# WIOA State Plan for the State of South Dakota

## Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce 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 jobseekers 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.

## Options for Submitting a State Plan

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Literacy Program (Title II),
- the Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as the program-specific

requirements for that program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

# How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section.

This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances, and
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

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* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

South Dakota is submitting a Unified State Plan. This plan includes:

• Adult Program (Title I of WIOA);

• Dislocated Worker Program (Title I);

• Youth Program (Title I);

• Adult Education and Family Literacy Act Program (Title II); • Wagner–Peyser Act Program (Title III); and

• Vocational Rehabilitation Programs (Title IV)

# I. WIOA State Plan Type

**Unified or Combined State Plan**. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

**Unified State Plan**. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. **Yes**

**Combined State Plan**. This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. **No**

## Combined Plan partner program(s)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) **No**

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) **No**

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) **No**

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) **No**

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) **No**

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) **No**

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) **No**

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) **No**

Employment and training activities carried out by the Department of Housing and Urban Development **No**

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) **No**

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] **No**

# II. Strategic Elements

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

## a. Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

# 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.

### ii. Emerging Industry Sectors and Occupation

Provide an analysis of the industries and occupations for which demand is emerging.

### III. Employers' Employment Needs

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

South Dakota Workforce Analysis for WIOA State Plan –

Total Employment

The U.S. Bureau of Economic Analysis (BEA) publishes employment data for state and local areas, which includes an estimate of the total number of jobs, including detail by full-time or part-time status (full-time and part-time jobs are counted at equal weight) and by place of work. Employees, sole proprietors and active partners are all included, but unpaid family workers and volunteers are not. Proprietors are those workers who own and operate their own businesses and are reported as either farm or nonfarm workers.

The number of workers covered by unemployment insurance is a key component of the employment data published by the BEA and in information compiled by the U.S. Bureau of Labor Statistics. The BEA annual employment change during the 2000-2014 period for South Dakota showed a 1.4 percent increase (2014 is the most current data available).

Personal Income The Bureau of Economic Analysis (BEA) also compiles personal income data. The personal income of an area is the income received by, or on behalf of, all the individuals who live in a specific geographic area. The total payroll of workers covered by unemployment insurance is a component of wage and salary disbursements included in this statistic.

In South Dakota, the level of personal income grew steadily for several years prior to the recession. In fact, South Dakota's growth in personal income for the 2000-2009 period surpassed the rate for the Plains Region (Iowa, Kansas, Missouri, Nebraska, North Dakota and South Dakota) and the

nation. South Dakota's personal income grew by 53.5 percent, compared to a rate of 41.0 percent for the Plains Region and 40.0 percent for the nation.

Since the recession and during the economic recovery phase, South Dakota's personal income has continued to grow faster than the Plains Region and the nation. From 2010 to 2014, South Dakota's personal income increased 19.3 percent, followed by the nation at 18.4 percent and the Plains Region at 18.3 percent.

Dividing the personal income of an area by the residents of that given area produces a widely used economic indicator called per capita personal income. Since 2000, South Dakota's per capita personal income has increased by 70.0 percent, compared to 56.7 percent for the Plains Region and 50.8 per¬cent for the nation. South Dakota ranked 21st out of the 50 states with a per capita personal income of $46,345 in 2014.

Labor Force The residents of South Dakota participate in the labor force at a very high rate. The most recent annual Current Population Survey (CPS) figures show South Dakota's labor force participation rate was 69.3 percent in 2014. In other words, nearly 70 percent of all (non-institutionalized) residents age 16 years and older were in the labor force, either working or looking for work. This compares to a 2014 national average of 62.9 percent. Historically, South Dakota consistently had higher rates of labor force participation compared to the nation.

South Dakota's participation rate of 69.3 percent was the sixth-highest rate of all states and the District of Columbia. North Dakota had the highest rate at 72.9 percent, followed by Nebraska at 70.8 percent, Iowa at 70.6 percent, Minnesota at 69.8 percent and the District of Columbia at 69.5 percent.

Youth in South Dakota were also more active than all but three states as participants in the labor force. In 2014, 50.1 percent of the state's youth (age 16 to 19 years) were in the labor force, compared to the national rate of 34.0 percent. Iowa had the highest rate at 55.6 percent, followed by Nebraska at 51.8 percent and Wisconsin at 51.2 percent. The District of Columbia had the lowest youth participation rate at 15.4 percent. At the other end of the age spectrum, South Dakota ranked seventh in the percentage of residents 65 years and older group participated in the labor force in 2014 which was much higher than the national average of 18.6 percent.

A closer look at some of the demographic groups shows South Dakota's percentage of residents in the labor force ranks near the top nationally in many instances. With a female labor force participation rate of 64.5 percent in 2014, South Dakota ranked sixth, behind the top ranked state of North Dakota's 67.1 percent by only 2.6 percentage points. The national labor force participation rate in 2014 for women was 57.0 percent.

The state's male labor force participation rate of 74.3 percent ranked ninth, out of the 50 states and the District of Columbia. Labor force participation rates throughout the nation varied from Utah with a rate of 78.9 percent to West Virginia with a rate of 57.9 percent, a difference of 21 percentage points. South Dakota, however, was well above the national average of 69.2 percent in 2014.

Unemployment Rate South Dakota's unemployment rate has steadily decreased since the end of the recession, peaking at an annual average of 5.0 percent in 2010. The 2014 annual average unemployment rate was 3.4 percent in South Dakota, compared to the na¬tional rate of 6.2 percent.

LMI Barometer From January 2007 through October 2015, the level of unemployed in South Dakota peaked in the first quarter of 2010 following the recession. The level of job openings continued to decline after the end of the recession was officially announced by the National Board of Economic

Research (NBER).However, an upward trend began in January 2010, with the current level of job openings at 14,100 for October 2015. The current level of unemployed is 11,100.

Nonfarm Workers by Industry The most current over-the-year trends for South Dakota show nonfarm employment increased by 5,700 workers (or 1.3 percent) from 2013 to 2014. Most sectors showed positive gains over the year. Nationally, the nonfarm employment percentage gain over the year was 1.9 percent. The South Dakota nonfarm worker level was 423,400 in 2014, reflecting an increase of 5,700 workers (1.3%). Private industries gained 5,100 workers (1.5 percent) over the year. Goods producing industries (which include mining, logging and construction plus manufacturing) in South Dakota had a gain of 1,600 workers (2.5 percent) during 2014. Service providing industries (which include all other sectors except government) had a gain of 4,000 workers (1.1 percent).

Rapid City Metropolitan Statistical Area (RCMSA) Nonfarm Worker Trends The Rapid City MSA's total nonfarm worker level increased 1,000 (1.5 percent) from 2013 to 2014. All sectors had a gain or were unchanged. The highest gains were found in mining, logging and construction (200 workers or 4.3 percent) and government (200 workers or 1.8 percent). The sectors that were unchanged were manufacturing (2,900 workers) and transportation, warehousing and utilities (1,700 workers).

Sioux Falls Metropolitan Statistical Area (SFMSA) Non¬farm Worker Trends The Sioux Falls MSA total nonfarm worker level increased by 3,500 workers (2.4 percent) from 2013 to 2014. Most industry sectors added workers or remained stable, with the exception of the financial activities, which showed a drop of 200 workers (1.2 percent).The information and other services sectors were unchanged over-the-year.

Balance of State Nonfarm Worker Trends The balance of state area represents the more rural counties, excluding counties not defined as part of an MSA (Pennington, Meade, Custer, Lincoln, Minnehaha, McCook and Turner).

Total nonfarm employment in this area increased by 1,200 workers (0.6 percent). Gains were included in manufacturing (500 workers or 1.9 percent), wholesale trade (500 workers or 4.8 percent), and professional and business services (200 workers or 1.8 percent).

Losses occurred in other services (200 workers or 2.5 percent), leisure and hospitality (100 workers or 0.5 percent), and educational and health services (100 workers or 0.4 percent) sectors. Sectors that were unchanged included retail trade (24,300 workers), information (2,400 workers) and financial activities (9,300 workers).

Seasonally Adjusted Nonfarm Worker Data Seasonally adjusted estimates for the years 2013 and 2014 show the nonfarm employment level trend¬ing upward for South Dakota. The national nonfarm worker level has also been on a steady growth trend.

South Dakota Worker Commuting – Inflow and Outflow of Workers (Primary Jobs) As the labor force data measures the levels of employed and unemployed, it is important to note the South Dakota labor force data does include residents who are employed and working in other states.

The U.S. Census Bureau's OnTheMap application provides information regarding where South Dakota workers are employed. The table references the 2013 annual data (most current available) to reflect the commuting patterns of workers. As a primary job is the highest paying job for an individual worker for the year, the count of primary jobs is the same as the count of workers. An estimated 94 percent of those who work in South Dakota live in South Dakota. Most of the workers South Dakota workers who commute out state have jobs in Iowa, North Dakota, Minnesota and Nebraska.

Poverty The American Community Survey is an annual survey conducted by the U.S.Census Bureau to collect data on socioeconomic, housing and demographic characteristics, including poverty status, of individuals and families by state. Poverty status is determined by comparing annual income to a set of dollar values called thresholds that vary by family size, number of children and the age of the householder. If a family's before-tax money income is less than the dollar value of their threshold, then that family and every individual in it is con¬sidered to be in poverty. For people not living in families, poverty status is determined the comparing the individual's income to his or her threshold. The poverty thresholds are updated annually to allow for changes in the cost of living using the Consumer Price Index (CPI-U).The thresholds do not vary geographically.

The percent of 'all people' in South Dakota with incomes below the poverty threshold increased each year from 2008 to 2010, then continued to decline through the year 2012. However, in 2014 the rate crept back up to 14.2 percent. National data for 'all people' show poverty levels gradually increasing from 13.0 percent to 15.5 percent during the 2007 to 2014 period. Regions within South Dakota which typically report higher poverty rate include counties housed within the American Indian reservation areas. Projected Growth of South Dakota's Industries Based on the three-digit North American Industrial Classification System (NAICS) codes, the industry projected to be the fastest growing will be ambulatory healthcare care services, and will require the largest number of workers from 2012 through 2022, with an expected need of an additional 2,630 workers. Other fastest growing industries include several construction related activities, including the construction of buildings, specialty contractors, and heavy and civil engineering construction.

The projected fastest growing industries include:

Ambulatory Health Care Services: 17.6%

Professional, Scientific and Technical Services: 16.6%

Museums, Historical Sites, and Similar Institutions: 15.8%

Construction of Buildings: 15.5%

Waste Management and Remediation Services : 14.4%

Heavy and Civil Engineering Construction 13.9%

Social Assistance: 13.8%

Wholesale Electronic Markets and Agents and Brokers: 13.7%:

Transportation Equipment Manufacturing: 13.3%

Specialty Trade Contractors: 13.2%

Notes: Data is preliminary and subject to revision. Number of jobs data for 2012 and 2022 rounded to nearest five. Data for industries with 2012 employment less than 200 not included.

Source: Labor Market Information Center, SD Department of Labor and Regulation, September 2015.

Other industries expected to experience a high rate of worker growth include professional, scientific and technical services, and social assistance. There are only a few industries which are expected to have a declining rate of workers, including air transportation, broadcasting (except internet) and the textile product mills industry.

Projected in Demand Occupations Industry trends have a large impact on the future demand for workers in both the agricultural and nonagricultural industries. The short-term occupational projections for 2013-2015 indicate the majority of job growth will be within food preparation and serving, life, physical, and social sciences, healthcare practitioners, and education and training occupational groups. The long-term demand for workers is captured through 2012-2022 occupational projections, including an estimate of the demand for new workers needed to fill jobs due growth or replacement of workers exiting the workforce.

Top 15 South Dakota Projected Fastest Growing Occupations 2012-2022

• Interpreters and Translators: 115 workers, 40.4 percent increase • Diagnostic Medical Sonographers: 100 workers, 33.3 percent increase • Personal Care Aides: 620 workers, 33.2 percent increase • Welding, Soldering and Brazing Machine Setters, Operators and Tenders: 170 workers, 30.9 percent increase • Market Research Analysts and Marketing Specialists: 125 workers, 30.5 percent increase • Computer-Controlled Machine Tool Operators, Metal and Plastic: 90 workers, 27.3 percent increase • Physical Therapist Assistants: 65 workers, 27.1 percent increase • Industrial Machinery Mechanics: 225 workers, 26.6 percent increase • Helpers Electricians: 105 workers: 26.6 percent increase • Meeting, Convention and Event Planners: 75 workers: 24.6 percent increase • Physician Assistants: 115 workers: 24.5 percent increase • Surgical Technologists: 105 workers: 23.3 percent increase • Physical Therapists: 145 workers: 22.5 percent increase • Nurse Practitioners: 80 workers: 22.2 percent increase • Dental Hygienists: 105 workers: 21.4 percent increase

Data is preliminary and subject to revision. Worker data for 2012 and 2022 rounded to nearest five. Data for industries with 2012 employment less than 200 not included. Source: Labor Market Information Center, SD Department of Labor and Regulation, September 2015.

Projections were also produced for our five sub state areas, including the Central, East, West and two Metropolitan Statistical Areas (MSA). The Sioux Falls MSA is the largest sub state area and is on the eastern border. The Rapid City MSA is on the western border. Most of the jobs in South Dakota are within these two areas.

The highest rates of worker growth are focused within the MSA's. However, all areas are expecting growth for the Services Providing industries. Within the Goods Producing industries, growth is expected for all areas except the Central area, which reflect a minimal decline.

The Central Area is expected to gain 1,115 jobs over the ten year period, an increase of 4.8 percent.

The East Area is expected to gain 9,280 jobs over the ten year period, an increase of 2.5 percent.

The West Area is expected to gain 2,155 jobs over the ten year period, an increase of 5.7 percent.

Notes: Data is preliminary and subject to revision.

The 2022 projected employment data is rounded to nearest five. Data for industries with employment less than 200 is not included. Data presented for industries will not sum to totals due to rounding and non-publishable data for additional industries being included in totals.

Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, December 2015

Targeted Occupations in Demand

Because the Department of Labor and Regulation (DLR) has limited resources, workforce development efforts must concentrate on critical need fields that pay well enough to justify investment in training and education. The determination of DLR targeted occupations is based on the following criteria: • State occupational employment projections though the year 2022 and occupational wage data available from the Labor Market Information Center (to identify "high wage - high demand" occupations) • Current indicators of supply and demand in occupations as indicated by SDWORKS, DLR's online database of job openings and job seekers • Employer input regarding worker and skill shortages

The targeted occupations were then grouped together in categories of similar occupations as shown in the categories below.

Targeted Occupations by Category

Accounting/Finance Accountants and Auditors Cost Estimators Financial Analysts Financial Managers Loan Officers

Engineers Civil Engineers

Information Technology Computer Support Specialists Network and Computer Systems Administrators Software Developers, Applications

Mechanics Automotive Service Technicians and Mechanics Bus and Truck Mechanics and Diesel Engine Specialists Industrial Machinery Mechanics

Nurses Registered Nurses

Physicians Family and General Practitioners

Sales Representatives Sales Representatives, Wholesale and Manufacturing, except Technical and Scientific Products Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products

Specialty Trades Electricians Heating, Air Conditioning and Refrigeration Mechanics and Installers Plumbers, Pipefitters and Steamfitters

Supervisors First-Line Supervisors of Construction Trades and Extraction Workers First-Line Supervisors of Mechanics, Installers and Repairers First-Line Supervisors of Office and Administrative Support Workers First-Line Supervisors of Production and Operating Workers

Teachers Elementary School Teachers, except Special Education Middle School Teachers, except Special and Career/Technical Education Secondary School Teachers, except Special and

Career/Technical Education Special Education Teachers, Preschool, Kindergarten and Elementary School

Truck Drivers Heavy and Tractor-Trailer Truck Drivers

Welders Welders, Cutters, Solderers and Brazers

The use of the occupational employment projections (2012 to 2022) and occupational wage data available from the Labor Market Information Center (LMIC) to identify "high wage - high demand" occupations, as well as gathering input from employers representing from various industries and addressing their related workforce needs, provides a strong foundation to support our workforce system needs for seekers, employees and employers. A PDF file which includes more details regarding South Dakota's Targeted Occupations list is included in the appendix of this report.

Current and Future Employment Needs There are 34 occupations expected to need more than 100 workers each year, on average, through 2022 based on occupational projections data. Of these occupations, the ones which require postsecondary education include:

• Registered Nurses • Nursing Assistants

• Accountants and Auditors • Elementary School Teachers, except Special Education • Teacher Assistants

• General and Operations Managers • Residential Advisors • Secondary School Teachers, except Special and Career/Technical Education

Other projected critical occupations will include additional most healthcare occupations, including licensed practical and vocational nurses and nursing assistants, both which will need approximately 75 workers per year. Other occupations, including middle school teachers and management analysts, will need more than 65 workers per year. Additional occupations needing more than 40 workers per year include computer, teaching, engineering and social work skills.

The following paragraph displays the projected occupational growth by the level of education typically needed for entry level positions. Occupations that require no postsecondary education are projected to be slower growing than those that require postsecondary education. The combined categories of less than high school and high school diploma or equivalent are expected to grow at 8.7 percent and need over 10,000 workers per year through the year 2022. Occupations requiring some postsecondary education (with no award) will be growing at 5.4 percent, generating about 800 jobs annually from 2012-2022. Occupations requiring a bachelor's degree are expected to have a growth of 11.7 percent, requiring over 1,700 workers per year. Even though many of the fastest-growing occupations require college degrees, the greatest demand for jobs will be for occupations that require basically no postsecondary education.

2012-2022 Occupational Employment Projections by Level of Educational Typically Needed for Entry

Average annual openings for less than high school: 5,059 (34.5 percent of total) Average annual openings for high school diploma or equivalent: 5,522 (39.7 percent of total) Average annual openings for some postsecondary education, no degree: 789 (5.4 percent of total) Average annual openings for Associate's Degree: 791 (5.4 percent of total) Average annual openings for Bachelor's Degree: 1,722 (11.7 percent of total) Average annual openings for Master's Degree: 175 (1.2

percent of total) Average annual openings for Doctoral or professional degree: 309 (21.percent of total) Data is preliminary and subject to revision. Worker data for 2012 and 2022 rounded to nearest five. Data for industries with 2012 employment less than 200 not included. Source: Labor Market Information Center, SD Department of Labor and Regulation, September 2015.

Job openings listed by employers with the DLR can also be used to provide a picture of the short-term demand for workers. The following table includes the occupations with more than 1,000 openings registered with the DLR local offices for the July 1, 2014 to June 30, 2015 time period. There is a high demand from employers for these occupations, and in most some cases reflect a significant shortage of workers.

Related O*Net skills for the occupations include:

Laborers and Freight, Stock, and Material Movers, Hand (5,499 annual openings): requires less than a high school: no skills met the minimum score.

Customer Service Representatives (4,627 annual openings): require high school diploma or equivalent. The top three skills needed include active listening, speaking and service orientation.

Construction Laborers (2,496 annual openings): requires less than high school. The top three skills needed includes active listening, coordination and operation monitoring.

Nursing Assistants (2,386 annual openings): requires high school diploma or equivalent. The top three skills needed include active listening, social perceptiveness and coordination.

Maids and Housekeeping Cleaners (2,157 annual openings): requires less than high school. The top three skills needed includes service orientation & coordination.

Slaughterers and Meat Packers (2,141 annual openings): requires less than high school. No skills met the minimum score.

Retail Salespersons, (2,006 annual openings): requires less than high school. The top three skills needed includes active listening, persuasion and speaking.

Truck Drivers, Heavy and Tractor-Trailer (1,708 annual openings): requires high school diploma or equivalent. The top three skills needed include operation and control, operation monitoring and time management.

Registered nurses (1,683 annual openings): requires an associate degree. The top three skills include active listening, social perceptiveness and service orientation.

The registered nurses and nursing assistant occupations are the only occupations which require postsecondary education, and the comparative openings/seekers data for these occupations indicates a shortage of workers in South Dakota. The other occupations in this list tend to have higher turnover and obviously require a large number of workers to keep businesses staffed. Characteristics and Employment Related Needs of the State Population Diverse Subpopulations – Race and Ethnicity The 2014 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 (87.6 percent) and American Indian and Alaskan Native (10.1 percent) Regarding ethnicity, 3.4 percent of South Dakota's population is Hispanic or Latino.

South Dakota Population by Race and Ethnicity

Total population 853,175 100.0 % White 747,070 87.6 % Black or African American 20,603 2.4 %American Indian and Alaska Native 86,570 10.1 % Asian 14,278 1.7 % Native Hawaiian & Other Pacific Islander 1,056 0.1 % Some other race 8,059 0.9 %Hispanic or Latino 28,719 3.4 %

Source: U.S. Census Bureau, 2014 American Community Survey

Diverse Subpopulations – Linguistics The 2014 ACS data available for the linguistics of our state population show that a high majority of state residents (94.3 percent) speak only English. Of those residents which have the ability to speak in other languages (45,341), very few residents speak English 'not well' or 'not well at all' (5,700 persons or .07 percent).

Diverse Subpopulations – Disabilities The South Dakota Department of Labor and Regulation holds one of the USDOL Disability Employment Initiative (DEI) grants. These funds provide an opportunity for the state to develop and implement a plan for improving effective and meaningful participation of youth with disabilities in the workforce.

According to 2014 American Community Survey (ACS) data produced by the U.S. Census Bureau, the percent of South Dakota's population with a disability is 12.0 percent. For the age group 18-64 years, it is 10.2 percent. The highest percent is within the age group 65 years and older at 34.9 percent, which correlates with disabilities often occurring as people age, including hearing, vision and self-care disabilities.

The rate of disabilities by race reflects higher percentages for the White and Native American and Alaskan Natives race groups compared to the other race aggregations. Disabilities among ethnic groups in South Dakota are much lower at 7.2 percent.

• White alone: 12.1 percent • Native American and Alaskan Native: 13.8 percent • Hispanic or Latino (of any race): 7.2 percent

For the core of the labor force (ages 18 to 64 years), the highest percent of disabilities for all races lies within the ambulatory disability, which is having difficulty walking or climbing stairs.

South Dakota Residents with Disabilities (Population 18 to 64 years)

Number Percent

Total 51,001 10.2

With a hearing difficulty 14,074 2.8

With a vision difficulty 8,340 1.7

With a cognitive difficulty 20,325 4.1 With an ambulatory difficulty 22,655 4.5 With a self-care difficulty 8,331 1.7 With independent living difficulty 15,959 3.2

Source: U.S. Census Bureau, 2014 American Community Survey

The next highest level is for those with a 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. Individuals with such limitations are often defined as having mild traumatic brain injury (TBI). Persons with mild TBI often retain the ability to work competitively. Such individuals, however, typically earn less when employed year-round, full-time than do persons without disability and have lower levels of employment. Unpublished tabulations for the Current Population Survey (CPS), which is conducted by the U.S. Census Bureau, also provide details regarding specific barriers to employment, including discouragement over available job prospects as detailed in the table below. South Dakota Employment Status of the Civilian Population 25 Years and Over by Educational Attainment (Numbers in thousands)

Educational Attainment Level 1990 2000 2014 SD US SD US SD US High school graduate or more 77% 75% 85% 80% 92% 87% Bachelor's degree or more 17% 20% 22% 24% 28% 30% Advanced degree or more 5% 7% 6% 9% 8% 11%

Source: U.S. Census Bureau, 1990 and 2000 data from the Statistical Abstract of the United States; 2014 data from the 2014 American Community Survey 1-Year Estimates. Prepared by the Labor Market Information Center, South Dakota Department of Labor and Regulation, December2015. South Dakota Employment Status of the Civilian Less than a High school diploma 45.8 18.1 39.5 16.4 35.8 1.7 9.5 High school graduates, no college 1 170.5 112.4 65.9 108.2 63.4 4.3 3.8 Some college or associate degree 182.5 136.8 74.9 134.0 73.5 2.8 2.0 Bachelor's degree and higher 2 158.2 123.9 78.3 122.5 77.5 1.4 1.1 1 Includes persons with a high school diploma or equivalent 2 Includes person with bachelors, master's, professional and doctoral degrees *Non-institutionalized population Source: Special tabulations of unpublished Current Population Survey (CPS), U.S. Census Bureau. Note: Subject to high rates of variability. November 2014- October 2015 reference period. Source: U.S. Census Bureau, 1990 and 2000 data from the Statistical Abstract of the United States; 2014 data from the 2014 American Community Survey 1-Year Estimates. Prepared by the Labor Market Information Center, South Dakota Department of Labor and Regulation, December 2015.

