WIOA §188, Nondiscrimination and Equal Opportunity Regulations (29 CFR 38; Final Rule December 2, 2016), the Americans with Disabilities Act (42 U.S. Code §12101 et seq.), the Non-traditional Employment for Women Act of 1991, Civil Rights of 1964 Title VI and Title VII, as amended, the Rehabilitation Act of

1973 §504, as amended, the Age Discrimination Act of 1967, as amended, the Education Amendments of 1972 Title IX, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR 37 and 38.

INDEMNIFICATION

All Parties to this MOU recognize the partnership consists of various levels of government, not-for-profit, and for-profit entities. Each party to this agreement shall be responsible for injury to persons or damage to property resulting from negligence on the part of itself, its employees, its agents, or its officers. No Partner assumes any responsibility for any other party, State or non-State, for the consequences of any act or omission of any third party. The Parties acknowledge the WDC and the one-stop operator have no responsibility and/or liability for any actions of the One-Stop Career Center employees, agents, and/or assignees. Likewise, the Parties have no responsibility and/or liability for any actions of the WDC or the One-Stop Operator

If any part of this MOU is found to be null and void or is otherwise stricken, the rest of this MOU shall remain in force.

GOVERNING LAW

Dispute and Impasse Resolution

All Parties will actively participate in good faith effort to reach agreement. Disputes between Parties will be attempted to be resolved informally. If a resolution is not found, the Parties will send a written letter to the Executive Director of the WDC. The Executive Director will have 10 days to acknowledge receipt of the dispute and transmit the letter to the Council members. The WDC then has 30 business days to convene and hear testimony from all Parties involved in the dispute. After hearing testimony, WDC has an additional 30 business days to issue a formal resolution for the issue. The final resolution will be issued by the WDC Chair.

MODIFICATION PROCESS

Any partner may request changes in this MOU. Non-substantive changes to the MOU, such as adjustments of less than 15 percent to the budget made during the reconciliation of the budget, do not require renewal of the MOU. Other changes, modifications, revisions or amendments to this MOU must be mutually agreed upon by between the Parties to this MOU and shall be incorporated by written instrument, executed and signed by all Parties to this MOU.

EFFECTIVE PERIOD

This MOU is entered into on July 1, 2017. This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2020. All Parties agree this MOU shall be reviewed and renewed not less than once every three years to ensure appropriate funding and delivery of services.

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Lee Anderson, Chairman, Workforce Development Council

3/14/2018
DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

M. Hultman

Marcia Hultman, Cabinet Secretary, South Dakota Department of Labor and Regulation

7·30·18

DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Gloria Pearson, Cabinet Secretary, South Dakota Department of Human Services

3-7-18
DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Joe Hauge, Executive Director, Black Hills Special Services Cooperative

2-12-18
DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Lynne A Valenti

Lynne Valenti, Cabinet Secretary, South Dakota Department of Social Services

2/26/2018
DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Andrea S. Bridgewater, Director of Operations, Experience Works, Inc.	2.13.18 DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Randella Bluehouse

Randella Bluehouse, Executive Director, The National Indian Council on Aging, Inc.

3/1/18

DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Nick Wendell

Nick Wendell, Executive Director of Board of Technical Education

3/21/18

DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Michael Deveraux, Center Director, U.S. Forest Service

2/12/18
DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Pam Duncan, Interim Executive Director, United Sioux Tribes of SD Development Corporation

3-7-2018
DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Harold Fraiser, Chairman, Cheyenne River Sioux Tribe

05.04.2018
DATE

Attachment 2c

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Boyd Gourneau, Chairman, Lower Brule Sioux Tribe — 05-07-2018 DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Troy "Scott" Weston, President, Oglala Sioux Tribe

04/05/18
DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

William Kindle

William Kindle, President, Rosebud Sioux Tribe (Sicangu Nation)

7-23-18

DATE

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Dave Flute 4-4-18

Dave Flute, Chairman, Sisseton-Wahpeton Sioux Tribe DATE

Reviewed SWO LEGAL DEPT

AUTHORITY AND SIGNATURES

By signing my name below, I certify that I have read the South Dakota Workforce Development Council American Job Center Memorandum of Understanding. All of my questions have been discussed and answered satisfactorily.