Employment by Educational Attainment Level Unemployment rates by education 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' (9.5 percent). In contrast, the lowest unemployment rates are for those residents which have an education attainment level of Bachelor's degree or higher (1.1 percent).

Research has consistently shown that unemployment rates are significantly lower for those with higher levels of education. The higher levels of educational attainment also correlate with higher earnings levels.

The information for South Dakota detailed in the table above correlates with this national information published by the U.S. Bureau of Labor Statistics.

Skills and Education Gaps of South Dakota's Population A review of educational attainment levels achieved over time shows a steady increase in the percent of persons age 25 years and older pursing high school diplomas, as well as bachelor and advanced degrees. This is true for the United States as well as South Dakota. While South Dakota has a greater rate of persons receiving high school diplomas, the U.S. has a greater rate of persons attaining Bachelor's and advanced degrees. However, this variance between South Dakota and the nation seems to be a function of differing labor markets.

Challenges of Workers Attaining the Skills Needed to Obtain Employment There are two great challenges with respect to preparing workers for future jobs and meeting the business demand for new workers. One is to provide trained, skilled workers for occupations that require postsecondary

education. The second challenge is to ensure an adequate supply of workers available to fill jobs that require no postsecondary education, but tend to be entry-level, lower paying and have higher turnover.

There are certain factors that will determine whether or not an adequate number of workers are available for available jobs, especially for jobs requiring postsecondary education. Making sure there are enough workers prepared for these higher-skilled occupations jobs is important, since some of these jobs are critical to the state's economy.

First, there have to be enough students enrolled and graduating from postsecondary programs. Second, it is important graduates who have to be licensed or certified for their chosen occupations can pass the required licensing test or meet the certification requirements. Third, enough graduates have to remain in the state and take jobs related to their education.

As mentioned previously, occupations that require no postsecondary education are expected to grow by 8.7 percent, generating about 10,000 jobs per year through the year 2022. Jobs in these occupations tend to be lower paying and experience high turnover because workers think of these jobs as stepping stones to better paying jobs. Many of these jobs are taken by younger workers or workers who want part-time jobs.

Some occupations face problems with job turnover. Job turnover represents the labor flows into the labor market and also between businesses. The job turnover picture has two perspectives-job entries and job exits. Research data on South Dakota job turnover shows a fairly high level of job turnover in certain business sectors. Job turnover has both a seasonal pattern and a cyclical pattern. Exits rise during the fall and winter quarters as many businesses staff down for the winter and students return to their classes. Also, entries increase in the spring and early summer as seasonal businesses ramp up for their busy time of the year. As with other types of demand, job turnover tends to drop during business slow-downs because the opportunity for a better job has decreased.

Although some of the turnover can be explained by the seasonal nature of the business sector in the state, some of the turnover is related to job mismatches and/or because those industries staff many jobs that are considered entry-level or stepping stones to better careers. Thus, it is very important students and other career decision-makers have access to career information in order to make informed choices about occupations they are interested in and have the aptitude for.

South Dakota's workforce continues to steadily grow. As mentioned previously in this report, administrative research has shown an increase in the supply of workers entering the South Dakota labor market for the past few years. Those workers come from many different sources, including workers moving to the state, residents previously unemployed, residents of other states commuting to South Dakota to work, and new entrants and reentrants to the workforce. The new entrants would include high school students, college students, recent graduates, etc. Workers returning to the workforce after absences because of long-term illness, family responsibilities, etc. would make up the reentrant category.

Based on occupational projections, the worker level is expected to continue to grow. However, the South Dakota population projections for the 2010-2035 time period released by the South Dakota State Data Center in the fall of 2012 shows continued worker growth could be a challenge. This data forecasts the South Dakota total population will reach 889,447 by the year 2020, reflecting an increase in the core workforce (age 16-64) of approximately 14,000 or a mere 2.7 percent.

Although most of the counties in South Dakota are expected to show population declines through 2020, the Rapid City (Custer, Meade and Pennington counties) and Sioux Falls (Lincoln, McCook,

Minnehaha and Turner counties) Metropolitan Statistical Areas (MSAs) will be the fastest growing areas in the state, with Lincoln County leading with an expected growth rate of 38.7 percent. The core workforce for through the year 2020 will be the 16 -64 age group.

With occupational projections data forecasting an estimated 14,000 jobs (new and/or replacement needs) per year for the 2012-2022 time period, our state will likely experience workforce challenges.

Ability of Integrated Workforce Plan to Meet the Workforce Needs of Employers South Dakota's workforce continues to grow post-recession. Administrative research has shown an increase in the supply of workers entering the South Dakota labor market for the past few years. According to wage record research (using administrative records) conducted in the state, there were about 65,545 new workers appearing on company payrolls in 2014 who were not on payrolls in 2013.

Those workers come from many different sources, including workers moving to the state, residents previously unemployed, residents of other states commuting to South Dakota to work, and new entrants and reentrants to the workforce. The new entrants would include high school students, college students, recent graduates, etc. Workers returning to the workforce after absences because of long-term illness, family responsibilities, etc. would make up the reentrant category.

South Dakota also experienced a loss of 58,465 workers who were on payrolls during 2013 but no longer found in 2014. This loss reflects the workers who migrate to other states, retire or are no longer employed by an employer covered by unemployment insurance. Overall, there was a net gain of 7,080 covered workers in South Dakota during 2014, reflective of steadily climbing worker level. The various South Dakota workforce programs, including Dakota Roots, as well as marketing efforts by the Governor's Office of Economic Development, seek to bring families and new workers into the state. Since the year 2006, Dakota Roots has enticed over 4,209 people to work in South Dakota.

## 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 groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

### i. Employment and Unemployment

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

### ii. Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.

## III. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

## IV. Skill Gaps

Describe apparent ‘skill gaps’.

Total Employment The U.S. Bureau of Economic Analysis (BEA) publishes employment data for state and local areas, which includes an estimate of the total number of jobs, including detail by full-time or part-time status (full-time and part-time jobs are counted at equal weight) and by place of work. Employees, sole proprietors and active partners are all included, but unpaid family workers and volunteers are not. Proprietors are those workers who own and operate their own businesses and are reported as either farm or nonfarm workers.

The number of workers covered by unemployment insurance is a key component of the employment data published by the BEA and in information compiled by the U.S. Bureau of Labor Statistics. The BEA annual employment change during the 2000-2014 period for South Dakota showed a 1.4 percent increase (2014 is the most current data available).

Personal Income The Bureau of Economic Analysis (BEA) also compiles personal income data. The personal income of an area is the income received by, or on behalf of, all the individuals who live in a specific geographic area. The total payroll of workers covered by unemployment insurance is a component of wage and salary disbursements included in this statistic.

In South Dakota, the level of personal income grew steadily for several years prior to the recession. In fact, South Dakota’s growth in personal income for the 2000-2009 period surpassed the rate for the Plains Region (Iowa, Kansas, Missouri, Nebraska, North Dakota and South Dakota) and the nation. South Dakota’s personal income grew by 53.5 percent, compared to a rate of 41.0 percent for the Plains Region and 40.0 percent for the nation.

Since the recession and during the economic recovery phase, South Dakota’s personal income has continued to grow faster than the Plains Region and the nation. From 2010 to 2014, South Dakota’s personal income increased 19.3 percent, followed by the nation at 18.4 percent and the Plains Region at 18.3 percent.

Dividing the personal income of an area by the residents of that given area produces a widely used economic indicator called per capita personal income. Since 2000, South Dakota’s per capita personal income has increased by 70.0 percent, compared to 56.7 percent for the Plains Region and 50.8 percent for the nation. South Dakota ranked 21st out of the 50 states with a per capita personal income of $46,345 in 2014.

Current Population Survey (CPS) Labor Force Data The residents of South Dakota participate in the labor force at a very high rate. The most recent annual Current Population Survey (CPS) figures show South Dakota’s labor force participation rate was 69.3 percent in 2014. In other words, nearly 70 percent of all (non-institutionalized) residents age 16 years and older were in the labor force, either working or looking for work. This compares to a 2014 national average of 62.9 percent. Historically, South Dakota consistently had higher rates of labor force participation compared to the nation.

South Dakota's participation rate of 69.3 percent was the sixth-highest rate of all states and the District of Columbia. North Dakota had the highest rate at 72.9 percent, followed by Nebraska at 70.8 percent, Iowa at 70.6 percent, Minnesota at 69.8 percent and the District of Columbia at 69.5 percent.

Youth in South Dakota were also more active than all but three states as participants in the labor force. In 2014, 50.1 percent of the state's youth (age 16 to 19 years) were in the labor force, compared to the national rate of 34.0 percent. Iowa had the highest rate at 55.6 percent, followed by Nebraska at 51.8 percent and Wisconsin at 51.2 percent. The District of Columbia had the lowest youth participation rate at 15.4 percent. At the other end of the age spectrum, South Dakota ranked seventh in the percentage of residents 65 years and older group participated in the labor force in 2014 which was much higher than the national average of 18.6 percent.

A closer look at some of the demographic groups shows South Dakota's percentage of residents in the labor force ranks near the top nationally in many instances. With a female labor force participation rate of 64.5 percent in 2014, South Dakota ranked sixth, behind the top ranked state of North Dakota's 67.1 percent by only 2.6 percentage points. The national labor force participation rate in 2014 for women was 57.0 percent.

The state's male labor force participation rate of 74.3 percent ranked ninth, out of the 50 states and the District of Columbia. Labor force participation rates throughout the nation varied from Utah with a rate of 78.9 percent to West Virginia with a rate of 57.9 percent, a difference of 21 percentage points. South Dakota, however, was well above the national average of 69.2 percent in 2014.

Unemployment Rate South Dakota's unemployment rate has steadily decreased since the end of the recession, peaking at an annual average of 5.0 percent in 2010. The 2014 annual average unemployment rate was 3.4 percent in South Dakota, compared to the national rate of 6.2 percent.

Statewide Labor Force Employment and Unemployment Trends Historical trends for the last four years indicate steady growth within South Dakota's labor force during this time period, with the total labor force increasing by 7,700 workers (1.7 percent).

Annual labor force estimates for these time periods include:

• 2011: Labor Force 440,900 (0.1 percent decrease)

• 2012: Labor Force 442,600 (0.4 percent increase)

• 2013: Labor Force 444,900 (0.5 percent increase)

• 2014: Labor Force 448,600 (0.8 percent increase)

Annual employed estimates for these time periods include:

• 2011: Employed 420,100 (0.2 percent increase)

• 2012: Employed 423,700 (0.9 percent increase)

• 2013: Employed 428,100 (1.0 percent increase)

• 2014: Employed 433,200 (1.2 percent increase)

Annual unemployed estimates for these time periods include:

• 2011: Unemployed 20,900 (5.0 percent decrease)

• 2012: Unemployed 18,900 (9.4 percent decrease)

• 2013: Unemployed 16,800 (11.2 percent decrease)

• 2014: Unemployed 15,400 (8.2 percent decrease)

Annual unemployment rates for these time periods include:

• 2011: 4.7 percent (0.3 percent decrease)

• 2012: 4.3 percent (0.4 percent decrease)

• 2013: 3.8 percent (0.5 percent decrease)

• 2014: 3.4 percent (0.4 percent decrease)

Rapid City Metropolitan Statistical Area (MSA) Labor Force Employment and Unemployment Trends
The Rapid City MSA includes the western counties of Custer, Mead and Pennington counties. Historical data for this region shows the labor force steadily increasing, with the level of unemployed experience minor fluctuations during the four year time period. The total labor force increased by 300 workers (1.8 percent).

Annual labor force estimates for these time periods include:

• 2011: Labor Force 70,100 (0.1 percent increase)

• 2012: Labor Force 70,400 (0.5 percent increase)

• 2013: Labor Force 70,900 (0.7 percent increase)

• 2014: Labor Force 71,400 (0.6 percent increase)

Annual employed estimates for these time periods include:

• 2011: Employed 66,700 (0.5 percent increase)

• 2012: Employed 67,300 (1.0 percent increase)

• 2013: Employed 68,100 (1.2 percent increase)

• 2014: Employed 68,900 (1.1 percent increase)

Annual unemployed estimates for these time periods include:

• 2011: Unemployed 3,400 (7.1 percent decrease)

• 2012: Unemployed 3,100 (8.6 percent decrease)

• 2013: Unemployed 2,800 (10.9 percent decrease)

• 2014: Unemployed 2,500 (10.9 percent decrease)

Annual unemployment rates for these time periods include:

• 2011: 4.9 percent (0.4 percent decrease)

• 2012: 4.4 percent (0.5 percent decrease)

• 2013: 3.9 percent (0.5 percent decrease)

• 2014: 3.5 percent (0.4 percent decrease)

Sioux Falls Metropolitan Statistical Area (MSA) Labor Force Employment and Unemployment Trends The Sioux Falls MSA is on the eastern side of the state and consists of Lincoln, McCook, Minnehaha and Turner counties. Historical data 2011-2014 for the Sioux Falls MSA reflects the labor force steadily increasing, with the level of unemployed decreasing. The total labor force increased by 2,900 workers (1.8 percent).

Annual labor force estimates for these time periods include:

• 2011: Labor Force 134,200 (0.5 percent increase)

• 2012: Labor Force 136,500 (1.7 percent increase)

• 2013: Labor Force 139,200 (2.0 percent increase)

• 2014: Labor Force 142,100 (2.1 percent increase)

Annual employed estimates for these time periods include:

• 2011: Employed 128,400 (1.0 percent increase)

• 2012: Employed 131,300 (2.3 percent increase)

• 2013: Employed 134,800 (2.6 percent increase)

• 2014: Employed 138,000 (2.4 percent increase)

Annual unemployed estimates for these time periods include:

• 2011: Unemployed 5,800 (9.1 percent decrease)

• 2012: Unemployed 5,200 (10.2 percent decrease)

• 2013: Unemployed 4,400 (14.8 percent decrease)

• 2014: Unemployed 4,100 (6.8 percent decrease)

Annual unemployment rates for these time periods include:

• 2011: 4.3 percent (0.5 percent decrease)

• 2012: 3.8 percent (0.5 percent decrease)

• 2013: 3.2 percent (0.6 percent decrease)

• 2014: 2.9 percent (0.3 percent decrease)

Balance of State Labor Force Employment and Unemployment Trends The balance of state area represents the more rural counties in South Dakota which are not included within the MSA areas. Historical trends show a decline in the total labor force from 2011 to 2014 of 1,400 participants.

Annual labor force estimates for these time periods include:

• 2011: Labor Force 236,600 (0.5 percent decrease)

• 2012: Labor Force 235,600 (0.4 percent decrease)

• 2013: Labor Force 234,800 (0.4 percent decrease)

• 2014: Labor Force 235,200 (0.2 percent increase)

Annual employed estimates for these time periods include:

• 2011: Employed 225,000 (0.4 percent decrease)

• 2012: Employed 225,000 (0.0 percent increase)

• 2013: Employed 225,200 (0.1 percent increase)

• 2014: Employed 226,400 (0.5 percent increase)

Annual unemployed estimates for these time periods include:

• 2011: Unemployed 11,700 (2.2 percent decrease)

• 2012: Unemployed 10,600 (9.2 percent decrease)

• 2013: Unemployed 9,600 (9.5 percent decrease)

• 2014: Unemployed 8,800 (8.1 percent decrease)

Annual unemployment rates for these time periods include:

• 2011: 4.9 percent (0.1 percent decrease)

• 2012: 4.5 percent (0.4 percent decrease)

• 2013: 4.1 percent (0.4 percent decrease)

• 2014: 3.8 percent (0.3 percent decrease)

Statewide Nonfarm Worker Over the Year Employment Trends The most current over-the-year trends for South Dakota show nonfarm employment increased by 6,000 workers (or 1.4 percent) from 2013 to 2014. Most sectors showed positive gains over the year. Nationally, the nonfarm employment percentage gain over the year was 2.6 million (1.9 percent). The South Dakota nonfarm worker level was 423,700 in 2014, reflecting an increase of 6,000 workers (1.4%).

• Private industries gained 5,500 workers (1.6 percent)

• Goods producing industries gained 1,600 workers (2.5 percent)

• Service providing industries gained 4,400 workers (1.2 percent).

Rapid City Metropolitan Statistical Area (RCMSA) Over the Year Employment Trends The total nonfarm worker level increased 800 workers (1.2 percent) from 2013 to 2014.

Growth occurred in the following sectors:

• Manufacturing: 100 workers (3.3 percent)

• Wholesale trade: 100 workers (4.3 percent)

• Retail trade: 100 workers (1.1 percent)

• Financial activities: 100 workers (2.4 percent)

• Professional and business services: 100 workers (1.9 percent)

• Educational and health services: 100 workers (0.9 percent)

• Government: 100 workers (0.9 percent)

Sectors remaining stable included Information (900 workers), Leisure and hospitality (9,900 workers) and Other services (3,000 workers).

Sioux Falls Metropolitan Statistical Area (SFMSA) Over the Year Employment Trends The total nonfarm worker level increased by 3,700 workers (2.5 percent) from 2013 to 2014.

Growth occurred in the following sectors:

• Leisure and hospitality: 700 workers (4.9 percent)

• Professional and business services: 600 workers (4.3 percent)

• Retail trade: 600 workers (3.3 percent)

• Educational and health services: 500 workers (1.7 percent)

• Manufacturing: 300 workers (2.2 percent)

• Wholesale trade: 300 workers (3.8 percent)

• Government: 300 workers (2.3 percent)

• Information (2,700 workers)

• Other services (4,800 workers)

Financial activities had a small loss of 200 workers (1.2 percent) from 2013-2014.

Balance of State (BOS) Over the Year Employment Trends The balance of state area represents the more rural counties, excluding counties not defined as part of an MSA (Pennington, Meade, Custer, Lincoln, Minnehaha, McCook and Turner). Total nonfarm employment in this area increased by 1,500 workers (0.7 percent).

Growth occurred in the following sectors:

• Wholesale trade (500 workers or 4.8 percent)

• Manufacturing (400 workers or 1.6 percent)

• Retail trade (100 workers or 0.4 percent)

• Financial activities (100 workers or 1.1 percent)

• Professional and business services (100 workers or 1.1 percent)

• Government (100 workers or 0.2 percent).

Losses occurred in the following sectors;

• Education and health services (300 workers or 1.1 percent)

• Other services (100 workers or 1.3 percent)

Sectors remaining stable included Information (2,400 workers), and Leisure and hospitality (21,300 workers).

Seasonally Adjusted Nonfarm Worker Data Seasonally adjusted estimates for the years 2013 and 2014 show the nonfarm employment level trend¬ing upward for South Dakota. The national nonfarm worker level has also been on a steady growth trend.

Statewide Nonfarm Workers Historical Employment Trends The total statewide not seasonally adjusted nonfarm worker level trended upward in the last four years and gained 16,200 (3.8 percent) from 2011 to 2014:

• 2011: 407,500 (1.1 percent growth)

• 2012: 414,000 (1.6 percent growth)

• 2013: 417,700 (0.9 percent growth)

• 2014: 423,700 (1.4 percent growth)

Growth occurred in the following sectors:

• Manufacturing (3,100 workers or 7.3 percent)

• Education and health services (3,000 workers or 4.4 percent)

• Leisure and hospitality (2,000 workers or 4.4 percent)

• Wholesale trade (1,800 workers or 8.7 percent)

• Retail trade (1,700 workers or 3.3 percent)

• Financial activities (1,600 workers or 5.4 percent)

• Professional and business services (1,600 workers or 5.3 percent).

Losses occurred within Information (400 workers or 6.7 percent) and government (200 workers or 0.3 percent).

Rapid City Metropolitan Statistical Area (RCMSA) Historical Employment Trends The Rapid City MSA has been trending upwards, gaining 2,500 workers (3.8 percent) from 2011 to 2014:

• 2011: 63,500 (1.4 percent growth)

• 2012: 64,500 (1.6 percent growth)

• 2013: 65,200 (1.1 percent growth)

• 2014: 66,000 (1.2 percent growth)

Growth occurred in the following sectors:

• Education and health services (600 workers or 5.6 percent)

• Manufacturing (500 workers or 16.7 percent)

• Financial activities (400 workers or 9.5 percent)

Government dropped by 200 workers (1.8 percent). The remaining sectors remained stable.

Sioux Falls Metropolitan Statistical Area (SFMSA) Historical Employment Trends The Sioux Falls MSA has been trending upwards every year, gaining 11,200 workers (7.6 percent) from 2011 to 2014. The yearly average annuals levels and over-the-year percentages are:

• 2011: 136,000 (2.0 percent growth)

• 2012: 140,100 (2.9 percent growth)

• 2013: 143,500 (2.4 percent growth)

• 2014: 147,200 (2.5 percent growth)

Growth occurred in the following sectors:

• Education and health services (2,300 workers or 7.8 percent)

• Professional and business services (1,800 workers or 12.9 percent)

• Leisure and hospitality (1,200 workers or 8.5 percent)

• Retail trade (1,100 workers or 6.1 percent)

• Manufacturing (1,100 workers or 8.1 percent)

• Wholesale trade (900 workers or 11.3 percent).

Information had a small loss of 200 workers or 7.4 percent.

Balance of State (BOS) Historical Employment Trends The balance of state area has been trending upwards, gaining 2,500 workers (1.2 percent) from 2011 to 2014. The yearly average annuals levels and over-the-year percentages are:

• 2011: 208,000 (0.3 percent growth)

• 2012: 209,400 (0.7 percent growth)

• 2013: 209,000 (-0.2 percent decline)

• 2014: 210,500 (0.7 percent growth)

Growth occurred in the following sectors:

• Manufacturing (1,500 workers or 5.8 percent)

• Wholesale trade (700 workers or 6.7 percent)

• Retail trade (400 workers or 1.6 percent)

• Financial activities (300 workers or 3.2 percent)

Losses occurred in:

• Government (600 workers or 1.1 percent)

• Professional and business services (400 workers or 3.6 percent)

• Information (200 workers or 8.3 percent).

Other services remained stable from 2011-2014.

South Dakota Worker Commuting – Inflow and Outflow of Workers (Primary Jobs) As the labor force data measures the levels of employed and unemployed, it is important to note the South Dakota labor force data does include residents who are employed and working in other states. The U.S. Census Bureau's OnTheMap application provides information regarding where South Dakota workers are employed. As a 'primary job' is the highest paying job for an individual worker for the year, the count of primary jobs is the same as the count of workers. An estimated 94 percent of those who work in South Dakota live in South Dakota. Most of the South Dakota workers who commute out state have jobs in Iowa, North Dakota, Minnesota and Nebraska.

Poverty The American Community Survey is an annual survey conducted by the U.S.Census Bureau to collect data on socioeconomic, housing and demographic characteristics, including poverty status, of individuals and families by state. Poverty status is determined by comparing annual income to a set of dollar values called thresholds that vary by family size, number of children and the age of the householder. If a family's before-tax money income is less than the dollar value of their threshold, then that family and every individual in it is considered to be in poverty. For people not living in families, poverty status is determined the comparing the individual's income to his or her threshold. The poverty thresholds are updated annually to allow for changes in the cost of living using the Consumer Price Index (CPI-U).The thresholds do not vary geographically.

The percent of 'all people' in South Dakota with incomes below the poverty threshold increased each year from 2008 to 2010, then continued to decline through the year 2012. However, in 2014 the rate crept back up to 14.2 percent. National data for 'all people' show poverty levels gradually increasing from 13.0 percent to 15.5 percent during the 2007 to 2014 period. Regions within South Dakota which typically report higher poverty rate include counties housed within the American Indian reservation areas. Projected Growth of South Dakota's Industries Based on the three-digit North American Industrial Classification System (NAICS) codes, the industry projected to be the fastest growing will be ambulatory healthcare care services, and will require the largest number of workers from 2012 through 2022, with an expected need of an additional 2,630 workers. Other fastest growing industries include several construction related activities, including the construction of buildings, specialty contractors, and heavy and civil engineering construction.

The projected fastest growing industries include:

Ambulatory Health Care Services: 17.6%

Professional, Scientific and Technical Services: 16.6%

Museums, Historical Sites, and Similar Institutions: 15.8%

Construction of Buildings: 15.5%

Waste Management and Remediation Services: 14.4%

Heavy and Civil Engineering Construction:13.9%

Social Assistance: 13.8%

Wholesale Electronic Markets and Agents and Brokers: 3.7%:

Transportation Equipment Manufacturing: 13.3%

Specialty Trade Contractors: 13.2%

Notes: Data is preliminary and subject to revision. Number of jobs data for 2012 and 2022 rounded to nearest five. Data for industries with 2012 employment less than 200 not included.

Source: Labor Market Information Center, SD Department of Labor and Regulation, September 2015.

Other industries expected to experience a high rate of worker growth include professional, scientific and technical services, and social assistance. There are only a few industries which are expected to have a declining rate of workers, including air transportation, broadcasting (except internet) and the textile product mills industry.

Projected in Demand Occupations

Industry trends have a large impact on the future demand for workers in both the agricultural and nonagricultural industries. The short-term occupational projections for 2013-2015 indicate the majority of job growth will be within food preparation and serving, life, physical, and social sciences, healthcare practitioners, and education and training occupational groups. The long-term demand for workers is captured through 2012-2022 occupational projections, including an estimate of the demand for new workers needed to fill jobs due growth or replacement of workers exiting the workforce.

Top 15 South Dakota Projected Fastest Growing Occupations 2012-2022

• Interpreters and Translators: 115 workers, 40.4 percent increase

• Diagnostic Medical Sonographers: 100 workers, 33.3 percent increase

• Personal Care Aides: 620 workers, 33.2 percent increase

• Welding, Soldering and Brazing Machine Setters, Operators and Tenders: 170 workers, 30.9 percent increase

• Market Research Analysts and Marketing Specialists: 125 workers, 30.5 percent increase

• Computer-Controlled Machine Tool Operators, Metal and Plastic: 90 workers, 27.3 percent increase

• Physical Therapist Assistants: 65 workers, 27.1 percent increase

• Industrial Machinery Mechanics: 225 workers, 26.6 percent increase

• Helpers Electricians: 105 workers: 26.6 percent increase

• Meeting, Convention and Event Planners: 75 workers: 24.6 percent increase

• Physician Assistants: 115 workers: 24.5 percent increase

• Surgical Technologists: 105 workers: 23.3 percent increase

• Physical Therapists: 145 workers: 22.5 percent increase

• Nurse Practitioners: 80 workers: 22.2 percent increase

• Dental Hygienists: 105 workers: 21.4 percent increase

Data is preliminary and subject to revision. Worker data for 2012 and 2022 rounded to nearest five. Data for industries with 2012 employment less than 200 not included. Source: Labor Market Information Center, SD Department of Labor and Regulation, September 2015.

Projections were also produced for our five sub state areas, including the Central, East, West and two Metropolitan Statistical Areas (MSA). The Sioux Falls MSA is the largest sub state area and is on the eastern border. The Rapid City MSA is on the western border. Most of the jobs in South Dakota are within these two areas.

The highest rates of worker growth are focused within the MSA's. However, all areas are expecting growth for the Services Providing industries. Within the Goods Producing industries, growth is expected for all areas except the Central area, which reflect a minimal decline.

The Central Area is expected to gain 1,115 jobs over the ten year period, an increase of 4.8 percent.

The East Area is expected to gain 9,280 jobs over the ten year period, an increase of 2.5 percent.

The West Area is expected to gain 2,155 jobs over the ten year period, an increase of 5.7 percent.

Notes: Data is preliminary and subject to revision.

The 2022 projected employment data is rounded to nearest five. Data for industries with employment less than 200 is not included. Data presented for industries will not sum to totals due to rounding and non-publishable data for additional industries being included in totals.

Source: Labor Market Information Center, South Dakota Department of Labor and Regulation, December 2015

Targeted Occupations in Demand Because the Department of Labor and Regulation (DLR) has limited resources, workforce development efforts must concentrate on critical need fields that pay well enough to justify investment in training and education. The determination of DLR targeted occupations is based on the following criteria:

• State occupational employment projections though the year 2022 and occupational wage data available from the Labor Market Information Center (to identify "high wage - high demand" occupations)

• Current indicators of supply and demand in occupations as indicated by SDWORKS, DLR's online database of job openings and job seekers

• Employer input regarding worker and skill shortages

The targeted occupations were then grouped together in categories of similar occupations as shown in the categories below.

Targeted Occupations by Category

Accounting/Finance

Accountants and Auditors

Cost Estimators

Financial Analysts

Financial Managers

Loan Officers

Engineers

Civil Engineers

Information Technology

Computer Support Specialists

Network and Computer Systems Administrators

Software Developers, Applications

Mechanics

Automotive Service Technicians and Mechanics

Bus and Truck Mechanics and Diesel Engine Specialists

Industrial Machinery Mechanics

Nurses

Registered Nurses

Physicians

Family and General Practitioners

Sales Representatives

Sales Representatives, Wholesale and Manufacturing,

except Technical and Scientific Products

Sales Representatives, Wholesale and Manufacturing,

Technical and Scientific Products

Specialty Trades

Electricians

Heating, Air Conditioning and Refrigeration Mechanics and

Installers

Plumbers, Pipefitters and Steamfitters

Supervisors

First-Line Supervisors of Construction Trades and Extraction

Workers

First-Line Supervisors of Mechanics, Installers and

Repairers

First-Line Supervisors of Office and Administrative Support

Workers

First-Line Supervisors of Production and Operating

Workers

Teachers

Elementary School Teachers, except Special Education

Middle School Teachers, except Special and

Career/Technical Education

Secondary School Teachers, except Special and

Career/Technical Education

Special Education Teachers, Preschool, Kindergarten and

Elementary School

Truck Drivers

Heavy and Tractor-Trailer Truck Drivers

Welders

Welders, Cutters, Solderers and Brazers

The occupational employment projections (2012 to 2022) and occupational wage data available from the Labor Market Information Center (LMIC) are used to identify "high wage - high demand" occupations, as well as gathering input from employers representing various industries and addressing their related workforce needs, provides a strong foundation to support our workforce system needs for seekers, employees and employers. A PDF file which includes more details regarding South Dakota's Targeted Occupations list is included in the appendix of this report.

Current and Future Employment Needs

There are 34 occupations expected to need more than 100 workers each year, on average, through 2022 based on occupational projections data. Of these occupations, the ones which require postsecondary education include:

• Registered Nurses

• Nursing Assistants

• Accountants and Auditors

• Elementary School Teachers, except Special Education

• Teacher Assistants

• General and Operations Managers

• Residential Advisors

• Secondary School Teachers, except Special and

Career/Technical Education

Other projected critical occupations will include additional most healthcare occupations, including licensed practical and vocational nurses and nursing assistants, both which will need approximately 75 workers per year. Other occupations, including middle school teachers and management

analysts, will need more than 65 workers per year. Additional occupations needing more than 40 workers per year include computer, teaching, engineering and social work skills.

The following paragraph displays the projected occupational growth by the level of education typically needed for entry level positions. Occupations that require no postsecondary education are projected to be slower growing than those that require postsecondary education. The combined categories of less than high school and high school diploma or equivalent are expected to grow at 8.7 percent and need over 10,000 workers per year through the year 2022. Occupations requiring some postsecondary education (with no award) will be growing at 5.4 percent, generating about 800 jobs annually from 2012-2022. Occupations requiring a bachelor's degree are expected to have a growth of 11.7 percent, requiring over 1,700 workers per year. Even though many of the fastest-growing occupations require college degrees, the greatest demand for jobs will be for occupations that require basically no postsecondary education.

2012-2022 Occupational Employment Projections by Level of Educational Typically Needed for Entry

Average annual openings for less than high school: 5,059 (34.5 percent of total)

Average annual openings for high school diploma or equivalent: 5,522 (39.7 percent of total)

Average annual openings for some postsecondary education, no degree: 789 (5.4 percent of total)

Average annual openings for Associate's Degree: 791 (5.4 percent of total)

Average annual openings for Bachelor's Degree: 1,722 (11.7 percent of total)

Average annual openings for Master's Degree: 175 (1.2 percent of total)

Average annual openings for Doctoral or professional degree: 309 (21.percent of total)

Data is preliminary and subject to revision.

Worker data for 2012 and 2022 rounded to nearest five. Industries with 2012 employment less than 200 not included. Source: Labor Market Information Center, SD Department of Labor and Regulation, September 2015.

Job openings listed by employers with the DLR can also be used to provide a picture of the short-term demand for workers. The following includes the occupations with more than 1,000 openings registered with the DLR local offices for the July 1, 2014 to June 30, 2015 time period. There is a high demand from employers for these occupations, and in most cases reflect a significant shortage of workers.

Related O*Net skills for the occupations include:

Laborers and Freight, Stock, and Material Movers, Hand (5,499 annual openings): requires less than a high school. The top three skills include coordination, critical thinking and operation and control of systems.

Customer Service Representatives (4,627 annual openings): require high school diploma or equivalent. The top three skills needed include active listening, speaking and service orientation.

Construction Laborers (2,496 annual openings): requires less than high school. The top three skills needed includes active listening, coordination and operation monitoring.

Nursing Assistants (2,386 annual openings): requires high school diploma or equivalent. The top three skills needed include active listening, social perceptiveness and coordination.

Maids and Housekeeping Cleaners (2,157 annual openings): requires less than high school. The top three skills needed includes service orientation & coordination.

Slaughterers and Meat Packers (2,141 annual openings): requires less than high school. No skills met the minimum score.

Retail Salespersons, (2,006 annual openings): requires less than high school. The top three skills needed includes active listening, persuasion and speaking.

Truck Drivers, Heavy and Tractor-Trailer (1,708 annual openings): requires high school diploma or equivalent. The top three skills needed include operation and control, operation monitoring and time management.

Registered nurses (1,683 annual openings): requires an associate degree. The top three skills include active listening, social perceptiveness and service orientation. The registered nurses and nursing assistant occupations are the only occupations which require postsecondary education related to in demand occupations.

The comparative openings/seekers data for these occupations indicates a shortage of workers in South Dakota. The other occupations in this list tend to have higher turnover and obviously require a large number of workers to keep businesses staffed.

The South Dakota Labor Market Information Center (LMIC) analyzed annual wage data by the level of education typically required for entry, which provides insight related to educational pursuits.

• Jobs which require less than a high school diploma have an estimated average wage of $10.54 per hour, which equates to an annual wage of $21,927. The ratio of seekers to openings for those with less than a high school diploma is 7-to-6 (seven jobs available per six seekers), indicating a shortage of people to fill these jobs.

• Jobs which require a high school diploma or equivalent have an estimated average wage of $16.19 per hour, which equates to an annual wage of $33,769. The ratio of seekers to openings for those with a high school diploma is 6-to-5, indicating a shortage of people to fill these jobs.

• Jobs which typically require some postsecondary education (no degree) have an estimated average wage of $17.34 per hour, which equates to an annual wage of $36,063. The ratio of seekers to openings for jobs which require some postsecondary education is 13-to-7, indicating a shortage of people to fill these jobs.

• Jobs which typically require an associate degree have an estimated average wage of $30.04 per hour, equating to an annual wage of $62,485. The ratio of seekers to openings which require an associate degree is 2-to-1, indicating a shortage of people to fill these jobs.

• Jobs which require a bachelor degree have an estimated average wage of $27.77 per hour, which equates to an annual wage of $57,769. The ratio of seekers to job openings which require a

bachelor degree is balanced (1-to1), indicating there is a supply to meet the demand to fill these jobs, depending on the specific educational training achieved.

• Jobs requiring a master's degree have an estimated average wage of $26.54 per hour, which equates to an annual wage of $55,195. The ratio of seekers to openings for jobs which require a master's degree is 8-to-5, indicating a shortage of people to fill these jobs.

• Jobs requiring a doctorate degree have an estimated average wage of $47.38 per hour, which equates to an annual wage of $98,542. The ratio of seekers to openings for jobs which require a doctorate degree is 2-to-1, indicating a shortage of people to fill these jobs.

Job opportunities which require a high school diploma or less than a high school diploma are plentiful in South Dakota. However, employers find it challenging to fill these positions on a consistent basis. Although the average annual wage for positions which require less than a high school degree is estimated to be $21,927 per year, there is a shortage of workers willing to fill these jobs.

Skills and Education Gaps of South Dakota's Population

A review of educational attainment levels achieved over time shows a steady increase in the percent of persons age 25 years and older pursing high school diplomas, as well as bachelor and advanced degrees. This is true for the United States as well as South Dakota. While South Dakota has a greater rate of persons receiving high school diplomas, the U.S. has a greater rate of persons attaining Bachelor's and advanced degrees. However, this variance between South Dakota and the nation seems to be a function of differing labor markets.

Characteristics and Employment Related Needs of the State Population

Diverse Subpopulations – Race and Ethnicity The 2014 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 (87.6 percent) and American Indian and Alaskan Native (10.1 percent) Regarding ethnicity, 3.4 percent of South Dakota's population is Hispanic or Latino.

South Dakota Population by Race and Ethnicity

Total population 853,175 100.0%

White 747,070 87.6%

Black or African American 20,603 2.4%

American Indian and Alaska Native 86,570 10.1%

Asian 14,278 1.7%

Native Hawaiian and 1,056 0.1%

Other Pacific Islanders

Some other race 8,059 0.9%

Hispanic or Latino 28,719 3.4%

Source: U.S. Census Bureau, 2014 American Community Survey

Diverse Subpopulations – Linguistics

The 2014 ACS data available for the linguistics of our state population show that a high majority of state residents (94.3 percent) speak only English. Of those residents which have the ability to speak in other languages (45,341), very few residents speak English 'not well' or 'not well at all' (5,700 persons or .07 percent).

Diverse Subpopulations – Disabilities

The South Dakota Department of Labor and Regulation holds one of the USDOL Disability Employment Initiative (DEI) grants. These funds provide an opportunity for the state to develop and implement a plan for improving effective and meaningful participation of youth with disabilities in the workforce.

According to 2014 American Community Survey (ACS) data produced by the U.S. Census Bureau, the percent of South Dakota's population with a disability is 12.0 percent. For the age group 18-64 years, it is 10.2 percent. The highest percent is within the age group 65 years and older at 34.9 percent, which correlates with disabilities often occurring as people age, including hearing, vision and self-care disabilities.

The rate of disabilities by race reflects higher percentages for the White and Native American and Alaskan Natives race groups compared to the other race aggregations. Disabilities among ethnic groups in South Dakota are much lower at 7.2 percent.

• White alone: 12.1 percent

• Native American and Alaskan Native: 13.8 percent

• Hispanic or Latino (of any race): 7.2 percent

For the core of the labor force (ages 18 to 64 years), the highest percent of disabilities for all races lies within the ambulatory disability, which is having difficulty walking or climbing stairs.

South Dakota Residents with Disabilities (Population 18 to 64 years) Number Percent Total 51,001 10.2 %

With a hearing difficulty 14,074 2.8 %

With a vision difficulty 8,340 1.7 %

With a cognitive difficulty 20,325 4.1% With an ambulatory difficulty 22,655 4.5%

With a self-care difficulty 8,331 1.7%

With an independent living 15,959 3.2%

difficulty

Source: U.S. Census Bureau, 2014 American Community Survey

The next highest level is for those with a 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. Individuals with such limitations are often defined as having mild traumatic brain injury (TBI). Persons with mild TBI often retain the ability to work competitively. Such individuals, however, typically earn less when employed year-round, full-time than do persons without disability and have lower levels of employment. Unpublished tabulations for the Current Population Survey (CPS), which is conducted by the U.S. Census Bureau, also provide details regarding specific barriers to employment, including discouragement over available job prospects as detailed in the table below.

South Dakota Employment Status of the Civilian Labor Force by Educational Attainment Level*

Persons with less than a High school diploma:

• 39.5 percent participate in the labor force

• 35.8 percent are employed in the labor force

• Unemployment rate for this cohort is 9.5 percent.

High school graduates, no college:

• 65.9 percent participate in the labor force

• 63.4 percent are employed in the labor force

• Unemployment rate for this cohort is 3.8 percent

Some college or associate degree:

• 74.9 percent participate in the labor force

• 73.4 percent are employed in the labor force

• Unemployment rate for this cohort is 2.0 percent Bachelor’s degree or higher:

• 78.3 percent participate in the labor force

• 77.5 percent are employed in the labor force

• Unemployment rate for this cohort is 1.1 percent

1 Includes persons with a high school diploma or equivalent

2 Includes person with bachelors, master’s, professional and doctoral degrees

*Non-institutionalized population

Source: Special tabulations of unpublished Current Population Survey (CPS), U.S. Census Bureau.

Note: Subject to high rates of variability. November 2014- October 2015 reference period.

Source: U.S. Census Bureau, 1990 and 2000 data from the Statistical Abstract of the United States; 2014 data from the 2014 American Community Survey 1-Year Estimates. Prepared by the Labor Market Information Center, South Dakota Department of Labor and Regulation, December 2015.

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' (9.5 percent). In contrast, the lowest unemployment rates are for those residents which have an education attainment level of Bachelor's degree or higher (1.1 percent). Research has consistently shown that unemployment rates are significantly lower for those with higher levels of education. The higher levels of educational attainment also correlate with higher earnings levels. The South Dakota information provided above correlates with national information published by the U.S. Bureau of Labor Statistics.

Challenges of Workers Attaining the Skills Needed to Obtain Employment

There are two great challenges with respect to preparing workers for future jobs and meeting the business demand for new workers. One is to provide trained, skilled workers for occupations that require postsecondary education. The second challenge is to ensure an adequate supply of workers available to fill jobs that require no postsecondary education, but tend to be entry-level, lower paying and have higher turnover.

There are certain factors that will determine whether or not an adequate number of workers are available for available jobs, especially for jobs requiring postsecondary education. Making sure there are enough workers prepared for these higher-skilled occupations jobs is important, since some of these jobs are critical to the state's economy.

First, there have to be enough students enrolled and graduating from postsecondary programs. Second, it is important graduates who have to be licensed or certified for their chosen occupations can pass the required licensing test or meet the certification requirements. Third, enough graduates have to remain in the state and take jobs related to their education.

As mentioned previously, occupations that require no postsecondary education are expected to grow by 8.7 percent, generating about 10,000 jobs per year through the year 2022. Jobs in these occupations tend to be lower paying and experience high turnover because workers think of these jobs as stepping stones to better paying jobs. Many of these jobs are taken by younger workers or workers who want part-time jobs.

Some occupations face problems with job turnover. Job turnover represents the labor flows into the labor market and also between businesses. The job turnover picture has two perspectives-job entries and job exits. Research data on South Dakota job turnover shows a fairly high level of job turnover in certain business sectors. Job turnover has both a seasonal pattern and a cyclical pattern. Exits rise during the fall and winter quarters as many businesses staff down for the winter and students return to their classes. Also, entries increase in the spring and early summer as seasonal businesses ramp up for their busy time of the year. As with other types of demand, job turnover tends to drop during business slow-downs because the opportunity for a better job has decreased.

Although some of the turnover can be explained by the seasonal nature of the business sector in the state, some of the turnover is related to job mismatches and/or because those industries staff many

jobs that are considered entry-level or stepping stones to better careers. Thus, it is very important students and other career decision-makers have access to career information in order to make informed choices about occupations they are interested in and have the aptitude for.

South Dakota's workforce continues to steadily grow. As mentioned previously in this report, administrative research has shown an increase in the supply of workers entering the South Dakota labor market for the past few years. Those workers come from many different sources, including workers moving to the state, residents previously unemployed, residents of other states commuting to South Dakota to work, and new entrants and reentrants to the workforce. The new entrants would include high school students, college students, recent graduates, etc. Workers returning to the workforce after absences because of long-term illness, family responsibilities, etc. would make up the reentrant category.

Based on occupational projections, job opportunities are expected to increase. However, the South Dakota population projections for the 2010-2035 time period released by the South Dakota State Data Center in the fall of 2012 shows continued worker growth could be a challenge. This data forecasts the South Dakota total population will reach 889,447 by the year 2020, reflecting an increase in the core workforce (age 16-64) of approximately 14,000 or a mere 2.7 percent.

Although most of the counties in South Dakota are expected to show population declines through 2020, the Rapid City (Custer, Meade and Pennington counties) and Sioux Falls (Lincoln, McCook, Minnehaha and Turner counties) Metropolitan Statistical Areas (MSAs) will be the fastest growing areas in the state, with Lincoln County leading with an expected growth rate of 38.7 percent. The core workforce for through the year 2020 will be the 16 -64 age group. With occupational projections data forecasting an estimated 14,000 jobs (new and/or replacement needs) per year for the 2012-2022 time period, our state will likely continue to experience workforce challenges.

Ability of Integrated Workforce Plan to Meet the Workforce Needs of Employers

South Dakota's workforce continues to grow post-recession. Administrative research has shown an increase in the supply of workers entering the South Dakota labor market for the past few years. According to wage record research (using administrative records) conducted in the state, there were about 65,545 new workers appearing on company payrolls in 2014 who were not on payrolls in 2013.

Those workers come from many different sources, including workers moving to the state, residents previously unemployed, residents of other states commuting to South Dakota to work, and new entrants and reentrants to the workforce. The new entrants would include high school students, college students, recent graduates, etc. Workers returning to the workforce after absences because of long-term illness, family responsibilities, etc. would make up the reentrant category.

South Dakota also experienced a loss of 58,465 workers who were on payrolls during 2013 but no longer found in 2014. This loss reflects the workers who migrate to other states, retire or are no longer employed by an employer covered by unemployment insurance.

Overall, there was a net gain of 7,080 covered workers in South Dakota during 2014, reflective of steadily climbing worker level. The various South Dakota workforce programs, including Dakota Roots, as well as marketing efforts by the Governor's Office of Economic Development, seek to bring families and new workers into the state. Since the year 2006, Dakota Roots has enticed over 4,209 people to work in South Dakota.

# 2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include 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 *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

## A. 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.*

_____

* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

Education and training opportunities vary with the different partners: Title I has the eligible training provider list which includes registered apprenticeships. Title I also utilizes work experiences, and on–the–job training's (OJT) for eligible participants. The other career services in WIOA are also provided. Title II – will be providing education and literacy activities in cooperation with businesses.Integrated English and Civics Education will be provided to English language learners. Title III – Job Search Assistance Programs (JSAP) are provided by all of the local South Dakota Department of Labor and Regulation (SDDLR) offices. In addition the National Career Readiness Certificate (NCRC) can be obtained. SDDLR local offices also provide resource rooms for job seekers if they need to use a computer for job search or completing a resume. There are a variety of other resource materials available in each resource room. Title IV – Assists individuals in the cost of attending training/post–secondary. Also offer work experiences and OJT's for eligible participants. They have providers available to assist in job development and job coaches when employment is obtained. Other partners – Core partners will continue or enhance the relationship with the required one–stop partners. Currently some of those relationships are stronger than others, but is being reviewed as to include all of them to provide better services to participants.

## B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

Being a single-area state provides South Dakota with both strengths and weaknesses when it comes to workforce development activities.