Robert Flying Hawk, Chairman, Yankton Sioux Tribe

5/8/18
DATE

Appendix 2: *Attachment A*

IFA BUDGET FOR STATE FISCAL YEAR 2018

One-Stop Location:	Aberdeen				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	44,085		6,672		50,757
Computer Services	20,077		-		20,077
Telecommunications	3,010		-		3,010
Janitorial	7,389		713		8,101
Electrical	8,772		846		9,618
Garbage/Sewer	1,174		113		1,288
Water	417		40		457
Natural Gas	710		69		779
Other Facility Costs	-		-		-
Total:	85,634	-	8,453	-	94,088
Square Footage	*4,493*		*680*		*5,173*

Notes: DLR Field Operations pays 19.0% and AEL 1.8% of utility and janitorial costs of the building. Space is occupied by other tenants and DLR programs.

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One-Stop Location:	Brookings				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	43,482	877	8,580		52,939
Computer Services	15,560	3,346	-		18,906
Telecommunications	2,332	502	-		2,834
Janitorial	8,530	171	-		8,701
Electrical	6,087	115	-		6,202
Garbage/Sewer	727	-	-		727
Water	-	-	-		-
Natural Gas	-	-	-		-
Other Facility Costs	-	-	-		-
Total:	76,718	5,010	8,580	-	90,308
Square Footage	*4,874*	*92*	*900*		*5,866*

Notes: DLR pays 98.14% and VR 1.86% of utility and janitorial costs of the shared suite. AEFLA is a separately leased suite space which the landlord currently funds the utilities.

One-Stop Location:	Huron				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	24,897	3,242			28,139
Computer Services	11,712	1,673			13,385
Telecommunications	1,756	251			2,006
Janitorial	6,616	861			7,478
Electrical	2,836	369			3,205
Garbage/Sewer	154	20			174
Water	168	22			189
Natural Gas	144	19			162
Other Facility Costs	439	57			496
Total:	48,720	6,514	-	-	55,234
Square Footage	*2,400*	*313*			*2,713*

Notes: DLR pays 88.48% and VR 11.52% of utility and janitorial costs of a shared space.

One-Stop Location:	Madison				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	58,501				58,501
Computer Services	10,039				10,039
Telecommunications	1,505				1,505
Janitorial	10,808				10,808
Electrical	7,603				7,603
Garbage/Sewer	734				734
Water	476				476
Natural Gas	1,486				1,486
Other Facility Costs	2,342				2,342
Total:	93,494	-	-	-	93,494
Square Footage	*5,319*				*5,319*

Notes: DLR pays 63.86% of the utilities and janitorial costs of the leased space. The remainder of space and utilities are paid by non-partner State agencies.

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One-Stop Location:	Mitchell				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	49,899	1,175			51,074
Computer Services	13,385	1,673			15,058
Telecommunications	2,006	251			2,257
Janitorial	9,672	228			9,900
Electrical	5,341	126			5,467
Garbage/Sewer	79	2			81
Water	420	10			430
Natural Gas	474	11			486
Other Facility Costs	-	-			-
Total:	81,278	3,475	-	-	84,753
Square Footage	*4,582*	*108*			*4,690*

Notes: DLR pays 97.7% and VR 2.3% of utility and janitorial costs of a shared space.

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One-Stop Location:	Pierre				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	53,642				53,642
Computer Services	15,058				15,058
Telecommunications	2,257				2,257
Janitorial	7,326				7,326
Electrical	4,765				4,765
Garbage/Sewer	768				768
Water	210				210
Natural Gas	1,486				1,486
Other Facility Costs	471				471
Total:	85,983	-	-	-	85,983
Square Footage	*5,210*				*5,210*

Notes: DLR pays 100% of utility costs of a space which isn't currently shared with other agencies or entities.