Much of our strength is based within the department itself. SDDLR is responsible for the delivery of services under Titles I, II, and III. Additionally, the department is responsible for Unemployment Insurance, Veterans' programs, TANF, SNAP, high school equivalency testing, workforce readiness assessments, WOTC, SECSEP, Foreign Labor Certification, Migrant and Seasonal Farm Workers, Monitor Advocate, workers' compensation, state wage and hour, and specialty trades' licensing boards. Additionally, the Department is the lead agency for the Governor's workforce initiative program SDWINS.

With the majority of the Core and many of the Required partners being housed within one relatively small division, the potential for collaboration, communications, and consistency when developing and implementing program guidelines is an indisputable strength.

For instance, the SD Re-employment program shows the collaboration between the Unemployment Insurance program and Titles I, II and III. Re-employment is intended to assist workers to return to employment as soon as possible. Profiled individuals are referred immediately to Title III staff at a local office. This initiates the provision of services and participation in job search and training activities as deemed appropriate by individual assessments. Continued receipt of UI benefits is contingent on participant compliance with program guidelines. All parts of a program like this are developed with input from the entire team of WIOA, UI, and information technology services. With all partners and program specialists located within a single department, this is a seamless process.

Another strength comes from our long working relationship with the Department of Human Services (DHS) and the Department of Social Services (DSS). This strength has resulted from the historic necessity of small departments from different agencies partnering to assist individuals achieve self-sufficiency. We have long been as efficient as possible while facing the challenges of providing services to our diverse population who are spread over a large geographic landscape. We have done this in part through established collocation of DLR, DSS, and DHS staff in many local offices. Each agency is responsible for its portion of rent and operating expenses.

Our geographic size and population contribute to a weakness of our system. Many of our citizens reside in small communities of under 500 people; it is common to have a distance of 150+ miles from one town to the next. We have comprehensive offices in our largest population centers, and take services to our rural areas on an itinerant basis. To our advantage is the fact SD is one of the most wired states in the nation, meaning our citizens have access to the Internet even in our most remote communities. A full range of services are available on-line, and group sessions are organized when feasible to maximize staff outreach when providing itinerant services. Even with the use of outreach and the Internet, access continues to be an issue for some of our citizens.

Equally challenging is service to our nine Native American Reservations. Each tribe receives its own WIOA funding for programs on the reservation, and SDDLR serves a large number of Native Americans off the reservation. The counties where the reservations are located have the highest numbers of discourage workers and poverty, and the greatest potential for individuals to increase skill levels and gain meaningful employment. However, the harsh reality of lack of business and industry on the reservation and individuals' strong ties to home and family greatly impact success. Culturally the trend in recent years has been for schools, parents, and society to define success as completing a traditional four year degree. This has left many young South Dakotans with much student loan debt and a degree that doesn't correlate to a well-paying job. Meanwhile, employers are clamoring for a skilled workforce in a time of worker shortages. This disconnect between public perception and reality is difficult to overcome.

## C. State Workforce Development Capacity

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

This relates back to the previous answer in B. regarding the weakness of providing activities. South Dakota will do all it can to meet the challenges and provide the services under WIOA. Related to the lack of funding is having the staff to be able not only implement all of these services or have agreements with providers but administrative staff to direct these services.

# 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. This must include—

## 1. Vision

Describe the State's strategic vision for its workforce development system.

The vision overall would be to provide services for job seekers, individuals wanting to improve their skills to better themselves, and to partner with businesses to best meet their workforce needs through education and training. The challenge for SD at this point is having enough people to fill the jobs needs that we are seeing statewide. One focus has been to work with individuals with disabilities. Many businesses may not have considered at specifically looking into this group of people and we are educating businesses more of the benefits in hiring individuals with disabilities.

The Workforce Marathon

Supplying our employers with needed workforce continues to be a major challenge for South Dakota. Our low unemployment rate is a sign of economic strength, but it also means it's difficult for employers to add more jobs even if they have the business to justify it. Still, whenever we face a challenge, South Dakotans roll up their sleeves and work together to find a solution. The tools are in place. South Dakota has abundant career opportunities and great employers. The biggest constraint on our economic growth is available labor supply. We must continuously review our current efforts to develop and expand our workforce. In summer 2014, Governor Dennis Daugaard challenged all sectors - business, education, and government - to work together to address workforce challenges. The message from South Dakotans at the workforce summits was clear: 1. Having enough people with the right skills and competencies is the key to success: South Dakota's economic success is tied to having enough people with the right skills and capabilities for South Dakota jobs. This is an urgent issue requiring continued, concentrated attention and effort. 2. Employers need more ways to access and support a workforce with needed skills and competencies: Businesses cannot find enough of the right skills at the right time and need support from educational institutions, communities, and government to attract and retain workers. 3. Students and job seekers need more accurate views of career opportunities and employer expectations: Job seekers do not know the real potential of technical and other careers or what is expected to succeed. 4. Educators are key to developing workforce skills and competencies: Education is critical to providing the workforce South Dakota needs. It must be focused on the skills and competencies needed to grow and sustain South Dakota's economy. 5. All sectors must collaborate to address these issues: Every sector has a role to play individually and as part of a unified workforce agenda.

Using this feedback and information gained from six regional workforce summits, we identified the three key components of an effective workforce system: 1. Explore and Educate: tools, information,

and opportunities to guide job seekers to available jobs; 2. Recruit and Retain: enhanced mechanisms that connect people to employers and provide support to fill jobs, and keep them filled, with people who have the required skills and competencies; and 3. Common Language, Data, and a Unified Agenda: the elements that tie the system together.

Over 20 programs included in South Dakota Workforce Initiatives (SDWINS) are working to fulfill the needs of an effective workforce system, and many are doing exceptionally well. Collaborative efforts to fill our workforce gaps have grown and been successful. The SDWINS annual report is a testament to the progress we've made and can be read at www.SouthDakotaWINS.com.

South Dakota has also made great strides in recent years to shine a light on a largely untapped workforce. Too often employers with job openings overlook people with disabilities who are ready, willing, and completely able to work. We need to connect employers with employees who have disabilities - not as an act of charity, but because it makes good business sense. South Dakota's Employment Works Task Force and Ability for Hire campaign have helped set the stage for significant gains in this area. The challenge of supplying our employers with needed workforce cannot be overcome easily. This is a marathon, not a sprint, but we're making progress.

Below are some of the specific elements for the plan: Career Camps Career Camps are daylong events where students hear from a variety of professionals who discuss what they do and how they entered into their professions. Students also have a chance to participate in many hands-on activities throughout the day to get a feel for what it might be like to work in a particular profession. As part of the South Dakota WINS workforce initiative, the state will coordinate information about upcoming camps from various communities, industries, and educational institutions. Purpose of the Career Camps program: To provide students a chance to explore and experience potential careers in a variety of different industries. Goals: 1. Establish a one-stop website where students can access information about Career Camps. 2. Market the website in order to increase awareness of Career Camps. Making Advanced Placement and Dual Credit Courses Accessible to All Students Data show a strong correlation between participation in Advanced Placement courses and student success in college. By ensuring all South Dakota high school students have access to AP courses, we will help our young people build strong foundations for their future careers. Purpose of the Advanced Placement and Dual Credit Program: Prepare students for achievement in both post-secondary education and their careers. Goals: 1. Expand participation in South Dakota virtual school AP courses. 2. Reinstate financial aid for schools that cannot provide AP opportunities. 3. Create additional dual credit programs at both the technical institutes and Board of Regents universities. Advanced Placement courses allow high school students to study college-level material while still in high school. Furthermore, many colleges and universities regularly grant college credit to students who score high on Advanced Placement exams, enabling them to move on more quickly to higher level courses. In this way, Advanced Placement courses give high school students the opportunity to jump-start their college education while developing the study skills and habits needed to succeed in college. With fewer students and smaller faculties, it is often difficult for our smaller schools to offer in-classroom Advanced Placement courses. Now, through the South Dakota Virtual School, students will have an opportunity to take Advanced Placement courses remotely, regardless of where they live. Because Advanced Placement courses offered through the South Dakota Virtual School are more costly than traditional high school classes, South Dakota WINS will provide financial assistance to schools otherwise unable to offer in-classroom AP courses. Internship Opportunities Internships are an important part of South Dakota's workforce development initiative. Internships not only provide our young people with valuable real-world work experience as they pursue higher education, but also enable them to stay in South Dakota by connecting them with employers in our state. Purpose of the Internship Opportunities program: To promote a single location for employers to post internships and for students to search internships that provide meaningful work experience, giving students exposure to possible career opportunities. Goals: 1. Increase the number of businesses listing internships on the SDWORKS website. 2. Continue to share and collect more

internship information from post-secondary institutions for the SDWORKS website. 3. Increase the number of people who are using the SDWORKS website to identify internship opportunities. The Department of Labor and Regulation's SDWORKS online jobs database includes a one-stop shop for all internships and other jobs offered by the state government, Board of Regents and state technical institutes. Furthermore, SDWORKS is promoted to all students attending a post-secondary institution in the state, ensuring these internships are filled by quality applicants eager to apply what they have learned in the classroom. Internships are also available through many private companies and organizations throughout our state. These companies and organizations rely upon internships to fill temporary workforce needs and identify potential long-term employees. In fact, according to recent surveys by the National Association of Colleges and Employers (NACE), many employers report that interns are the most fruitful source of new full-time employees. Here are some tips for businesses interested in offering internships: • The work should be an integral part of the student's course of study. • Learning objectives should be clearly identified. • The student should be in a shadowing/learning mode. • The employer should provide an opportunity for the student to learn important skills and processes integral to the business or profession. • There should be educational value to the work performed. For assistance posting an internship or applying for an internship, please contact your local Department of Labor and Regulations office. Creating and Expanding Remediation Coursework Maintaining and growing an educated workforce requires we prepare our young people for college and work to ensure their continued academic success. Unfortunately, the South Dakota Board of Regents has found over 800 of our students each year are in need of remedial coursework at a cost of nearly $900. South Dakota WINS will help identify students' academic deficiencies before they leave high school, eliminating the need for expensive and time-consuming remedial courses in college. Furthermore, students can now take extensive credit recovery courses through the South Dakota Virtual School. These courses provide not only a more extensive academic assessment and diagnosis than either ACT or the statewide assessment, they also allow students to retake only the course components in which they need remediation. Purpose of the Remedial Coursework program: Provide opportunities for students to re-take the course components in which they may need remediation. Goal 1. Identify deficiencies prior to the student leaving high school. Courses are available in Algebra I& II, Biology, Chemistry, Consumer Math, Earth Science, Economics, English Language Arts, Geometry, US History, Physical Science, US Government and Geography. Many of the online courses also include audio resources that can "read" content to students along with 8 different language translation options. SD MyLife SD MyLife is a website aimed at helping South Dakota students research career options. Using this site, students can take interest and ability assessments in order to learn which careers might make a good match for them. They can explore careers by cluster, keyword, or school subjects. Students can also research postsecondary education and training options, build their own career portfolios, and learn about scholarship opportunities. As they progress through high school, students can map their educational careers using the site. They are able to build a Personal Learning Plan, save assessment scores, log career planning activities and extracurricular involvement, and even build a resume. Purpose of the SD MyLife program: To provide 7th through 12th grade students with the resources for career and academic planning. Goals: 1. Increase usage of SD MyLife website. 2. Increase business participation through SD MyLife network in order to display more business opportunities to students. 3. Use personal learning plans as a tool to engage students, teachers, counselors and parents while providing career information University Student Success South Dakota WINS is working with the public universities to dramatically increase student success and retention, and increase the number of university graduates. To reduce the degree completion gap, the Regental system is working to focus its efforts in ensuring all at-risk students are provided the assistance needed to ensure progression to graduation. To accomplish this task the Regental system has partnered with South Dakota WINS to redesign their approaches to remediation instruction, implemented an early alert system and expanded a series of pathway programs for undecided students. Purpose of the University Student Success program: Improve student success and retention, and increase the number of university graduates. Goals: 1. Pilot a series of remedial course re-design efforts to improve student retention for underprepared and at-risk students. 2.

Implement an early alert system to draw upon multiple indicators for identifying at-risk students before they drop out. 3. Promote the establishment of a clearly defined set of pathway programs for undecided students. South Dakota WINS when our workforce is qualified and prepared for all types of careers. South Dakotans are ready to go to work, and our state is committed to training our citizens to fill the jobs that exist in our state. Currently, many of the chronically unfilled jobs in our state are welding and machinist jobs. We will work to develop a well-trained workforce to fill these important jobs by adding 24 members to a new welding program in Mitchell and by developing a hybrid course for welders and machinists that incorporates both hands-on instruction and online coursework. Furthermore, by bolstering partnerships with local governments, providing National Career Readiness Certification (NCRC) and leveraging federal Community Development Block Grant Dollars, we can take the necessary steps to ensure South Dakotans have ample opportunity to receive the workforce training they need to achieve their career goals. Community Development Block Grants Training Community Development Block Grants (CDBG) have been used for years to support fire halls and community centers, as well as fund water projects and other community projects that build up South Dakota's physical infrastructure. Purpose of the CDGB Workforce Training program: Utilize CDBG funding to provide job training for individuals who meet the low-to-moderate income requirements so tehse individuals can advance themselves in the workforce. Goal: 1. To assist cities and counties, working in conjunction with local technical institutes and other educational centers, in implementing new training programs to address the current workforce needs in their area. As an integral component of South Dakota WINS, the Governor's Office of Economic Development (GOED) will work to allocate nearly $1Million in federal CDBG dollars to a program to bolster workforce training in our state. This program will fund projects that provide job training for individuals who meet the low-to-moderate (LMI) income requirements. National Career Readiness Certificate Through South Dakota WINS, high school students will be offered the opportunity to be assessed for employability and have their employable skills documented through the National Career Readiness Certificate program. Purpose of the National Career Readiness Certificate program: Provide high school students the opportunity to obtain the National Career Readiness Certificate (NCRC). Goals 1. Offer the NCRC to 2,000 high school junior and senior students in order to assess students for employment capability and provide certification for increased employability. 2. Encourage or enable schools to offer students access to the NCRC beyond first year state funding. The NCRC is an industry-recognized, evidence-based credential that certifies essential skills needed for workplace success. This credential is used across all sectors of the economy and verifies reading skills, problem solving, critical thinking and work-related mathematical reasoning, as well as the comparing, summarizing and analyzing of information presented in multiple related graphics. The NCRC offers individuals, employers and educators an easily understood and nationally valued credential that certifies essential workplace skills. Employers across the state utilize the NCRC to determine whether applicants are a good fit for the jobs for which they are applying, giving individuals with NCRC certification a competitive edge in the job market. Technical Institute Distance Education Many potential workers may not have access to skill training due to their current work schedule or geographic location in the state. South Dakota WINS seeks to overcome this obstacle by providing a Technical Institute Distance Education program for welders and machinists. Purpose of the Technical Institute Distance Education program: Provide technical institute distance education programs for potential workers who do not have access to skilled training due to their current work schedule, other obligations or geographic location. Goals: 1. Increase number of trained welders and machinists. 2. Increase geographic reach of welding and machining training programs. South Dakota's technical institutes will collaboratively develop a course where lectures are delivered online to allow scheduling flexibility for the participants. The portions of the program that require hands-on training will be done in laboratories on the campus of any one of the technical institutes at alternative times to best meet the needs of non-traditional students. In addition, students have the option of completing their lab training on location at an industry site. Expand Rural Recruitment and Retention Efforts Hospitals, nursing homes and other health care facilities in rural South Dakota needed to be able to offer greater incentives to successfully recruit and retain health professionals. South Dakota WINS enhanced the Rural

Healthcare Facility Recruitment Assistance Program (RHFRAP) by providing higher payment incentives to attract more providers to rural South Dakota. Learn more about the RHFRAP program and eligibility requirements. In addition, our Recruitment Assistance Program (RAP) for physicians, dentists, physician assistants, nurse practitioners and nurse midwives has been working. Rural communities across South Dakota have successfully recruited and retained health professionals to provide primary care services in their service areas. Communities such as Philip, Belle Fourche, Hot Springs, Howard, Scotland, Flandreau, Mobridge, Gettysburg, Gregory and Wagner have benefited from this program. Communities with a population of 10,000 or less may be eligible for this opportunity More South Dakota Doctors The health care industry is facing projected shortages of health professionals, including physicians, nationwide. These shortages are further pressured by a growing aging population and increasing numbers of individuals with chronic health conditions. Purpose of the More South Dakota Doctors program: Expand the state's education capacity to prepare additional primary care providers for rural areas. Goals: 1. Increase the USD Medical School capacity. 2. Implement a rural track to provide selected third-year medical students with an extended experience in rural communities. 3. Increase the number of South Dakota primary care physician graduates locating in South Dakota and specifically in communities of 10,000 or less The shortage of healthcare professions is exacerbated in South Dakota by health professionals concentrating in the state's most populous areas while 59 of the state's 66 counties remain federally designated, all or in part, as a health professional shortage area. • Medical School Expansion - increased the USD Medical School class size by four students per year and implemented the Frontier and Rural Medicine (FARM) program, a rural track to provide selected third-year medical students with an extended experience in rural communities. • Primary Care Task Force - appointed task force to make recommendations to ensure accessibility to primary care for all South Dakotans - particularly those in rural areas of the state. The Governor's Primary Care Task Force developed recommendations around five specific areas: capacity of healthcare educational programs; quality rural health experiences; recruitment and retention; innovative primary care models; and accountability and oversight. More South Dakota Physician Assistants & Nurse Practitioners South Dakota is projected to need thousands of additional health care providers in the near future as the state's population ages and significant numbers of current providers approach retirement. This problem is particularly acute in rural areas where one of the most pressing issues is the misdistribution of health professionals. Health professionals are concentrated in the more populated areas of the state, while 59 of the state's 66 counties have been federally designated, all or portions of, as health professional shortage areas. Purpose of the More SD Physician Assistants and Nurse Practitioners program: Expand the state's education capacity to prepare additional primary care providers with a strong emphasis on rural areas. Goals: 1. Increase the capacity of the PA program and accept more in-state residents. 2. Increase the number of SD PA graduates locating to a community of 10,000 or fewer. 3. Increase the number of SD nurse practitioner graduates locating to a community of 10,000 or fewer. To help address this need, South Dakota WINS will work to expand the state's educational capacity to prepare additional primary care providers with a strong emphasis on rural areas: • Physician Assistant Program Expansion - increase the physician assistant program class size by five students and convert five of the current non-resident slots in each class to resident slots. Promote Rural Health Experiences for Students Developing a sustainable health care workforce in South Dakota requires a partnership involving government, industry, education and private partners. A critical component of this partnership is promoting and offering more rural experiences to health care students. Purpose of the Promote Rural Health Experiences for Students program: Provide and promote quality rural health experiences to students. Goals: 1. Increase the number of quality rural health experiences for students enrolled in primary care post-sedondary educational programs. 2. Have the Department of Health establish a clearinghouse for rural health experiences for primary care post-secondary educational programs. Rural Experiences for Health Professions Students (REHPS) With the majority of the state designated as a Primary Care Health Professional Shortage Area and/or Medically Underserved Area/Population, South Dakota faces current and emerging challenges related to both the supply and demand for health care professionals. In response, the Yankton Rural Area Health Education Center is sponsoring a

program, Rural Experiences for Health Professions Students (REHPS) that will give first and second year medical, physician assistant, pharmacy and certified nurse practitioner students a four week experience in a rural setting. The goal of the REHPS program is to increase the number of medical professionals who practice in rural and frontier communities in South Dakota. Prairie Futures Rural counties in South Dakota face a number of challenges, including an aging population, health care work force shortages and economic development issues. The Prairie Futures initiative harnesses the energy of three key partners to provide training and opportunity for personal growth and success for individuals, businesses and health care recipients in central South Dakota. The mission of Prairie Futures is to promote rural economic development through supporting non-traditional students living in rural areas as they complete post-secondary degrees. Frontier and Rural Medicine (FARM) Program The FARM Program, The University of South Dakota Sanford School of Medicine's rural track medical student program, is a unique opportunity for a select group of third year medical students to obtain nine months of their clinical training in rural communities. The ultimate goal of the program is to increase the number of primary physicians who practice in rural South Dakota. South Dakota WINS when our population grows by welcoming new faces and encouraging the return of those who have left our state. As our state economy flourishes, our birth rate alone will not provide enough workers to fill all our jobs. We must look for innovative ways to recruit new South Dakotans to fill these positions. Our reinvigorated Dakota Roots program will invite our out-of-state friends and family members back to South Dakota. We will proactively forge an unprecedented new partnership to recruit new South Dakotans to our state in order to fill chronically vacant positions in our workplaces and communities. Finally, we will assist communities in conducting housing surveys that enable them to develop and market housing options and investment opportunities in their own communities.

## 2. Goals

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- Goals for meeting the skilled workforce needs of employers.

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* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

** Veterans, unemployed workers, and youth and any other populations identified by the State.

Goal 1: Prepare residents of South Dakota to make informed decisions and support them at any point during their career pathway.

Strategy 1.1: Prepare residents of South Dakota for success in their career pathways.

- Coordinate services for South Dakotans throughout their individual career pathway.
- Provide specialized support services for special populations with unique needs.

Strategy 1.2: Inform residents of South Dakota of the services available by the One Stop delivery system.

- Educate teachers, service providers, students and family members about the services available through workforce partners.
- Provide necessary employment information to job seekers to make informed decisions about career pathways based on demand and labor market information.

Goal 2: Partner with businesses to discover opportunities and identify solutions to address workforce needs.

Strategy 2.1: Communicate with employers to identify workforce needs.

- Provide education and resources to businesses to promote the hiring of individuals with disabilities, veterans, unemployed workers, and youth.
- Support Labor Exchanges.

Strategy 2.2: Design education and training programs to address workforce needs

- Identify business specific career pathways.
- Develop workforce training opportunities amongst partners to meet the workforce needs of businesses.
- Develop training programs for employers to employ individuals with untapped potential.

Goal 3: Engage a system of continuous improvement to ensure the alignment of workforce services.

Educate staff on programs and services offered through the One Stop Delivery System.

- Local and State workforce partners will meet regularly to coordinate services.
- Through training increase the service capacity and quality of services to individuals with untapped potential.

Strategy 3.1: Develop and implement a system of Program Evaluation

- Analyze data and apply evidence based practices.
- Monitor implementation, participation, and performance.

- Annually review and update agreements, outreach materials, and procedures.

Strategy 4.1: Use a prescribed methodology consistently for determining high-demand, high-wage jobs. This methodology takes into account wage levels, demand, current openings and current applicants, and input from the business community via a formal process through the Workforce Development Council. Additionally, this methodology is utilized throughout state government by any agency that touches workforce development. This includes the Governor’s Office of Economic Development, Department of Education, and the independent Build Dakota Scholarship program.

Strategy 4.2: Outreach to statewide associations representing the identified in-demand industries.

• Medical associations

• Contractor associations

• State Chamber of Commerce (represents manufacturing )

• Organized labor

• Trade associations

Strategy 4.3: Outreach to lead employers in identified industry sectors.

• Regularly scheduled employer panels on Workforce Development Council agenda.

• Local office business outreach plan implemented.

Strategy 4.4: Create pipeline for identified industry sectors.

• Facilitate employer and K-12 local relationships.

• Develop career pathways within industry sectors.

• Facilitate training program development at technical schools based on employer identified needs

• Participate in Build Dakota and DakotaCorp scholarship programs.

• Promote employer best practices.

## 3. 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.)

Refer to Appendix 1

## 4. 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.

The WIOA system will be assessed in terms of system processes, system outcomes, and long–term individual outcomes. To assess system processes, an evaluation tool will be developed that will address the efficiency of the model and its implementation. System outcomes will be assessed using the proposed data tools: dashboards, pathway evaluators, and supply and demand analyses. This

approach will be augmented with other common performance metrics. Long–term individual outcomes will be assessed in terms of socioeconomic mobility within five years of receiving training or other services from the system. The State Longitudinal Data System will be used to assess long–term individual outcomes. As the outcomes are assessed, and depending on the results, partners will review and decide as to what to do with those results. If results are not meeting the needs of the partners resolutions or adjustments will be discussed. It is anticipated the partners will also use the results to improve services/programs to better meet the needs of job seekers and/or businesses. These changes may include adapting activities or the tools to provide the information wanted/needed.

# 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). "In-demand industry sector or occupation" is defined at WIOA section 3(23).

Goal 1: Prepare residents of South Dakota to make informed decisions and support them at any point during their career pathway.

Strategy 1.1: Prepare residents of South Dakota for success in their career pathways.

- Coordinate services for South Dakotans throughout their individual career pathway.
- Provide specialized support services for special populations with unique needs.

Strategy 1.2: Inform residents of South Dakota of the services available by the One Stop delivery system.

- Educate teachers, service providers, students and family members about the services available through workforce partners.
- Provide necessary employment information to job seekers to make informed decisions about career pathways based on demand and labor market information.

Goal 2: Partner with businesses to discover opportunities and identify solutions to address workforce needs.

Strategy 2.1: Communicate with employers to identify workforce needs.

- Provide education and resources to businesses to promote the hiring of individuals with disabilities, veterans, unemployed workers, and youth.
- Support Labor Exchanges.

Strategy 2.2: Design education and training programs to address workforce needs

- Identify business specific career pathways.
- Develop workforce training opportunities amongst partners to meet the workforce needs of businesses.
- Develop training programs for employers to employ individuals with untapped potential.

Goal 3: Engage a system of continuous improvement to ensure the alignment of workforce services.

Educate staff on programs and services offered through the One Stop Delivery System.

- Local and State workforce partners will meet regularly to coordinate services.
- Through training increase the service capacity and quality of services to individuals with untapped potential.

Strategy 3.1: Develop and implement a system of Program Evaluation

- Analyze data and apply evidence based practices.
- Monitor implementation, participation, and performance.

- Annually review and update agreements, outreach materials, and procedures.

Goal 4: Meet the needs of employers in identified high-demand, high-wage industries.

Strategy 4.1: Use a prescribed methodology consistently for determining high-demand, high-wage jobs. This methodology takes into account wage levels, demand, current openings and current applicants, and input from the business community via a formal process through the Workforce Development Council. Additionally, this methodology is utilized throughout state government by any agency that touches workforce development. This includes the Governor's Office of Economic Development, Department of Education, and the independent Build Dakota Scholarship program.

Strategy 4.2: Outreach to statewide associations representing the identified in-demand industries.

• Medical associations

• Contractor associations

• State Chamber of Commerce (represents manufacturing )

• Organized labor

• Trade associations

Strategy 4.3: Outreach to lead employers in identified industry sectors.

• Regularly scheduled employer panels on Workforce Development Council agenda.

• Local office business outreach plan implemented.

Strategy 4.4: Create pipeline for identified industry sectors.

• Facilitate employer and K-12 local relationships.

• Develop career pathways within industry sectors.

• Facilitate training program development at technical schools based on employer identified needs

• Participate in Build Dakota and DakotaCorp scholarship programs.

• Promote employer best practices.

## 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).

Our primary system weakness of distance and sparse population will not be easily overcome. In fact, funding levels will force us to increasingly consolidate services in locations with a greater population base leaving remote areas with fewer services. To offset this, cross training amongst all partner organizations and agencies will be increased. The more expertise staff has on a wide variety of topics the more valuable he or she will be.

Video technology will also be used to provide summaries of programs and services and access points. Today's equipment allows for the production of decent quality videos on any range of topics at a minimal expense. A library of video snippets specific to SD workforce programs will be developed.

To address some of the challenges facing our Native American Reservation citizens, we will have a variety of approaches depending on the goals of tribal leaders and proximity of jobs. 1. Services like Job Search Assistance classes will be provided onsite to groups arranged by the tribes. 2. Local government representatives from communities near the reservation will be approached to help develop transportation alternatives for individuals wishing to commute to work each day. Travel distances will at best be a minimum of 50 miles twice a day. 3. Community housing organizations will also be encouraged to develop workforce housing to allow individuals to live in a community during scheduled work weeks and return home on days off. 4. Many reservation citizens have not completed a high school diploma, which creates an initial barrier to employment. The National Career Readiness Certificate will be promoted to employers as an appropriate alternative assessment of skills necessary for entry into the workforce.

Our plan is to implement small pilot projects in partnership with communities on the reservations in hopes of demonstrating increased skill levels and earnings.

Increasing the number of Registered Apprenticeships will be another one of the strategies to increase those in the workforce. Underrepresented populations (women, Native Americans, youth, individuals with disabilities, and non-native English speaking individuals) will be a primary focus.

Businesses and their associations will partnered with to increase the number of pre-apprenticeship programs, which are almost non-existent in the state currently.

SDDLR will play an integral part in the increased awareness of the public regarding the need for skilled workers in the specialty trades. To start, the department uses a consistent methodology for determining high demand, high wage jobs for all programs. As described previously, this takes into account wage levels, demand, current openings and current applicants, and input from the business community via a formal process under the Workforce Development Council. All programs are required to use this and other supporting labor market information when determining the appropriateness of a training plan. This methodology is also used for a state and private partnership scholarship program designed to pay for tuition, fees, and books for students at one of the state's four technical colleges. The Build Dakota Scholarship has funded 600 students in its first two years. WIOA plays a role in case management and supportive services for those qualifying.

# III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that support the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

## A. State Strategy Implementation

The Unified or Combined State Plan must include—

### 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).

When the One–Stop system was organized in 1997, the WDC established a certification process containing certain standards that must be met by each the DLR local office. All of the current DLR local offices have submitted an application and have achieved certification by the Council.

The services made available through the DLR local offices are coordinated locally. Not every local office is able to provide the full list of available services. The smaller communities in particular are unlikely to offer all programs due to limited resources. This plan provides for cross program coordination. Internal and external partners are kept up to date with "shared" clients. Regular staff meetings are held with internal staff (WIOA, W–P, TANF, SNAP, VETS) to develop and update joint case management plans. Memorandums of Understanding (MOU) are entered with other local partners such as Adult Education and Vocational Rehabilitation programs. The MOU specifies the scheduling of meetings, who will attend, topics to be discussed, and data sharing. Joint outreach and promotional efforts such as open houses and business seminars are arranged by the DLR local office managers.

There is no duplication of core services between W–P funds and Title I funds, nor has there ever been any duplication of such efforts in South Dakota. Since Title I and W–P funds are both administered through DLR, the One–Stop delivery system is designed and administered in the most efficient manner possible. Local staff are cross–trained to provide more than one program.

A time allocation system is used to ensure that the appropriate program is charged for the time spent delivering the services authorized under that program. This reduces the need to refer applicants to multiple service providers and reduces the need for several staff persons to become familiar with an individual's case.

State Board

In South Dakota, leadership and vision for the workforce development system emanates from the Governor and has appointed as the State Workforce Investment Board, the South Dakota Workforce Development Council (WDC). The WDC has been the driving force behind workforce development since it was first formed on June 19, 1995, under the Governor's Executive Order 95–14. This distinguished group of key employers, state agency leaders, and other involved parties has guided the development of today's workforce delivery system in our State. The Executive Order designated the DLR as the WDC fiscal, administrative and delivery agent. The majority of employment and training programs are provided under the umbrella of the DLR.

Under this structure, key employment and training programs WIOA Title I, II, III, UI, TAA, VETS, LMI, and the TANF and SNAP employment programs are brought together to serve the employment needs of job seekers, employers, economic development, vocational technical education, basic education, and vocational rehabilitation.

Consistent with WIOA Section 106(d), the role of the WDC is to:

- develop, implement, and modify the state plan;
- review statewide policies and make recommendations on actions that should be taken by the State;
- the development and continuous improvement of the workforce development system;
- the development and updating of comprehensive performance accountability measures to assess the effectiveness of the core programs;
- the identification and dissemination of information on best practices;
- the development and review of statewide polices affecting the coordinated provision of services;
- the development of strategies for technological improvements;
- the development of strategies for aligning technology and data systems across the partner programs;
- the development of allocation formulas for the distribution of funds for employment and training activities;
- the preparation of the annual reports;
- the development of the statewide workforce and labor market information system; and
- the development of such other policies as many promote statewide objective for, and enhance the performance of, the workforce development system.

The WDC was "grandfathered" under WIA and consists of 17 members representing private sector business, labor and community based organizations, and state government.

Collaboration on the development of the state plan and other required roles begins with the council and its designated fiscal and administrative agent, the DLR. The WDC gives careful evaluation of the information provided by the DLR and from the public. Action is taken after deliberation and consideration.

The WDC activities are open for public comment. Information on the development of the State Plan is made available to the public though the DLR website. This provides interested parties with

information prior to enactment of the plan. Minutes of the WDC minutes are also posted on the website and are also available on request. Notices, agenda, and minutes of the WDC and its policies are found at http://dlr.sd.gov/workforce_training/wdc.aspx. All meetings of the WDC are open to the public. Accommodations are made for individuals needing assistance; special accommodations or materials in alternative formats are available on request.

The WDC is committed to the development of a workforce system promoting a higher quality of life through economic, employment and educational success. The aims of the WDC are consistent with the Governor's workforce development initiative, South Dakota Wins and compatible with the vision of the USDOL Employment and Training Administration. It is the intention of the WDC to:

- Develop a globally competitive workforce.
- Ensure an employer driven workforce system.
- Support current and future worker employment needs.
- Provide employers ready access to potential workers.
- Support a wide range of sustainable employment opportunities for South Dakota.
- Provide relevant educational and training opportunities for current and future workers.
- Support life–long knowledge acquisition and skills development
- Develop and coordinate partnership among business, education, labor, government and other communities of interest.
- Ensure system partners are accountable for the successful execution of their respective workforce development system objectives and the continuous improvement of the workforce development system.

The WDC is to provide for economic and workforce development by better connecting workforce strategies to economic needs. The WDC members share a common purpose: to improve the services to employers and their current and future employees by streamlining the delivery of workforce and training services.

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.

The WDC shall conduct business in compliance with the state's open meeting laws.

WIOA requires board meetings to be open to the public and information shall be made available regarding the activities of the board, information on the State Plan prior to submission, information on membership, and minutes of formal meetings. This information is available on the DLR web site at: http://DLR.sd.gov/workforce_training/wdc.aspx.

The State Plan strives to eliminate unnecessary and duplicative steps in the administration of the programs identified in this document to meet the needs of our customers, ensure there is no overlap or duplication among the programs, and ensure collaboration with key partners.

This endeavor will be accommodated by:

- South Dakota's designation as a single local area state, the coordination of integrated services is greatly simplified and under one administrative entity.
- Use of Memorandums of Understanding (MOU) process in which partners are identified, the services, processes, and referral methodology is outlined.

- DLR providing customer the services needed in a timely manner without having to go through a series of unnecessary steps.
- Technological advances allowing many customers to be ‘self–served’. The customer, however, will always have the option to direct access to a DLR representative.

South Dakota Department of Human Services Director of the Division of Rehabilitation Services is a member of the WDC. This brings effective representation for the interests, needs, and priorities of the Vocational Rehabilitation (VR) program. Furthermore, the close partnership between VR and DLR has been an effective tool in providing individually prescribed training, counseling and job placement services that allow eligible individuals with disabilities to become employed in a the labor market.

Local Areas

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 South Dakota Workforce Development Council (WDC) as the state Workforce Investment Board and designated the South Dakota DLR (DLR) as the fiscal agent. The state board, WDC, will carry out the role of the local board. South Dakota DLR provides for the administration and delivery of services on behalf of the WDC. As a designated single area state, we do not have intrastate regions. A single board and a single delivery agency make it easier to coordinate between the core partners across the state or with–in defined geographic or economic regions of the state. Interstate regions have not been established.

# 2. Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State’s Strategies identified in Section 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.

There are many services for all job seekers provided. They include self–directed assessments, numerous resource referrals, the opportunity to earn a National Career Readiness Certificate (NCRC), business outreach services, and Job Search Assistance Programs (JSAP). The JSAP covers all aspects of obtaining a job: Where/how to look, completing applications and resumes, preparing for interviews, budgets, and retaining employment.

Also within DLR there are many staff–assisted activities: Completing employment plans/goal setting, discussions of career pathways, utilizing Integrated Resource Teams (IRT) assessments, resume preparation, mock interviews, job shadows, support services, work experience/internship, on–the–job training, referrals to registered apprenticeships, and preparing to attend post–secondary training. DLR will also continue to implement the 14 youth elements.

The Title II Program and its sub–grantee providers will prioritize Integrated Education and Training opportunities that concomitantly provide work experience, subsidized or unsubsidized income,

necessary support–services, and contextualized education. Integrated English Literacy and Civics Education will also reinforce the State's strategies by emphasizing the linguistic, civic, and economic integration of former refugees, immigrants, and other non–native speakers. Co–enrollment with other core WIOA programs and IRT's can reinforce collaborative case management and program alignment.

A Memorandum of Understanding (MOU) between the South Dakota Department of Labor and Regulation (DLR) and One Stop partners establishes organizational relationships, responsibilities and activities between DLR and partners. The agreement addresses the role of the vocational rehabilitation agencies (Divisions of Rehabilitation Services (DRS) and Service to the Blind and Visually Impaired (SBVI)) in the work force system. The MOU includes:

- 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 services are accessed, 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;
- Be fully aware of the role each Partner has within the system and to understand the services each Partner provides.

Title IV vocational rehabilitation counselors use person–centered practices to work collaboratively with eligible individuals for service delivery. Integrated resource teams meet with job seekers with disabilities to coordinate services, including core programs and other partner programs.

Vocational rehabilitation proactively engages with businesses to identify their workforce needs and promote the hiring of people with disabilities. Formal program evaluation guidance is used to ensure the continuous data analysis and program improvement of the vocational rehabilitation program. Core programs share training resources to develop personnel expertise on all components of the workforce development system.

## 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.

DLR currently works closely with Registered Apprenticeship, the Department of Education (primarily with the career and technical aspect), human services, SCCEP, TANF, SNAP, and Vets programs. DLR is working with those partners to review activities and will reach out to those one–stop partners to become more familiar with their activities to assure coordination and avoid duplication.

Title II will also employ the IRT [model] with other stakeholders and entities outside the Unified State Plan's core programs and required partners to facilitate communication and to outline a shared model of case management. South Dakota's Workforce Development Council will assist in these efforts.

The previously referenced MOU establishes the organizational relationships, responsibilities, and activities between the DLR and the Partners. It is intended to foster a closer working relationship among the partners including those not included in WIOA.

The DLR, operating as administrator for a WIOA statewide single service area, will provide core services as outlined in the WIOA along with the Partner agencies, in various locations in the State of South Dakota. Services will be provided in such a manner to reduce duplication of services and funding.

Referral paths will be developed among the partners to ensure customers are adequately served in a coverage area and co–location of staff will occur as feasible. Any co–location costs (i.e. rental of space, equipment, etc.) will be determined through negotiation at the state level and in accordance with the policies, directives of any limits set by grant provisions, and/or law.

Information sharing and client referral by Partner agency staff is critical to the success of WIOA implementation. Partners offer training opportunities in collaboration with other Partners where applicable.

The South Dakota Division of Developmental Disabilities (DDD) is a part of the Department of Human Services and is the state agency responsible for providing services and supports to individuals with developmental and intellectual disabilities. DDD has been a crucial partner in Title IV in educating teachers, service providers, students, and families about available services. Vocational rehabilitation coordinates with the Department of Education to support youth with disabilities and their families by provide transition services through the Transition Services Liaison Project.

It is the intention of the partners to continue to provide guidance to the staff in the local areas in aligning these activities. As we meet not only with the Core partners but the Required One-Stop partners and others (depending on the community) it is the goal to provide guidance to complete these alignments. We are basically starting, partner Integrated Resource Teams (IRT) to be able to learn about services that are available and how to utilize those services for individuals served.

## 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 to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

Communication continues to be the key. Establishing a plan/process of contacting businesses needs to be made, so that each partner has an opportunity or is aware of the contact with the businesses. This way each partner will have the opportunity to share how they may be able to best meet the needs of the business.

The State Agency and its Title II sub–grantee providers will continue to support existing work–readiness initiatives and workplace literacy projects. The Title II Program intends to emphasize sector strategies and IET priorities in the anticipated AEFLA grant competition.

Title IV entities may expend funds to provide training and technical assistance to employers regarding the employment of individuals with disabilities. Vocational rehabilitation has designated a business specialist position that acts as the single point of contact for businesses that would like technical assistance. There are two non–profit entities in South Dakota that offer supports to the business community which are led by employers. In addition, “Ability For Hire” is an employer 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, printed resources, radio advertising, television commercials, and videos that highlight businesses that already know the value of hiring people with disabilities. The campaign officially launched on 08/11/2015 with the release of the website and Facebook page.

In line with strategy 2.2 (designing education and training programs to address workforce needs) and in order to respond to high demand economic sectors in South Dakota, the vocational rehabilitation agencies in South Dakota will work with businesses and providers to develop a training and placement program for people with disabilities. This program will be designed to address sector workforce shortages in high demand occupations that are identified in this state plan.

## 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. The activities described shall conform to the statutory requirements of each program.

In South Dakota, the Wagner-Peyser program is administered by the South Dakota Department of Labor and Regulation (SDDLR) and the program is co-located in the SDDLR Local Offices alongside WIOA Title I programs, TANF, SNAP, Trade Act Assistance (TAA), and the Veteran’s program, facilitating an efficient service delivery between all programs when providing services to employers.

South Dakota employers use the online system, SDWORKS, to post job listings, search resumes for qualified candidates, review labor market information and market trends. SDDLR staff provides facilitated self-help to employers, who telephone into the local office and need coaching to access online services. SDWORKS is currently being enhanced with Geographic Solutions as the vendor to use job spidering. Spidered jobs are added to SDDLR’s internal job listing which provides great advantages for employers. Employers who list job openings on a corporate website will automatically have their positions spidered to SDWORKS and will not have to re-enter job order information.

South Dakota’s Labor Market Information Center (LMIC) provides labor market information in the state. The LMIC department provides labor market information for use in business and economic purposes. Job reports, unemployment rates, and wage reports consist of a few of the services that SDDLR staff provides to help businesses make more informed workforce decisions.

SDDLR staff provides skill assessment programs to assist with job openings and referrals to training. When skill gaps are identified, job seeker training needs can be quickly addressed and paired with transferable skills of job seekers. SDDLR also provides assistance on self-service tools and share best practices for successful recruiting using the online system.

Job seekers can provide validation of skills and employers request testing of applicants. SDDLR staff provides testing including, customer service, computer software, clerical office skills, legal and medical office skills, and Microsoft Office.

Title I, Title III, and JSVG staff being co-located and working in the same office provides greater sharing of information about employers' needs and job seekers skills. The SDDLR staff work with employers to provide work based learning opportunities for in-demand occupations. Job seekers get updated skills to meet the changing needs of the workforce. WIOA funded work based learning is an excellent tool for skill building and helps employers grow their workforce.

Core Partners -

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The SDDLR and its Title II sub–grantee providers will continue to support existing work–readiness initiatives and workplace literacy projects. The Title II Program intends to emphasize sector strategies and IET priorities in the anticipated AEFLA grant competition.

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## 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).

DLR currently has a close relationship with Education and training providers. The technical schools are currently eligible training providers in the state. Build Dakota, a scholarship opportunity for people to receive a two–year degree for no cost, is being provided through Education with DLR being a partner. DLR is contacting potential recipients to discuss DLR services, which would assist those receiving a scholarship but also those that may not.

WIOA core (Titles I and III) and partner programs work closely with job seekers wanting education/training at the State's colleges and technical schools. Each Local Office has established working relationships for assisting job seekers register for training, for vouchering for training assistance funds, and support services. DLR and GOED publicize high growth areas and encourage job seekers to consider the information as they partner in their employment plan development.

Under the current WIA award–extensions, two of the South Dakota's four technical institutes deliver Adult Education instruction, activities, and services under Title II. And with both the State Department of Education and the Board of Regents represented on the statewide Workforce Development Council, South Dakota is well poised to expand its job–training and postsecondary–education network.

The Transition Services Liaison Project 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. Training includes

- 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 3 Project Search Initiatives in operation in Aberdeen, Brookings and Sioux Falls. A 4th Project Search initiative is being developed in Rapid City to begin with the 2016 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.
- 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 IDIEA, 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.

## 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.

The training opportunities are often limited as due to the sheer cost of doing business with the state's small population in our rural areas. WIOA core and partner programs often engage in discussions and development of job driven training for the rural areas by targeting one or more businesses with a similar job need, locating responsible training options, and developing lists of job seekers, underemployed individuals, or incumbent workers for the training opportunities.

Given the historic partnership and collaboration in South Dakota amongst Titles I–IV, the expectation exists whereby both referred individuals and co–enrolled participants can work with a host of eligible training providers, Historically Title I has had a close partnership with the four technical institutes for the state. The four schools are the primary providers and have been since the days of the Job Training Partnership Act (JTPA). We continue to have a close relationship with the SD Department of Education and the Board of Regents also. The other training providers have basically remained a constant within the state. Local offices continue to have a close partnership with those within their community. The local offices, in partnership with Title II, III, IV, and career technical educators, are now beginning to organize tours with local businesses to see their needs are but also to review what career pathways are available within the business. Going as a team also lets the businesses see the partnership of the agencies. All State agencies, Federal programs, municipal or county agencies, and regional initiatives can be considered.

Additionally the Registered Apprenticeship program will be utilized to offer broad–based skills and career development required for employees to achieve employment security and workplace productivity. Educational institutions, including joint labor–management skill training partnerships will be able to provide expertise on instructional methods, credentials, and skill certifications.

The core partners will strive to build new sector partnerships and strengthen existing partnerships with employers to increase work–based learning experiences, such as paid internships and registered apprenticeships that provide job seekers with the skills and credentials necessary to secure employment and advance in their jobs with self–sustaining wages and benefits.

The South Dakota Department of Labor and Regulation and the vocational rehabilitation programs have a cooperative agreement in place to address transition services for youth with disabilities. The vision stated in the agreement is: "Enabling students with disabilities to reach their maximum potential in their transition from high school to the adult world". 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 the world of work) successfully. Cooperating agencies benefit from maximum coordination of services, more efficient utilization of agency resources, increased service options, and improved interagency communication. The following organizations are included in this agreement: Department of Education, Division of Curriculum, Career and Technical Education and Special Education programs; Department of Human Services, Divisions of Developmental Disabilities, Rehabilitation Services and Service to the Blind and Visually Impaired; and Department of Social Services, Divisions of Community Behavioral Health and Child Protection Services.

## 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).

Partnering with other entities and being educated by what other activities are being done is going to increase not only the resources but the number of people seeking services.

As a single service delivery area, WIOA core programs and partners administrative leads work closely together leveraging resource for the local offices to use in assisting job seekers increase their educational opportunities. This includes working on the state level with other state agencies, educational agencies such as our Career Learning Centers, and local providers developing training access resources from various resources.

Title II prioritizes increased access to education and training opportunities for all of the [potential] WIOA–eligible participants served statewide. Businesses, social–services, and State–government partnerships afford the AEFLA program the ability to deliver some activities and instruction during regular business hours, in the evenings, occasionally on weekends, and at a distance (via online learning opportunities). These programs provide Civics/Citizenship, English Language Acquisition, Adult Basic Education, Adult Secondary Education, and HSE Test Preparation instruction for incumbent workers, the unemployed, and those currently not in the labor force.

## 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.

DLR has already begun to work with partners and business more closely. It is our intent to work more closely with businesses to have them tell us what credentials are possible. Local offices, along with our partners, will be contacting high–demand businesses to meet with them to discuss the types of career pathways available within their industry. This may mean an informational interview or a tour of their facility to see what they do. Not only does it educate us it also shows businesses that we are wanting to partner with them in meeting their needs.