One-Stop Location:	Rapid City				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	164,648	45,566			210,214
Computer Services	60,232	28,443			88,674
Telecommunications	9,029	4,264			13,292
Janitorial	27,436	6,820			34,256
Electrical	26,169	6,173			32,342
Garbage/Sewer	1,005	237			1,242
Water	599	141			740
Natural Gas	3,372	796			4,168
Other Facility Costs	277	65			343
Total:	292,767	92,504	-	-	385,271
Square Footage	*22,374*	*4,061*			*26,435*

Notes: VR has a separate lease with the landlord, but utility costs are on one bill which DLR receives. DLR pays 80.59% and VR pays 19.01% of utility costs. DLR & Vr have separate janitorial contracts. Remainder of utilites for other entities in space.

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One-Stop Location:	Sioux Falls				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	193,075	56,756		2,280	252,112
Computer Services	61,905	-		3,346	65,251
Telecommunications	9,280	-		502	9,781
Janitorial	10,273	5,044		121	15,439
Electrical	19,879	9,761		235	29,874
Garbage/Sewer	8,214	4,413		97	12,724
Water	1,660	815		20	2,495
Natural Gas	1,256	617		15	1,887
Other Facility Costs	4,109	2,018		49	6,176
Total:	309,650	79,424	-	6,665	395,739
Square Footage	*13,498*	*6,627*		*162*	*20,286*

Notes: DLR pays 21.16%, VR 10.39%, and NFJP 0.25% of utility and janitorial costs. Remainder of building and costs are to other entities.

One-Stop Location:	Spearfish				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	44,787	2,533			47,320
Computer Services	16,731	3,346			20,077
Telecommunications	2,508	502			3,010
Janitorial	7,889	446			8,335
Electrical	5,054	286			5,340
Garbage/Sewer	1,116	63			1,179
Water	280	16			295
Natural Gas	3,391	192			3,582
Other Facility Costs	860	49			908
Total:	82,616	7,432	-	-	90,048
Square Footage	*4,072*	*230*			*4,302*

Notes: DLR pays 91.95% and VR 5.20% of utility and janitorial costs of shared space. The remainder of the space is for a non-partner entity.

One-Stop Location:	Vermillion				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	29,597		5,481		35,078
Computer Services	13,385		-		13,385
Telecommunications	2,006		-		2,006
Janitorial	6,671		1,236		7,907
Electrical	461		85		547
Garbage/Sewer	83		15		99
Water	289		54		343
Natural Gas	557		103		660
Other Facility Costs	-		-		-
Total:	53,050	-	6,975	-	60,024
Square Footage	*2,446*		*453*		*2,899*

Notes: DLR pays 84.37% and AEFLA 15.63% of utility and janitorial costs of shared space.

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One-Stop Location:	Watertown				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	45,105	6,215	6,873		58,193
Computer Services	16,731	8,366	-		25,097
Telecommunications	2,508	1,254	-		3,762
Janitorial	9,564	1,317	1,449		12,330
Electrical	4,717	650	719		6,085
Garbage/Sewer	220	30	34		284
Water	299	41	46		386
Natural Gas	810	112	123		1,044
Other Facility Costs	2,108	290	319		2,718
Total:	82,061	18,275	9,562	-	109,899
Square Footage	*5,197*	*716*	*792*		*6,705*

Notes: DLR pays 77.51%, VR 10.68%, and AEFLA 11.81% of utility costs. For janitorial costs, DLR pays 27.81%, VR 3.83%, and AEFLA 4.24% with the remainder paid by other entities. For snow removal and other entire complex costs, DLR pays 18.83%, VR 2.59%, and AEFLA 2.87%.

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One-Stop Location:	Yankton				Office
Infrastructure Cost	**DLR**	**VR**	**AEFLA**	**NFJP**	**Total**
Rent	47,755		6,562		54,316
Computer Services	13,385		-		13,385
Telecommunications	2,006		-		2,006
Janitorial	-		-		-
Electrical	-		-		-
Garbage/Sewer	-		-		-
Water	-		-		-
Natural Gas	-		-		-
Other Facility Costs	-		-		-
Total:	63,146	-	6,562	-	69,708
Square Footage	*2,620*		*360*		*2,980*

Notes: The Kanner building is State-leased space. Estimated FY2018 rate is $16.91 per square foot, but actual rate is dependent upon billing from the Bureau of Administration. Rate includes janitorial and utility costs.

GRAND TOTAL:	**1,355,117**	**212,634**	**40,132**	**6,665**	**1,614,548**