WIOA core programs are implementing and/or enhancing several activities to assist job seekers access credentials. Examples of such activities include:

- Coordination with the USDOL Registered Apprenticeship for increasing access and employers using the apprenticeship training
- Recognizing stackable credentials and related training options
- Developing career pathways
- Eligible Training Provider List (ETPL)

The Title II Program and its sub–grantee providers will work with the other core programs and the required One–Stop partners to articulate Career Pathways, stackable credentials, and Title II's responsibilities thereof. Additionally, Title II shall continue its involvement with the statewide National Career Readiness Certificate initiative.

Vocational rehabilitation offers individualized services that include transition services that facilitate the transition from school to post– secondary life, as well as the vocational training itself. The provision of pre–employment transition services such as the Youth Leadership Forum through vocational rehabilitation will 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.

Local DLR offices currently work with their local/regional/state economic development entities. Local office staff are asked to provide labor market information and go meet with potential businesses that may want to relocate or looking at expanding their current business.

DLR has a long history of working closely with the Governor's Office of Economic Development (GOED) on the state level and community level. With our soon to be release of real time labor market information data base and implementing a new data management system by the end of the calendar year, access to the ability to have quality data for developing coordinated training opportunities will be greatly enhanced.

Because South Dakota's State Director of Adult Education also serves as the Executive Director of the Workforce Development Council, the State anticipates it will use the statewide WIB to centralize it formal alignment of workforce–development strategies.

As a part of Governor Daugaard's Employment Works initiative, vocational rehabilitation staff have increased membership in local chambers of commerce and other economic development organizations. This outreach strategy has connected businesses with workforce needs to job seekers with disabilities. In addition, the business–led organizations that provide technical assistance to businesses coordinate with economic development and other organizations whenever possible.

The Governor's Office of Economic Development (GOED) serves as a resource to explore expansion of primary job opportunities for all South Dakotans. They are also a resource for expanding existing businesses, fostering new businesses and facilitating business succession. Recruitment of out–of–state businesses offers new options for job seekers with a focus on six targeted industries: bioscience, financial services, professional business services, oil and gas, shooting, hunting and outdoors and value–added agriculture. The office works closely with community economic development corporations to expand and diversify the state's industry and economy.

# b. State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

## 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.).

The current Management Information System (MIS) operated by DLR is called SDWORKS, hereafter abbreviated SDW. SDW implements and integrates data collection/reporting systems for Title I WIOA (including fiscal management) and Title III;

- Our one–stop partners also using SDW in some capacity include Jobs for Veterans State Grant (JVSG) and Senior Community Service Employment Program (SCSEP).
- SDW also collects and reports staff assisted and self–services for job seekers and employers.

Other coordinated efforts of the system includes a web–based Labor Market Information (LMI) function, UI filing and universal registration component within SDW for those required to register for UI benefits, and the state communications system (telephones and email). These systems are available in all one–stop centers.

The current case management operating system in use by the Vocational Rehabilitation Programs is DH96VRFACES. This system is used to collect required data for RSA reporting purposes. The system is being modified to begin collecting additional information as required by the new Reporting Manual for the Case Service Record Report (RSA–911). DH96VRFACES is maintained by the South Dakota Bureau of Information and Telecommunications (BIT) which also maintains SDW, allowing the WIOA partners to integrate data following the guidelines stipulated in data sharing agreements.

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

SDW captures and reports data for both Titles I and III.

- Federal Report 9090 – quarterly Title I report (including NEG)
- Federal Report 9091 – annual Title I report
- Federal Report 9002, A–E – Title III quarterly and annual reports
- VETS 200 – Veterans quarterly and annual reports
- MIC – Migrant Indicators of Compliance Report
- Federal Report 9048 & 9049 – Worker Profiling and Reemployment Services Reports
- Title I & III Data Validation files
- Trade Adjustment Act (TAA) – Quarterly/Annual TAA Report

SDW also provides numerous in–house oversight and self–managements reports used for statewide and local assessments and validation. These reports include but are not limited to:

- Economic Development
- Employer Services
- Entered Employment
- Job Orders
- Self–Registrations
- Veterans
- Reemployment Services
- Services Provided
- WIOA Adult/Dislocated Worker Exits
- WIOA Characteristics
- WIOA Monthly Activity

Vocational Rehabilitation staff are able to view and run reports on the data entered into DH96VRFACES. This data is used to compile ad hoc reports for case management purposes and complete the RSA–911, RSA–2, and RSA–113 reports.

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

## 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, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

The Labor Market Information Center (LMIC) of South Dakota provides data and information related to South Dakota's labor market, economy and workforce. As stated above, the website contains, but is not limited to, information about the following areas: wages employment; unemployment; industry and occupational employment; industry and occupational projections; employer surveys; education outcomes; career information; and other labor market related publications.

SDDLR and Title I and Title III will utilize the Geographic Solutions products as the operating system for labor exchange, case management and labor market information. The labor exchange function is linked from www.sdjobs.org to the job listing site that provides fast access to a database of thousands of jobs. Job Spidering, a powerful online tool that captures job listings from other sources including corporate web sites, online newspaper listings, and other private job boards is one of the features included. Spidered jobs are added to internal job listings to provide seamless access to thousands of job openings. Employers benefit from having job openings viewed by the largest applicant pool in South Dakota and the ability to view similar listings for wage and benefit comparison. Job seekers benefit by having the largest single portal in South Dakota to access job openings for all occupations.

The case management system is also a Geographic Solutions product and is utilized for all registrations, enrollments and data entry for the Wagner-Peyser, WIOA Adult, Dislocated Worker and Youth programs. The case management system is linked to the labor exchange system and tracks participant's activity. The Trade Act program activity is incorporated into this system. The system provides ease for dual enrollment and seamless case management. Each participant has an enrollment summary that captures the activity from the multiple programs and case managers can quickly ascertain the current status and plan for future recommendations to achieve employment goals. All case notes are centralized which provides a cohesive picture of a participant's activity over multiple programs. Case managers have a procedure manual that provides technical assistance for

data entry, data validation and system use. Geographic Solutions generates a data file from all program information and sends to SDDLR local office.

Geographic Solutions has developed and will integrate several real-time, one-way and two-way web service date interfaces between the new GSI SDWORKS system that South Dakota will implement by integrating the current legacy workforce system (SDWORKS MIS). These include Case Management Systems, Unemployment Insurance Systems (especially for the use of Re-employment Services or RES), Eligible training provider system, and Work Force Systems. South Dakota has selected the following modules for the updated SDWORKS system to move forward the Common Language and Real Time Data project:

• Core Services for Individuals • Labor Exchange for Individuals • Mobile Application • Core Services for Employers • Employer Labor Exchange • Core Services for Staff Managing Individuals • Core Services for Staff Managing Employers • Customer Relationship Management • Labor Exchange for Staff Module • Service Tracking Module • Core Case Management Module • WIOA Case Management Module • Wagner-Peyser Management Program • Trade Act Program • Standard Individual Fund Tracking Module • Advance Fund Tracking Module • Manage Providers • Historic Labor Market Analysis Module • Current Labor Market Analysis Module • Administration System • Web Content Management Module • Data Assistant • Standard Spider

The South Dakota Department of Education, along with SDDLR will operate a statewide student management data system known as LACES (Literacy, Adult and Community Education System) for every student served. This comprehensive web-based program allows each adult learning center, as well as the South Dakota Department of Corrections, to enter standard demographic, assessment, attendance, class hours and other relevant related data into a real time structured system. SD DLR has access to all program data and conducts a quarterly data analysis of each local program for progress, accomplishments and challenges. State and local program providers use LACES to track service delivery and outcomes as an individual teacher and program performance indicators. Training is required on feature use and data evaluation.

# 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.

The South Dakota Department of Labor and Regulation has the Title I, II, and III core programs. It oversees all aspects of the programs. The Department of Labor and Regulations has 16 local offices throughout South Dakota

The South Dakota Department of Human Services is the Designated State Agency for the Vocational Rehabilitation Programs (Title IV). The Vocational Rehabilitation Programs are the Division of Rehabilitation Services and Division of Service to the Blind and Visually Impaired. The Vocational Rehabilitation Program is located in 11 offices throughout the state. Eight of these locations are co–located with the Department of Labor and Regulation. Service to the

Blind and Visually Impaired also operates a Rehabilitation Center for the Blind.

SD Department of Labor and Regulation Organizational Structure:

Cabinet Secretary - Marcia Hultman

Workforce Training Director - Bill McEntaffer

Senior Secretary - Kari Porch

Labor Program Specialist - Laura Trapp - Title I (Adult/DW)

Labor Program Specialist - Kendra Ringstmeyer - Title I (Youth)

Labor Program Specialist - John Anderson - Title II

Labor Program Specialist - Barb Unruh - Title I/GED/NCRC

Labor Program Specialist - Heather Nelson - Title I/NCRC

Employment Services Director - Andrew Szilvasi

Program Administrator - Tome Meyer - Technical Services

Labor Program Specialist - Mary Fleming - FLC/SCSEP

Labor Program Specialist - Lacey Anderson - Data/ Performance Analyst

Labor Program Specialist - Sandy McClemans - TANF

Labor Program Specialist - Richard Gully - Veterans

Department of Human Services

Cabinet Secretary - Gloria Pearson

Rehabilitation Services Director - Eric Weiss

Services to the Blind and Visually Impaired Director - Gaye Mattke

Developmental Disabilities Director - Dan Lusk

## B. State Board

Provide a description of the State Board, including—

Board members are appointed by the Governor. They will continue to participate, as part of the regular scheduled meetings, in educational activities, providing them with insight into WIOA and their responsibilities/functions of the board. They will complete the job tasks as specified in WIOA. Orientation packets are provided to any new board members. State staff will continue to provide updates on activities that are being provided statewide and take direction from the WDC.

### 1. Membership roster

Provide a membership roster for the State Board, including members' organizational affiliations.

David Giovannini, Chair – Aberdeen, Molded Fiberglass, Private Sector

Tom Bohnet, Vice–Chair – Yankton, Applied Engineering, Private Sector

Marcia Hultman, Department of Labor and Regulation

Tiffany Sanderson, Department of Education

Eric Weiss, Department of Human Services

Aaron Scheibe, Governor's Office of Economic Development

Dr. Mike Rush, SD Board of Regents

Cal Geis, Belle Fourche, Retired, Insurance,Private Sector

Randy Hanson, Brookings, Mills Construction,Private Sector

Jim Borszich, Huron, Greater Huron Development Corp.

Warren Lotsberg, Huron, Retired, Northwestern Energy, Private Sector

Randy Stainbrook, Rapid City, International Brotherhood of Electrical Workers Local 1250 (Organized Labor)

Mark Rogers, Dell Rapids, Sheet Metal Workers (Organized Labor)

Lee Anderson, Mitchell, Trail King,Private Sector

Scott Peterson, Belle Fourche, Peterson Motors, Private Sector

Lance Weaver, Rapid City, Lloyd's Systems, Private Sector

### 2. Board Activities

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

Board members will continue to participate, as part of the regular scheduled meetings, in educational activities, providing them with insight into WIOA and their responsibilities/functions of the board. They will complete the job tasks as specified in WIOA. Orientation packets are provided to any new board members. State staff will continue to provide updates on activities that are being provided statewide and take direction from the WDC.

## 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.

Through desk audits and management reports all DLR local offices are informally reviewed to ensure that the WIOA rules and regulations are being met. Formal on–site reviews local offices are completed at a minimum of once every three years. Technical assistance is provided through required trainings throughout the year for DLR local office staff and by office or individually as needed.

The core programs do report their performance measures to the WDC at a minimum of once a year. The Workforce Development Council meets on a quarterly basis and will kept up–to–date each quarter regarding performance measures.

## B. Assessment of One-Stop 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.

The plan is to have one–stop partners have a memorandum of understanding (MOU) with the core programs that will be reviewed a minimum of once a year. These MOU's will include strageties to meet the goals of the state.

As the MOU's are reviewed the local area partners will be asked to provide input as to the process/procedures, and if there are adjustments that need to be made. Any changes wanted will be reviewed prior to signatures by Central office staff.

## 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 an assessment 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.

Beginning with the state plan modification in 2018 and for subsequent state plans and modifications results will be provided.

## 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.

Core partners have program evaluation processes in place to ensure a high level of quality. Each core partner has a system of continuous data gathering, results analysis, and planning that has been used to measure the effectiveness of programs and to improve services and outcomes. Performance measure data will be used to evaluate performance across core partners once it is available.

Three boards and councils exist in the state of South Dakota that act in an advisory capacity to give direction to the state agencies. The Board of Service to the Blind and Visually Impaired and the Board of Vocational Rehabilitation are established in South Dakota. As outlined in Section 105 of the Rehabilitation Act, functions of these two councils include reviewing the designated state unit and evaluating the effectiveness of the vocational rehabilitation program. The Workforce Development Council oversees implementation of workforce training programs under Titles I–III in South Dakota. Among the council's activities is the requirement to evaluate workforce activities for adults, dislocated workers, and youth. Core partners will engage councils in the performance measure analysis beginning with the first full year of available data.

# 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

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—

### 1. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

The state receives the federal allocation and being a single service area each local office (one–stop center) is then allocated funds to assist in providing career and training services. The amount of the allocated funds to each local office is determined by the administrators of the programs. Considerations include number of current participants, performance, and funding available.

### 2. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

The state receives the federal allocation and being a single service area each local office (one–stop center) is then allocated funds to assist in providing career and training services. The amount of the allocated funds to each local office is determined by the administrators of the programs. Considerations include number of current participants, performance, and funding available.

### 3. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

The state receives the federal allocation and being a single service area each local office (one–stop center) is then allocated funds to assist in providing career and training services. The amount of the allocated funds to each local office is determined by the administrators of the programs. Considerations include number of current participants, performance, and funding available.

## B. For Title II:

## 1. Multi-year grants or contracts

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.

South Dakota, under the direct and equitable access process requirements, will hold a multi-year grant competition in winter 2016 or spring 2017; these multi-year awards will be granted for two years [with the potential of extending each local award for an additional year or two]. Meanwhile, the state agency will extend the current Adult Education and Family Literacy Act (AEFL) grants for another year to the providers funded as a result of the State's 2012 grant competition; this 2016-17 transitional extension will fund the current providers through June 30, 2017.

Because South Dakota is a single [local] area state, the Title II funds shall be made available to any eligible provider serving any of South Dakota's 66 counties. The methodology used by the State's Workforce Development Council and DLR to allocate funds will prioritize each Title II proposals' scope, potential return-on-investment, inclusion of special populations, and the anticipated impact upon targeted sectors or high-demand occupations. A "modified foundation formula" shall be 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 announcement will seek to solicit applications which demonstrate community/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 Occupational Skills Training [in addition to Adult Literacy], as well as the inclusion of employer-partnerships, the Workforce Development Council will help align the RFP's articulation of Integrated Education and Training emphases.

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.

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.

After determining that a proposal(s) satisfies the mandatory requirements stated in the RFP, consistent with SDCL 5-18D-18, the evaluators shall also use their judgment in conducting 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; o Existing or previous providers will submit NRS-derived data sets from Title II's Management Information System; o 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.

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.

Therefore, contingent upon the details within WIOA's Final Rules guidance and the approval of South Dakota's Unified State Plan, it is DLR's intent to conduct a solicitation for contract proposals or grant applications by spring 2017 for the delivery of AEFLA instruction, activities, and services by eligible providers. This multi-year grant cycle would begin July 1, 2017, 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

Local providers will be eligible to receive funds if the program meets the following criteria, based on the 13 federal considerations (§231[e]). In awarding grants or under this section, the eligible agency shall consider—

(1) the degree to which the eligible provider would be responsive to— (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners; (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities; (3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy; (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners; (5) whether the eligible provider's program— (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction; (6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice; (7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved

performance; (8) whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship; (9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means; (10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways; (11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs; (12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and (13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

## 2. Ensure direct and equitable access

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.

The State will have agreements with the providers selected to provide AEL services. The State will be utilizing the same announcement, application, and process for all applicants being sought. 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. 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.

After it has been verified that a proposal has met the mandatory requirements stated in the proposal request, evaluators shall be guided by the 13 federal considerations (Section 231[e]) in determining the proposal's merit.

After determining that a proposal(s) satisfies the mandatory requirements stated in the RFP, consistent with SDCL 5-18D-18, the evaluators shall also use their judgment in conducting 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; • Availability to the project locale; • Familiarity

with the project locale; • Proposed project management techniques; and • Ability and proven history in handling special project constraints.

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. All applications will be sent to the same address and go through the same process of being reviewed by DLR staff and a committee from the Workforce Development Council. The Workforce Development Council will make the final decision on the selected providers. Historically, in SD, the selected providers are the service providers. They do not contract out nor have sub-recipients with other entities for the delivery of adult education and literacy services.

## C. Title IV Vocational Rehabilitation

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.

Vocational Rehabilitation General (Division of Rehabilitation Services) and Vocational Rehabilitation for the Blind (Division of Service to the Blind and Visually Impaired) are two separate Vocational Rehabilitation Programs (Designated State Units) that operate under the South Dakota Department of Human Services (Designated State Agency).

Funds from Section 110 funds of the Rehabilitation Act are allocated at 80% for the Division of Rehabilitation Services and 20% for the Division of Service to the Blind and Visually Impaired. Title VI-B Supported Employment funds from the Rehabilitation Act are allocated 100% to the Division of Rehabilitation Services.

# 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.

### 1. 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.

The Governor of South Dakota has provided Future Funds to DLR to purchase a new MIS. Geographic Solution Inc. (GSI) was chosen through a competitive bid process, and beginning January 2016, the alignment and integration for current one–stop partners will be determined as we move forward in WIOA reporting.

The new MIS will collect, report and support the common integration of data elements and create an employment plan using participant assessments and evaluation. To the job seeker, the services and related documentation are seamless. It will ease and facilitate better integration of data for career and training services and outcomes for individuals. South Dakota is excited about GSI's extensive background in developing, recording, and producing reports for local and state management and evaluation to better meet the requirements of WIOA delivery and reporting.

• This includes evaluation of our educational training programs and the production of our public reports and student performance outcomes, for example, i.e., student completion, credential attainment, employment retention, and earnings. • The capacity of the new MIS will enhance our ability to meet the developing fiscal and management accountability requirements.

The South Dakota Vocational Rehabilitation Programs utilize an in–house data base system called VR FACES. VR FACES incorporates all the required RSA data collection requirements and also provides a comprehensive case management system for the Vocational Rehabilitation Program, Older Blind Independent Living Program and other State programs.

The South Dakota Bureau of Information and Technology maintains the data systems for both the Department of Labor and Regulation and the Department of Human Services. We currently integrate DLR unemployment wage data and Social Security data into the VR FACES. Once the DLR implements their data system, we will further explore ways to electronically exchange data for referrals and joint cases.

## 2. 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.

This will be a challenge, but the state will be reviewing its options in the future to accomplish this goal.

## 3. 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.

The State board will continue to be apprised of the challenge and ideas from the board will be discussed. The improvement of service delivery is always encouraged and feel that the state is taking steps towards improving that area.

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

The new MIS interfaces will integrate with UI wage records to facilitate collection and reporting across all core programs. Development of applicable data sharing agreements is under development.

*Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.*

## 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.

Each program director will evaluate the data with their team of program specialists. Should service delivery modifications be required based on data collection and reporting, program directors will work together to assure those modifications are made. SDW houses local office reports in which local office managers have the ability to review and monitor service delivery.

## 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.)

Currently South Dakota UI data for entered employment, retained employment, and earnings reported.

• The Workforce Data Quality Initiative (WDQI) is in place and the information is available to the public on the internet.

• The eligible training provider public data is a part of the training provider online application.

• WIOA core partners and UI Data are part of the same state server system, ensuring safety of Personally Identifiable Information (PII) to run against wage records.

## 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.

The State of South Dakota will adhere to 20 CFR Part 603 – Federal-State Unemployment Compensation program; confidentiality and disclosure of state Unemployment Compensation information.

Personally Identifiable Information (PII) is information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. This information is generally found in personnel files, participant data sets, performance reports, program evaluations, grant and contract files, and other sources. Examples of PII include, but are not limited to: SSNs, credit card numbers, bank account numbers, home telephone numbers, ages, birthdates, marital status, spouse names, educational history, biometric identifier (fingerprints, voiceprints, iris scans, etc.), medical history, financial information, and computer passwords. DLR takes a number of steps to ensure PII is secure. All email communication is sent through the protected state server. Emails sent outside of the state server containing PII are sent as an encrypted email. Local offices are also required to:

1. Participate in Security Awareness Training on an annual basis as provided by Central Office.

2. Inform employees that accessing SDWORKS, or any other State system or database containing PII data, from personal computers is prohibited.

3. Require each employee to sign the confidentiality agreement acknowledging they understand the confidential nature of the information, the required safeguards for protecting that information and that there are criminal and civil sanctions for noncompliance contained in federal and state law.

4. Store physical PII data in a secure area only accessible to authorized persons. (Use common sense in determining secure locations; this should not necessitate purchasing new locking file cabinets in most cases.)

5. Do not allow employees to leave documents and records containing PII data open and unattended.

a. Physical files should be closed and returned to designated location; and

b. Electronic files and programs should be closed and computer should be secured when user is away from his or her desk.

6. If employees are going to discard or destroy documents containing PII data, those documents must be shredded that day. Documents containing PII data may not be placed in a shred basket that allows for easy access by unauthorized persons (i.e. shred box underneath desk that contains documents not shredded daily).

## 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.

The South Dakota Department of Labor and Regulation (SDDLR) will implement processes for veterans and eligible spouses (covered persons) to self-identify themselves as eligible for priority of service at the point of entry in a SDDLR local office or during use of the SDDLR website on the internet. Covered persons are given priority over non-covered persons for the receipt of employment, training, and placement services in all programs funded by DOL and are entitled to

precedence and/or access over non-covered persons for services. Implementation of identifying priority of service eligibility will include signage in the local offices, early identification and notification of priority of service to covered persons on sign-in forms, screening assessments by local office staff, and SDDLR brochure and website information describing priority of service eligibility and entitlement of services.

The following are just a few examples of how priority of service for covered persons is implemented at SDDLR AJCs: covered persons are placed first in line to obtain employment services and computer resources, covered persons receive first notification on job listings posted in the local offices, and covered persons receive priority in WIOA funding for training programs. As noted, this is just a partial list of examples.

Monitoring the implementation of priority of service will be done to ensure that veterans and eligible spouses (covered persons) are made aware of and afforded priority of service. Monitoring will be performed by the Veterans' Employment and Training Service (VETS) and assisted by SDDLR, which is responsible for the qualified job training program's administration and oversight. In addition, the Veterans' Services Program Coordinator will assist in coordinating all priority of service review activities within the state as well as provide all reports and access to records pertinent to assessments. And, as appropriate, the Veterans' Services Program Coordinator will provide training to field staff on priority of service matters identified.

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 SDDLR local offices will conduct an 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 the U.S. Department of Labor Secretary. Once eligibility is determined and intensive services are needed, the non-JVSG staff person will make a referral for this veteran/spouse to the DVOP. If the DVOP is available, the non-JVSG staff person will introduce the SBE veteran/spouse to the DVOP. If the DVOP is unavailable, the non-JVSG staff person will continue to assist the SBE veteran/spouse with services and exchange the SBE veteran/spouse and DVOP contact information so the DVOP is able to follow up with the SBE veteran/spouse to provide additional intensive services. The non-JVSG staff person will complete case notes and enter the referral service in the MIS. Once referred, the DVOP will conduct a comprehensive assessment with the veteran/spouse, assist in the development of an employment plan, provide intensive services to meet employment plan goals/needs, and facilitate placement.

Veterans who file for unemployment compensation for Ex-Service members (UCX) will receive a notice from the Unemployment Insurance State Office to contact a local office to schedule a meeting with an Employment Specialist who will begin a reemployment assessment process with the veteran. The veteran will be also screened for both Priority of Service and eligibility for DVOP services.

Basis for Special Service to Veterans The operations of the DLR local offices are intended to direct special attention to the barriers veterans face, and to afford individualized and intensive service. Such service is not only a legal and moral obligation, but also a necessary condition for efficiency in local office operations. Specially trained staff gives special attention to the potential vocational problems of separating or retiring service members. The recognition of the rights of veterans to special services through a public employment office has been the law for more than 60 years.

Partnership between the State and the Director for Veterans Employment and Training (DVET) The State JVSG Program Coordinator, in cooperation with the DVET, will conduct self–assessments and visit DLR local offices to observe or evaluate operations when necessary or requested. U.S. DOL/VETS goal is to transition from an inspection, compliance, and enforcement focus toward a

more cooperative technical assistance, training, and program–review process. Along with this, strengthen the partnership with the state. The monitoring process is the responsibility of the DVET; however, you will find there are duplicate roles and responsibilities with the state, which are listed below.

Veterans' Services Program Coordinator

• Serve as the point of contact for all self–assessment activities.

• Assist in coordinating all review activities within the state. • Provide all reports and access to records pertinent to assessments.

• Facilitate self–assessments.

• Review and analyze reports and completed self–assessments.

• Assist validation assessment reviews with the DVET if needed.

• As appropriate, provide or arrange for technical assistance on matters identified.

• As appropriate, provide training based on matters identified.

South Dakota Department of Labor and Regulation Policy It is the policy of the Department of Labor and Regulation:

• 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.

• The state agency shall provide an effective employment–counseling service to all veterans who need special assistance in meeting barriers of vocational adjustment.

• The DLR local offices shall make referrals of qualified veteran job seekers to job openings and training opportunities, and shall observe the following order of priority:

1. Special disabled veterans.

2. Disabled veterans other than special disabled veterans.

3. All other veterans and eligible persons.

4. Non–veterans.

• Disabled veterans shall be given priority in all services provided by local public employment offices.

• The DLR local offices shall provide information to veterans concerning:

• Training, rehabilitation, and other benefits or services related to employment.

• Governmental or community agencies through which such benefits or services may be obtained.

• The state agency shall cooperate with public and private organizations and committees to promote employment opportunities for veterans, and to facilitate their placement in available job openings.

• The state agency shall cooperate with the Department of Veterans Affairs to facilitate the employment of job–ready veterans.

• The state agency shall designate in each DLR local office, one or more employees, preferably veterans, whose responsibility (or partial responsibility) shall be to discharge the duties prescribed in Title 38, U.S. Code, Chapter 41 as amended.

These policies shall be carried out in accordance with instructions issued jointly by the U.S. Department of Labor/VETS and the SD Department of Labor and Regulation/Veterans' Services.

South Dakota Department of Labor and Regulation Local Office Policy

• Provide veterans with maximum job opportunities in acquiring gainful employment through the use of local staff and facilities to provide counseling, placement, and intensive service to veterans.

• Maintain a local program for developing job opportunities for veterans, with emphasis on disabled veterans. • Give priority in selection and referral to qualified veterans, with emphasis on disabled veterans.

• Provide registration, employment counseling, and intensive service to veterans at Veterans Affairs facilities, as applicable. • Encourage and participate in the establishment of community advisory centers for veterans, where needed.

• Provide information to veterans concerning appropriate agencies through which benefits and services may be obtained. • Cooperate with businesses in establishing on–the–job (OJT) training programs, when justified by the needs of the business for skilled workers, and in consideration of the long–term occupational opportunity afforded the trainee upon completion of the course.

• Cooperate with other agencies of government, public and private organizations, and businesses by making available specific technical and statistical information and materials, pertinent and useful in the planning and operation of OJT training programs.

• Recruit the cooperation of organizations serving veterans, promoting programs for the employment, and vocational adjustment of veterans.

## 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.

Compliance with section 188 of WIOA and applicable provisions of the Americans with Disabilities Act is met through the submission of the Methods of Administration (MOA) to the US DOL Civil Rights Center.

The State of South Dakota is dedicated to provide all programs and services in an accessible format and provide a delivery model to all individuals who are seeking services. DLR has the responsibility under WIOA to create and maintain the American Job Center system that will increase the range and quality of workforce services to all individuals seeking assistance. WIOA prohibits discrimination based on race, color, national origin, sex, age, disability, religion, political affiliation or belief, participant status, and against certain non–citizens. DLR and the partners will concentrate on the federal and state antidiscrimination laws in the execution of policies, procedures and guidance to allow access to workforce services and when assessing the physical and programmatic access of the One-Stop system and partners.

Any entity that receives financial assistance under Title I of WIOA is a recipient obligated to ensure nondiscrimination and equal opportunity. This includes State Development Boards, local offices, service providers, vendors, and sub recipients, as well as other types of individuals and entities. This policy is directed toward ensuring that the programs, services and facilities of each one-stop delivery system are accessible to all, including individuals with disabilities. To ensure that individuals are not subjected to discrimination based on disability, DLR conducts regular oversight of programs and services. The Workforce Development board will assess the physical and programmatic accessibility of all local offices, in accordance with Sec. 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990.14.

The South Dakota Unified State Plan has incorporated several measures that will assist in ensuring that all South Dakotans have equal opportunities within the workforce delivery system. South Dakota has worked very closely with and has relied upon the expertise provided by VR. As a core partner, VR has provided ongoing technical assistance and support regarding development of policies, procedures, and system design and evaluation protocols to ensure that all South Dakotans have full and welcoming access. The SDWORKS system provide access 24/7 to anyone with Internet access and service to clients in rural and urban areas who are unable to access a One-Stop Center due to remoteness, transportation or disability.

DLR recognizes the need to ensure equal access to electronic and information technologies for all individuals. The South Dakota Bureau of Information and Telecommunications (BIT) has specific standards for web development design in order to provide an accessible web presence that enables the public full access to South Dakota government information and services. Understanding that state government has a responsibility to provide services and information to all citizens and businesses across South Dakota, efforts are made to accommodate all users by following the W3C recommendations and the federal government's Section 508 Standards. DLR and partners follow the BIT adaptive technology standards. The Adaptive Technology standards and products assure that state employees are using the same assistive hardware and software that all South Dakotans with assistive technology needs are using. This also allows BIT to test applications and verify their functionality with these technologies to ensure those using them have access to the necessary resources available to accomplish their job.

DLR staff has participated in multiple Disability Employment Initiative and South Dakota Bureau of Human Resource Webinars regarding serving persons with disabilities under WIOA and have implemented the practices and policies within the Unified State Plan. Such policies are also incorporated in policies and procedures that will be incorporated into the One-Stop Centers. The South Dakota Office of Risk Management conducts ADA reviews and assessments of all DLR office buildings and One-Stop Centers to ensure compliance.

Title II of the Americans with Disabilities Act (ADA) provides that “no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any public entity.” (§35.130 (a)). The first principle of Title II of the ADA is a requirement to make all programs offered by a public entity, when viewed in their entirety, accessible to and usable by qualified individuals with disabilities. This may require modification of policies and procedures to eliminate inadvertent discrimination and may also include removal of architectural barriers to provide program access. This does not mean that every existing facility must be accessible; the use of alternative methods to provide program access is permitted for Title II entities. In order to ensure compliance with the ADA, DHS conducted an evaluation of programs and services, and in addition reviewed the physical accessibility of office locations. No significant barriers to programs or services were identified. Non–Discrimination As a recipient of federal financial assistance, the South Dakota Department of Labor and Regulation (DLR) shall not exclude from participation in, deny the benefits of, subject to discrimination; or deny employment in the administration of or in connection with department programs or services because of race, color, religion, sex, national origin, age, disability or political affiliation or belief and for beneficiaries only, citizenship or participation in any WIOA program. This statement is in accordance with the provisions of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination Act of 1975, and the regulations of the U.S. Department of Health and Human Services issued pursuant to statues at Title 45, Code of Federal Regulations Parts 80, 84 and 91.

Equal Opportunity Officer Each State Workforce Agency (SWA) must designate an Equal Opportunity Officer. The Equal Opportunity Officer:

• Serves as a liaison with the U.S. Department of Labor Civil Rights Center [USDOL CRC].

• Monitors and investigates local office activities to ensure the office is fully compliant with nondiscrimination and equal opportunity requirements.

• Reviews the local office written policies to ensure they are not discriminatory.

• Develops and publishes the local office’s procedures for processing complaints.

Grievance Procedures DLR has established grievance procedures for the prompt and equitable resolution of all complaints. If a job seeker or an employer has let it be known he/she is displeased with the services provided, record the complaint in your office’s complaint log. Complaint logs should be emailed to the State Monitor Advocate within five days after the last working business day of the month. The following table indicates the information needed in your complaint log for every complaint received, whether verbal or written. All complaints should be placed on the complaint log even if settled at the local level.

If an individual states he or she will be contacting an elected official (e.g., the Governor), it is imperative you send an email to the Cabinet Secretary of DLR with a cc to your manager, division director and the State Monitor Advocate. Your email should provide information on content of the complaint, what led up to the complaint, what was said and who was present to receive the

complaint. Furthermore, guidance and other regulatory information is a provided through a CRC accepted Methods of Administration (MOA). The MOA outlines the WIOA provider's operation of non–discrimination practices under Section 188 of WIOA.

One–Stop Certification Policy DLR has a MOU directly with Vocational Rehabilitation which addresses all accessibility issues. DLR has a one–stop certification policy that ensures the accessibility of all one–stop centers with the Americans with Disabilities Act of 1990 (ADA).

Addressing the Accessibility of the One–Stop Delivery System for Individuals with Limited English Proficiency The South Dakota Department of Labor and Regulation (DLR) is committed to ensuring that SDDLR programs and services are accessible to all people including limited English proficient persons. Program staff will work with all appropriate DLR partners and other entities as appropriate, in providing services for eligible individuals. Special efforts will be made to coordinate services with other partner agencies to assist DLR in ensuring that communications with these individuals are as effective as communications with others without barriers.

For those individuals needing interpreter services, contracts with community–based service providers are established as well as a contracted telephonic interpretive service. Currently, DLR is contracted with Language Link Services to provide telephone interpretation.

Examples of steps taken to ensure all programs and services are accessible include:

• outreach to LEP communities, advertising program eligibility and the availability of free language assistance;

• posting of signs in lobbies and in other waiting areas, in languages other than English, informing applicants/customers of their right to free interpreter services and inviting them to identify themselves as persons needing language assistance;

• use of "I speak cards" by intake staff and other client contact personnel so that applicant/customers can identify their primary language.

## 9. Addressing the Accessibility of the One-Stop Delivery System for 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.

The South Dakota Department of Labor and Regulation (DLR) is committed to ensuring that SDDLR programs and services are accessible to all people including limited English proficient persons. Program staff will work with all appropriate DLR partners and other entities as appropriate, in providing services for eligible individuals. Special efforts will be made to coordinate services with other partner agencies to assist DLR in ensuring that communications with these individuals are as effective as communications with others without barriers.

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• use of “I speak cards” by intake staff and other client contact personnel so that applicant/customers can identify their primary language.

# 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.

Core Partner Alignment Consortium (CPAC)

The South Dakota Core Partner Alignment Consortium began meeting formally after the Workforce Innovation and Opportunity Act was signed into law in July 2014 to discuss implementation of the WIOA and jointly participated in training opportunities including webinars and conference calls. Membership of the Consortium includes representatives from workforce development, adult education and literacy, youth programs, and vocational rehabilitation. The CPAC members began meeting at least bimonthly to jointly develop the South Dakota WIOA Unified Plan. In addition, members are responsible for development of policies and procedures to ensure compliance with the WIOA and are also in positions to ensure implementation at the local level. The goal of the CPAC is to ensure seamless access to workforce services while upholding the responsibilities of each of the programs represented.

The Consortium will engage others to implement activities which address strategies leading to achievement of specific outcomes identified in the Unified Plan. Existing Boards and Councils will take a more formal role in the implementation and achievement of objectives related to recommendations of the Consortium. The Consortium will seek input on targeted topics to operationalize activities related to implementation of WIOA through soliciting input from representatives from a variety of individuals and organizations including: education (K–12, career and technical education and postsecondary), economic development, veterans organizations, business and industry, service providers and others with expertise and resources to address employment of South Dakotans.

The Consortium’s focus will include collaborating to ensure not only development of policies, procedures, formal agreements and best practices, but will also ensure implementation at the local level to facilitate integration of workforce services and access to services at the point of delivery. This will include coordinating staff communication, capacity building, and training efforts.

Delivery by the one–stop center staff will be accomplished through an Integrated Resource Team (IRT) approach with all partners working with job seekers to ensure a seamless system for accessing services. A similar approach will be used to partner with businesses through Business Engagement Teams. These approaches will support a seamless system that benefits all customers

(including those with barriers to employment) by ensuring access to all services through teams with expertise of all programs ensuring access and results.

# 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 represents, and procedures to resolve such conflicts; **Yes**

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; **Yes**

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; **Yes**

4. (a) 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; (b) 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; **Yes**

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; **Yes**

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); **Yes**

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; **Yes**

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; **Yes**

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; **Yes**

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); **Yes**

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and **Yes**

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. **Yes**

# VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

## Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

### a. General Requirements

#### 1. Regions and Local Workforce Development Areas

**A. Identify the regions and the local workforce development areas designated in the State.**

SD is a single–area state, whereas the Workforce Development Council serves the entire 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.**

N/A – Refer to A.

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

N/A – Refer to A.

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

N/A – Refer to A.

## 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.

The state will be using the guidance provided in the Act for what is required and allowed. Statewide funds will be used in data management system updates and maintenance; monitoring and oversight; providing the opportunity for all to take the National Career Readiness Certificate; assessments to be completed for determining basic skills deficiencies.

South Dakota's policies and guidance are developed as appropriate to a single statewide service area based on what is required and allowed in the Act.

The Department of Labor and Regulation has the fiscal responsibility for the Titles funded under the Act. All Title I and III funds are retained by the department for the delivery of services provided by department employees and for the costs associated with the actual services. Title II funds are budgeted for as directed by the Act with a portion granted out to local providers through the State prescribed RFP process. All state procurement laws, policies and procedures are adhered to, and oversight for this process is provided by the South Dakota Bureau of Administration.

Though there are 14 comprehensive one-stops in the state, none are provided with the ability to draw any grant funds. The sole responsibility for this rests with SDDLR Administrative Services Division. The Administrative Services Division follows all SD laws, accounting standards, federal guidance, as well as the policies and procedures directed by the South Dakota Bureau of Finance.

Title II funds are granted to local providers through the state approved contract process requiring the proper assurances and conditions. Administrative Services staff completes a fiscal monitor of the recipients on a regularly scheduled basis as outlined in SDDLR written policy.

Just as funds are allocated, obligated, and expended in one consistent manner, workforce investment activities are delivered consistently as well.

Program policies, procedures, delivery methodologies, vision, reporting requirements, data management, etc. are all driven by SDDLR in partnership with the WDC. Every initiative is a statewide initiative with the ability to be customized at the local level based on local demographics and local business needs.

Education and training for implementation of program delivery is done through the processes detailed in the SDDLR Communications Handbook.

### 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

Rapid Response activities are the responsibility of the State. South Dakota is a single statewide service area with the Workforce Development Council (WDC) serving as both the State and local board. The DLR's Dislocated Worker Unit is charged with providing Rapid Response services. Rapid Response services are coordinated locally through the State's network of DLR local offices. As layoff notices are received, the Dislocated Worker Unit implements an appropriate response.

This unit is responsible for Rapid Response, WIOA dislocated worker, and TAA programs. Having a single agency to administer and deliver services for eligible workers provides a consistent approach to the needs of dislocated workers throughout the state. The state dislocated worker coordinator oversees the activities provided for a rapid response. The dislocated worker unit is the designated entity for receiving Worker Adjustment and Retraining Notification Act (WARN) notices of impending layoffs.

Layoff Response Strategy

• On receipt of a WARN notice, contact is made with company officials and the DLR local office manager. This initial contact provides information specific to the situation that is used to determine the extent of the state's response. Arrangements are then made to implement an appropriate response to the notice.

• The dislocated worker unit also receives non-WARN related notices of layoff. Often, DLR local office managers give notice as they learn of layoff events in their community. The process followed for these notices is the same as for those under WARN. Contact is made with the company and arrangements are made to implement an appropriate response.

• An appropriate response, under WARN or otherwise, is based on the significance of the layoff to the community and the workers. The dislocated worker unit teams with the DLR local office, the company and workers' representatives to design a response that will be effective for the specific situation.

• The key to a successful program for dislocated workers is the coordination of effort of various partners and a rapid response to the layoff action. An effective program assists the dislocated worker with readjustment and transition to suitable employment while reducing the traumatic effects of sudden unemployment from long-held jobs.

The state's dislocated worker unit is responsible for coordinating a rapid response effort for specific closures and mass layoffs. The state will provide technical assistance to the company, workers and their representatives, local government, Local Offices, and other parties that may partner in the response effort. The state is also responsible for collecting and disseminating information and receiving notices as required under the WARN.

DLR local offices are expected to play a large role, with the state dislocated worker unit, in providing an effective response to worker dislocations. The unit consists of DLR local office staff for the area affected. It may include the manager/assistant manager, WIOA employment specialist(s), a DVOP Specialist, and employment representatives. For larger rapid responses the state dislocated worker coordinator and UI representative are also a part of the rapid response unit also. Local Offices are responsible for identifying eligible workers, providing information to the company and affected workers, and coordinating readjustment efforts and retraining programs.

The most effective response to a layoff is implemented prior to the actual layoff date and with the cooperation of the company. Arranging informational meetings, on-site and on company time, can reduce much of the tension and anxiety for both workers and company officials.

This concept is promoted to business and industry by DLR local offices and the state's dislocated worker unit. This effort includes presentations to business and industry groups, DLR membership and active participation in Human Resource associations, and individual contacts with employers. Program services, including Rapid Response services, are included in statewide and local material directed to the business community.

Contact with company officials, on receipt of notice of layoff, includes a discussion of the benefit of an on-site response on company time and prior to the layoff. This response type is encouraged by the dislocated worker unit. However, some situations require an alternative to the preferred response. When an alternative is needed, the dislocated worker unit works with the DLR local offices to make appropriate arrangements.

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

• Establishing on site contact with employer and employee representatives to provide information concerning the availability and access of public programs and services;

• Promoting labor/management committees where appropriate;

• Collection of information concerning the dislocation, available resources for the affected workers, and survey of the employment and training needs of the workers;

• Providing or obtaining financial and technical advice and serving as a liaison with other organizations;

• Dissemination of information on the availability of services; and

• Assisting the local community in developing a response to the dislocation.

Rapid Response efforts are unique and designed for the specific situation. A basic response provides a general informational service which includes a survey of worker needs. The team utilizes worker surveys, discussions with company officials, local government officials, and the DLR local offices to evaluate the impact of the layoff. The findings from the evaluation direct the specific response. Services are arranged to meet the needs of the affected workers.

Pre-layoff services are designed to assist workers prepare for transition to other suitable employment. This may include individual and/or group activities such as a job search workshop, financial planning during a period of unemployment, or stress management. Such intervention ensures the dislocated worker, including those with multiple barriers, will have access to all appropriate services as early as possible.

The DLR sees Rapid Response as a positive, proactive and business friendly service. A well planned Rapid Response effort helps the company to lay out the best approach to dealing with potential layoffs. If enough advance notice is provided, the Rapid Response team has access to resources to help the company research potential alternatives to layoff. If layoff is inevitable, the Rapid Response team is able to assist the company in developing the most appropriate process. When a plan for layoff is put together in cooperation with the company and the Rapid Response team, the stress level and tensions are reduced for both the company and the workers. This sets the stage for a more successful strategy for the workers facing layoff.

The Rapid Response team partners with state and local economic development agencies to identify similar companies, or those companies that may require the skill sets of the dislocated workers. The team connects with local community leaders to identify other companies that may have a need for the workers facing layoff. Job Fairs may be arranged with specific companies invited to meet the workers from a specific layoff. Letters to selected companies are used to encourage connections with these dislocated workers.

At times, some businesses do not provide advance notice. This does not allow for the best response. The dislocated worker unit and DLR local offices continually communicate with the business community to disseminate information on available services, including Rapid Response. The local business outreach plans include local efforts at promotion of DLR services and identifies the benefits to business. This information is communicated on both the state and local level.

The DLR is continually exploring means to enhance the quality of service to business and industry. Business leaders are asked to serve on local advisory boards, as well as the WDC. These individuals assist in promotion of the benefits to business and industry for the use of DLR programs. State and local business groups are asked to review and help design programs that will be a benefit to the community.

The dislocated worker unit has a close connection with the department's Labor Market Information Center (LMIC) and UI divisions. Information on mass layoff data is shared. This data may identify a layoff pattern in a particular industry or possibly the start of significant layoffs in a particular business. The DLR local office or the dislocated worker unit initiates contact with the business to ascertain the significance of the data. This also provides the opportunity to promote program services in a positive manner to a business that may be considering substantial layoff actions.

WIOA funds, including Rapid Response funds, are maintained by the state. WIOA dislocated worker funds are accessible through DLR local offices to any community experiencing layoffs. Rapid Response funds may be used to provide additional assistance to specific communities.

• Procedures for Disaster response including FEMA coordination

The same policies and procedures are used for any type of Rapid Response activity.

• Description of early intervention across a range of Trade Adjustment Assistance contingencies

These groups again are provided the same services that any dislocated worker group receives. Discussions are typically one-on-one to further explain services that were described at the larger group meeting. This way each person's needs/goals can be discussed.

Once the certification determination has been received the State contacts the affected workers. Each affected worker is sent a letter notifying them that the business that they had/are working for was designated as TAA certified. The letter provides basic information as to the types of services this entitles them to, the time, date, and place where TAA informational meetings will be held is also provided. A public notice is also put into all of the major newspapers within that affected area, with the TAA meeting information provided.

At the meeting(s) a description of how/why the petition was submitted and then the determination is made. During the meeting all TAA services are reviewed with those affected, including an Unemployment Insurance (UI) representative attending. The UI representative explains the basic of how the UI system works and also discusses the Trade Readjustment Act (TRA) and how both of these can work together along with the TAA trainings. TAA training information is provided and

explained thoroughly. Each person is then encouraged to make an appointment with a local office staff person to discuss their own situation and how DLR can assist. Rapid Response funds will continue to be used to provide services for every worker group that files a TAA petition for staff time and possible costs related to having the meetings.

### 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.

The state's dislocated worker unit is responsible for coordinating efforts to provide individuals who become unemployed and to self-employed individuals who cannot perform services as a direct result of a major disaster. The state will provide technical assistance to businesses, workers, local government, Local DLR Offices, and other parties that may partner in the response effort. DLR local offices are expected to play a large role, with the state dislocated worker unit, in providing an effective response to workers affected. The unit consists of DLR local office staff for the area affected. It may include the manager/assistant manager, WIOA employment specialist(s), a DVOP Specialist, and employment representatives. For larger rapid responses the state dislocated worker coordinator and UI representative are also a part of the rapid response unit also. Local Offices are responsible for identifying eligible workers, providing information to businesses and affected workers, and coordinating readjustment efforts and retraining programs. This may include partnering with other state agencies for opportunities to assist with activities assisting the disaster area. The team will partner with local economic development agencies and local community leaders to identify similar companies, or those companies that may require the skill sets of the affected workers. Job Fairs may be arranged with specific companies invited to meet with the workers affected.

### 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.

Refer to B.

## b. Adult and Dislocated Workers Program Requirements

### 1. 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.

Services for Title I B Adults and Dislocated workers are easily coordinated in South Dakota. Having a single agency to administer and deliver services for eligible workers provides a consistent approach to the needs of Adults and Dislocated workers in the state.

Local staff will work with individuals to identify employment challenges and obstacles through a variety of services. These services will be coordinated with internal and external programs as appropriate to the benefit of the individual. Local staff will work with the individual to ensure decisions are made based on the best available labor market information, an individual assessment process and a plan of service that is likely to lead the individual to secure gainful employment that will eliminate a continued need for public assistance.

Once the training model has been identified local office staff meets with the training providers to review the conditions and assurances that must be met to be a training site. Once it has been determined that appropriate training will take place an agreement, along with a training plan, is reviewed with local office staff, the participant, and the business. Signatures are obtained for the agreements. Once the training begins local office monitor to ensure the agreed upon training is being completed. Local office staff will meet with the participant and business not only together but separately during the training period of time and, if need be, address any concerns. If appropriate training is not being conducted, and not remedied, the training can cease immediately.

Dislocated Workers

Staff is responsible for responding to worker dislocations. The DLR Staff will conduct a Rapid Response for those who have or will be notified of an impending lay off or closure, as well as administer the WIOA dislocated worker and Trade Adjustment Assistance (TAA) programs. Notices of layoff will be evaluated for possible Trade Act Certification. The Administrative team and local DLR staff will assist the company or workers in submitted petitions for TAA. The state will coordinate these services.

Adults

Staff will conduct outreach and provide information services in order to reach individuals who are age 18 or older and may have a barrier to employment. A barrier to employment means a member of 1 or more of the following population:

A. Displaced Homemaker

B. Low income individuals

C. Native Americans, Alaska Natives, and Native Hawaiians

D. Individuals with Disabilities

E. Older Individuals (55 or older)

F. Ex–offenders

G. Homeless Individuals

H. Youth who have aged out of foster care (18–24)

I. Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers

J. Eligible migrant and seasonal farmworkers

K. Individuals within 2 years of exhausting lifetime eligibility under TANF

L. Single Parents(Including single pregnant women)

M. Long–term unemployed individuals (at least 26 weeks)

N. Substance abuse

O. Basic Skills Deficient

P. High School Dropouts

Q. Veterans

R. Underemployed

Individuals who are considered Adults and Dislocated workers are offered a variety of training opportunities in order to secure gainful employment and encourage self–sufficiency. All services are coordinated in line with the needs and career desires of the individuals. An individualized employment plan is developed as a guide to assist the participant to attain their goals. These trainings include; but are not limited to:

a) Customized Training: Training that meets special requirements of an employer. It is conducted with the commitment by the employer to employ an individual or successful completion of training and for which the employer pays for not less than 50% of the cost of training.

b) Entrepreneurial Training: Training for new entrepreneurs and small business owners which can range from general business courses to specific courses on topics as how to address legal and personnel issues.

c) On the Job Training: A program of occupational training providing knowledge and skills essential to the performance of a specific job. Training is provided by an approved employer. Under an OJT agreement, 50–75% of the reimbursement of the wage depending on the size of the employer, for extraordinary costs of conducting the training for an eligible participant.

d) Skill Upgrading: Limited customized training for new technology and new job skills. Employed workers must be introduced to new technologies, to new production or service procedures or upgrading to a new job that require additional skills.

e) Non–Credential Class: Classes that are justified for the participant and a step in the participants career pathways and included in their employment plan.

## 2. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.

The number of Registered Apprenticeships needs to increase within the state and is considered as part of the state's strategies of: preparing residents of South Dakota for success in their career pathways; communicating with employers to identify workforce needs and; designing education and training plans to address workforce needs

It is the goal to partner with our Registered Apprenticeship director, businesses, industry associations, career and technical education, and tribal councils to implement a plan to incorporate registered apprenticeships as a choice to all job seekers, but having a focus on underrepresented populations (women, youth, Native Americans, individuals with disabilities, those not proficient in the English language) in the state. Starting pre-apprenticeship programs that lead to a registered apprenticeship is one part of that plan. Meetings will be held to discuss how outreach can be better accomplished to the public, schools, and businesses. Along with that core partner staff will be trained/educated regarding the Registered Apprenticeship program.

Pursuant to section 122(a)(3) of the WIOA, apprenticeship programs registered with the South Dakota Department of Labor and Regulation are automatically eligible to be included on the ETPL.

Although registered apprenticeship programs are automatically eligible, the program will not be included on the ETPL unless the program provider notifies the Department of Labor and Regulation of its intention to be included on the ETPL.

Each provider will be directed to the SDDLR website in order to request an eligible training form. Once the form is filled out and returned to DLR, it will be placed on the list of providers.

Each apprenticeship program, 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 wants to be included on the ETPL. New apprenticeship programs that want to be included on the ETPL shall indicate this intention on the apprenticeship program application.

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.

Registered apprenticeship programs are not required to submit initial or continued eligibility applications under these procedures. Registered apprenticeship programs are not required to submit initial or continued eligibility applications under these procedures. Registered apprenticeship programs are required to follow state and federal labor laws regarding apprenticeship programs in the State of South Dakota.

The DLR will collaborate with the state Director for the Office of Apprenticeship (OA) on the development and expansion of Registered Apprenticeships. South Dakota does not have a separate state agency that is responsible for dealing with apprenticeships. The DLR does coordinate with the state office of the U.S. Department of Labor, Office of Apprenticeship. Current contact information is:

John Bolger, State Director

U.S. Department of Labor, ETA

225 South Pierre Street, Room 223

PO Box 460 Pierre, SD 57501

Telephone: (605) 224–7983

Email: bolger.john@dol.gov

The DLR has a history of our local office working with employers and job seekers and matching them with the Office of Apprenticeship to establish a Registered Apprenticeship. This effort has resulted in a positive training and employment arrangement for both the employer and worker. Using Registered Apprenticeship as an “earn and learn” training program we are able to assist employers with recruitment of skilled workers, to assist workers gain additional education and workforce skills, and to meet the priorities of the workforce system. It is the intent of the DLR to capitalize on available training opportunities, including Registered Apprenticeship, to assist our target populations makes a successful transition to employment.

The DLR will continue to promote Registered Apprenticeships through the state office and our network of local offices. This outreach will be directed to employers and job seekers. Information on apprenticeship is available to the public in each of our local offices and on the internet on the SDDLR web page. The value of apprenticeship training will be emphasized and appropriate referrals will be given to the OA for further action. Working together we can deliver a quality program.

Employers are encouraged to utilize the full array of services available through our network of local offices. Services include recruitment, assessment, and referral. Local office staff assists employers in finding the most qualified candidates for their job openings, including Registered Apprenticeships. The local office will refer interested employers to the state Director of the OA.

Job openings for employers seeking workers for their apprenticeships are posted on the state’s job bank and available to any interested party through the internet or in–person contact with our local office.

One of the tools used for identifying pathways to apprenticeship will be the DLR Eligible Training Provider Listing. This list displays the available training programs across the state, including those posting apprenticeships. This list can be found at http://dlr.sd.gov/workforce_training/trainingprovidersintro.aspx. Providers listed on the DLR listing offering apprenticeship training include the Technical Institutes, private business, trade associations, proprietary schools, and others. The DLR will continue to promote apprenticeship as a viable training program to employers and job seekers.

As local staff interview job seekers, discussions concerning training opportunities, the Apprenticeship programs will be promoted to all segments of our job seeking population. This will include general job seekers, Veterans, WIOA Adults, WIOA Dislocated Workers, WIOA Youth, Trade Adjustment Assistance participants, Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, Migrant Seasonal Farmworkers, and Senior Community Service Employment program participants. Information on the program will be provided to our local office managers and staff. Local offices have and will continue to include the state Director for their local staff meetings and any local community meetings that might be an appropriate venue for promoting apprenticeships. The DLR will continue to invite the state Director to attend the South Dakota Workforce Development Council (state WIB) meetings and also continue to invite the state Director in presentations to employers and training providers as may be appropriate.

## 3. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued

## eligibility, including Registered Apprenticeship programs (WIOA Section 122).

Policies and procedures will be applied by local areas for determining eligibility of local training providers, how performance information will be used to determine continuing eligibility and the agency responsible for carrying out these activities.

The SDWDC will consider initial eligibility for:

• Other public and private providers of a program of training services;

• A post–secondary educational institution wishing to receive training funds for a program not eligible to receive funds for programs under title IV of the Higher Education Act; and

• An apprenticeship program wishing to receive training funds for a program not registered with Apprenticeship USA.

Initial eligibility process is publicly available through the SDDOL website, www.sdjobs.org, for training providers. This site includes specific instructions on how to electronically submit applications for consideration. Such instructions include requests program content; performance information; cost information and any additional appropriate requirements the Governor may wish to include.

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

All training providers, whether covered or exempt from the initial eligibility process, are subject to subsequent eligibility. Consideration for subsequent eligibility includes performance and program cost information as well as a requirement to meet established performance levels. Consideration for subsequent eligibility is based on:

Program information

• Program completion rates for all individuals in applicable programs;

• Percentage of individuals participating in applicable programs who obtained unsubsidized employment (also to include training related employment rates); and

• Wages at placement in employment of all individuals in the applicable program.

Participant information:

• Percent of participants that completed the applicable program who are placed in unsubsidized employment;

• Retention rates in unsubsidized employment six months after the first day of the employment;

• Wages received six months after the first day of employment;

• Where appropriate, rates of licensure or certification, attainment of academic degrees or equivalents, or attainment of other measures of skills of the graduates of the applicable programs.

Cost information:

• The cost of the training program (tuition, fees, books, supplies, tools, etc.) for participants in the applicable program. Performance information is made available through verifiable data submitted to SDDLR by the training provider and data from the SDDLR Division of LMIC.

Training providers will and have been contacted by telephone and in writing regarding the new policy and procedures in order to make application to be an eligible provider. The following is the information that is available on the DLR website located at http://www.sdjobs.org/workforce_training/training_opportunities.aspx.

Eligible Training Program (ETP) Procedures

Purpose: To provide instruction, guidance, and establish criteria and procedures for training organizations wishing to provide training services under the Workforce Innovation and Opportunity Act of 2014 (WIOA). The Workforce Innovation and Opportunity Act supersede the Workforce Investment Act of 1998 (WIA).

References:

• The Workforce Innovation and Opportunity Act (WIOA)

• WIOA Proposed Rules (NPRM date 4–16–45)

Message: The Workforce Innovation and Opportunity Act strives to provide informed consumer choice, job driven training programs, provider performance and continuous improvement. WIOA requirements increase accountability and transparency through reporting and biennial review. WIOA requires that the South Dakota Department of Labor and Regulation (DLR) on behalf of the Governor, and in consultation with the Workforce Development Council (WDC), establish criteria and procedures regarding the eligibility of training providers to receive WIOA funds for the provision of training services. WIOA Title IB training funds available to eligible participants are directed towards high demand occupations and training programs that WIOA participants can earn a credential within two years from beginning their studies.

Transition Process: All WIA or WIOA participants that started a program of training under a provider whose eligibility was discontinued after June 30, 2016 may complete their program of training. The WDC has approved existing training providers and program under WIA to remain eligible to provide training services through WIOA Title IB through June 30, 2016.

Responsibilities:

The DLR is responsible for:

• Identifying high demand occupations eligible for WIOA Title IB Occupational Skills Training funds based on South Dakota Labor Market Information.

• The development, maintenance, and dissemination of the State list of training providers and training programs for public use. • Ensuring programs meet the eligibility criteria and performance levels established by the State of South Dakota

• Verifying the accuracy of submitted information pertaining to performance requirements

• Removing programs that do not meet established program criteria or performance levels

• Ensuring performance and cost information relating to each provider is available to the public; and

• Recommending the termination of providers due to the providers submission of inaccurate eligibility and/or performance information

• Ensure that sufficient numbers of providers of training services have the expertise in assisting individuals with disabilities and training providers are available to assist adults in need of adult education and literacy activities

Providers of training services are identified with three categories:

• Category 1: An institution of higher education that provides a program that leads to a recognized post–secondary credential; • Category 2: An entity that carries out programs registered under the National Apprenticeship Act; or

• Category 3: Another public or private provider of a program of training services, which may include joint labor–management organizations, and eligible providers of adult education and literacy activities under Title II if such activities are provided in combination with occupational skills training.

A provider described as either a Category 1 or 3 must comply with these procedures to be included on the list of eligible programs of training services. Category 2 are exempt from initial eligibility and may be included an d maintained on the list for so long as the corresponding program of the provider remains registered as a registered apprenticeship program.

National Apprenticeship Programs: On a quarterly basis, the state Director for Registered Apprenticeship Programs will inform DLR of any new registered apprenticeships and their contact information. These entities will then be notified in letter by the DLR to make them aware of the Eligible Training Program Form for National Apprenticeship Programs.

Initial Application Requirements: Training providers that were not eligible providers under WIA must submit an initial application through the DLR. If the program is approved, it will be listed on the Eligible Training Provider List (ETPL) and remain eligible for one year. After the first year, the provider must complete the Continued Application Requirements for each program.

Continued Application Requirements: Training providers that were approved under WIA and providers, who have completed their first year of initial eligibility, must follow the continued eligibility requirements for approval by submitting a continued application. Continued eligibility will be reviewed every two years.

Performance Requirements: Continued eligibility will be based on programmatic and verifiable performance data. All programs following the Continued Application Requirements must meet minimum performance:

• Program Completion Rate per training provider reporting:

20% of total participants entering a program must complete the program.

• Second Quarter after Exit Employment Rate determined by cross match with Unemployment Insurance records:

20% of total participants completing a program must be employed.

Definitions:

Program Completer – students who meets all requirements of the training program.

Reporting Requirements for initial & continued eligibility Personally Identifiable Information

• Social Security Number for all students per approved program. • First name

• Last name

• DOB

Equal Opportunity Information

• Gender

• Race

• Ethnicity

Student accomplishment

• Type of credential

• Training completion date

• The total number of students that completed the program;

• The total number of students that withdrew from the program; • The total number of students that earned a credential

Student Barriers including:

• Displace Homemaker

• Low–income individual

• Individuals with disabilities

• Ex–offenders

• Homeless individuals

• Youth who are in foster care or have aged out of foster care

• Runaway

### 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 funding by the Adult Formula program.

Many of the individuals we serve are considered low–income or likely eligible for public assistance. This opens the priority of service avenue for WIOA assistance. Others are most likely to be considered with a substantial need and documentable employment barriers.

The DLR will make all appropriate services available to these individuals with identified employment obstacles. Services will be coordinated with internal and external programs as appropriate to the benefit of the individual. Local office staff will work with the individuals to ensure decisions are made based on the best available labor market information, an individual assessment process, and a plan of service that is likely to lead the individual to secure gainful employment that will eliminate a continued need for public assistance.

The state will monitor this priority of service to these individuals with a data collection system and on–site monitoring. Local offices are monitored by DLR Central Office once every three years for effective programming. However, the Central Office has frequent communication with WIOA Title I staff at the local offices regarding participant files, required documentation, fiscal expenditures, technical assistance and training.

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

As a single area state the State (Central office) will make the decision of any transfer of funds, as needed, between the Adult and Dislocated worker program in order to meet the needs of individuals with barriers to employment. Typically needs are driven by the economy in certain areas of the state. A larger dislocation population may need additional funding in order to assist in education or retraining. As always, the state will strive to focus on a priority service to adults and funding would be appropriately dispersed to those areas as well.

## c. Youth Program Requirements

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

### 1. Identify the state-developed criteria to be used by local boards in awarding grants 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.*

* Sec. 102(b)(2)(D)(i)(V)

State developed criteria for awarding grants; provider evaluation based on WIOA. South Dakota is a single service delivery state and has the Workforce Development Council that is the board for the entire state. The Workforce Development Council was grandfathered in but does have representation to meet membership requirements. South Dakota does not contract out youth dollars to providers. The Department of Labor and Regulation has 16 offices throughout the state. Twelve of these offices are staffed with Workforce Training Youth Program specialists. Each local office receives an allocation based on previous expenditures and enrollments. Performance is determined at a statewide level rather than local level.

## 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, and Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

Refer to 1. and:

Increased partnership amongst the core programs and required partners will help connect DLR to disconnected youth and provide an alignment of services to allow these youth to achieve their education and employment goals. Integrated Resource Team models have been established amongst core programs, required partners and community agencies to assist out-of-school youth to receive necessary services. Title I Youth case managers will utilize an employment plan to establish a participants skills, barriers, interests, aptitude, basic skills and develop an action plan to achieve both short-term and long-term goals through services available in the One Stop, but also in the community. Youth allocations are consistent with providing majority of funding to out-of-school youth with a focus on work experience opportunities. For the first time, Local One Stops received minimal youth funding that does not need to be spent on a specific participant. This provides local areas the ability to have a face in their community and gives them the flexibility to recruit participants through Youth Forums with presenters, provide community service learning activities, etc. A One Stop in the state is piloting a youth group that was developed based on the MRDC report released in February 2016 titled What Works for Disconnected Young People A Scan of the Evidence by Louisa Treskon. They are utilizing the cohort model and allowing participants to pick services to meet their needs. This is based that first we must connect with a young adult before they will work with us and accept change. The groups are presented in a fun manner and provide leadership opportunities for the participants present. Businesses, community agencies and One Stop staff present various information in an active learning style. This is still new in the summer of 2016, but has proven successful thus far. Over the coming years, we will determine how to implement this practice across the state. South Dakota continues to build partnerships with employers to offer work experience learning opportunities for disconnected youth. The identification and development of career pathways in South Dakota will assist youth in making informed decisions about their education and employment decisions. Yet another opportunity that the Department of Labor and Regulation plans to develop in the coming years are pre-apprenticeships programs to connect out-of-school youth to economically feasible training opportunities and employment.

## 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.*

* Sec. 102(b)(2)(D)(i)(I)

Workforce Training Youth Program specialists determine eligibility, provide interest and aptitude assessments, coordinate with Adult Education and Literacy for basic skills assessments, develop an employment plan based on the assessment process and serve as case managers for participants. The employment plan provides youth with a list of WIOA Core Partner services available to them. The required youth services are provided, as appropriate, by the Youth Program specialists or are coordinated with partners and community service providers as described below.

Tutoring, study skills training, instruction and evidence–based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent or for a recognized postsecondary credential . DLR Youth Program Specialists work with the local Adult Education& Literacy provider, high school, or post–secondary education provider to advocate for and establish tutoring, study skills training, instruction and dropout prevention and recovery strategies for youth participants as appropriate.

Alternative secondary school services, or dropout recovery services, as appropriate DLR Youth Program Specialists work with the local high schools that provide alternative settings for students as deemed appropriate. The Youth Program Specialists also make referrals to and coordinate with Adult Education & Literacy providers for high school equivalency preparations.

Paid and unpaid work experience that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:

• Summer Employment opportunities and other employment opportunities available throughout the school year

• Pre–apprenticeship programs

• Internship and job shadowing and

• On–the–job training opportunities DLR Youth Program Specialists work with employers in their community to find appropriate work experience opportunities to provide youth with valuable education and experience that relates to their long–term employment goal. Work experiences provide a valuable learning opportunity for participants to discover an interest in or dislike for an occupation.

Occupational skill training, which includes priority consideration for training programs that lead to recognized post–secondary credentials that align with in–demand industry sectors or occupations The DLR Youth Program utilizes the Eligible Training Provider List as a guide for high demand credentials and approved training providers. The DLR Youth Program Specialists work with training providers to provide case management and other services as appropriate to youth receiving occupational skills training.

Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. When appropriate and available, DLR

Youth Program Specialists work with registered apprenticeship sites that offer workforce preparation activities and training.

Leadership Development opportunities, including community service and peer–centered activities encouraging responsibility and other positive social and civic behaviors. DLR Youth Program Specialists will provide opportunities for leadership development or work with community agencies to coordinate and provide leadership development opportunities for youth participants.

Supportive Services DLR Youth Program Specialists work with community vendors to provide supportive services as appropriate for youth participants.

Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation DLR Youth Program Specialists will partner and coordinate with mentoring programs in their community, where they are available, for youth participants as needed.

Follow–up services for not less than 12 months after the completion of participation DLR Youth Program Specialists will provide intensive case management throughout the follow–up period while providing or coordinating services with partner agencies and community service providers as described.

Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth. DLR Youth Program Specialists will make referrals to and coordinate with counseling programs in their community as available and appropriate for the participant.

Financial literacy education – DLR Youth Program Specialists will make referrals to and coordinate with banks or service providers in their community to provide financial literacy education to participants as appropriate.

Entrepreneurial skills training DLR Youth Program Specialists will make referrals to and coordinate with agencies in the community that assist individuals in developing an employment plan, budget, etc.

Services that provide labor market and employment information about in–demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services. The Youth Program specialists are located in the DLR Local Offices (One Stops) across the state. DLR also houses the labor market information center. Youth Program Specialists have access to the labor market information and specialists as needed. Many of the youth program specialists also provide WIOA Title III services.

Activities that help youth prepare for and transition to post–secondary education and training. The entire youth program and the services involved help prepare youth for the transition to post–secondary education and training. In addition to the tutoring, secondary education, work experiences, leadership development, support services, mentoring, financial literacy, labor market information, etc. youth who are deficient in basic skills can receive remedial skills from our Adult Education and Literacy provider in order to ensure their basic skills are sufficient for success in post–secondary education and training.

Fiscal services and expenditures are all processed at the DLR Central Office. Local offices are monitored by DLR Central Office once every three years for effective programming. However, the Central Office has frequent communication with WIOA Title I staff at the local offices regarding participant files, required documentation, fiscal expenditures, technical assistance and training.

## 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).

The definition of “required additional assistance to complete an educational program, or to secure and hold employment” is as follows: WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) YOUTH PROGRAM ADDITIONAL ASSISTANCE DEFINITION

SCOPE: South Dakota Workforce Development Council, state administrative entity (DLR), local workforce system delivery entities (DLR local offices), WIOA Title I Youth Sub recipients

STATUTORY AUTHORITY: Workforce Innovation and Opportunity Act section 101, Department of Labor Employment and Training Administration Federal Register §681.300

EFFECTIVE DATE: July 1, 2015

OBJECTIVE: To define and establish documentation requirements for Additional Assistance for Local Office WIOA Staff in regards to eligibility for the WIOA Youth Program.

COMPLIANCE REQUIREMENTS: WIOA Regulation §681.300 provides State Boards with the authority to define and establish documentation requirements for additional assistance.

In regards to WIA section 101 (13)(C)(vi) additional assistance shall be defined as an individual who meets one or more of the following:

1. No employment within the last 6 months

2. Has a record of not being able to hold employment due to being fired, or quitting two or more jobs in the last six months 3. Has a history of substance abuse

4. Having one or more parents currently incarcerated

5. Is a veteran

Documentation requirements will 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.

## 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.

The South Dakota codified law is not clear in defining “attending school” and “not attending school”.

### 6. If not using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.

South Dakota will be using the basic skills deficient definition contained in WIOA Section 3(5)(B).

## d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:

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

### 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).)

### 3. The type and availability of WIOA Title I Youth Activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).)

1) Comments – None representing disagreement

2) The SDDLR is responsible for the disbursal of funds.

3) Youth Activities or a referral to the resource is provided by the State. The State does not have any agreements with other providers for these activities.

## e. Waiver Requests (optional)

States wanting to request waivers as part of their Title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

### 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;

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

### 3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

**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.**

**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**

**6. Describes the process 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**

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

None at this time.

## 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; **Yes**

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; **Yes**

3. The state 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. **Yes**

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). **Yes**

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. **No**

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. **No**

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). **Yes**

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. **Yes**

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. **Yes**

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. **Yes**

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 WIOA 184(a)(3); **Yes**

# Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

## A. Employment Service Professional Staff Development.

### 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.

Description of staff development activities to /ensure professionalism With the recent expansion of central office staff all training and documents will be reviewed and updated in summer of 2016. Utilizing training for the new MIS, service delivery for frontline core and partner program staff will be greatly enhanced. The provision of quality, equitable services for job seekers and employers will remain at the forefront of all trainings.

Professional staff development is provided to one–stop staff in a variety of ways to ensure quality services are provided to job seekers and employers. These include, but are not limited to: • In–house (DLR–presented) training to staff either; o In–person;

o On–line training manuals;

o Regional trainings;

o Statewide trainings;

o Skype or video–conferencing;

o E–mailed guidance letters, particularly for technical applications;

o Other recognized training practices deemed acceptable.

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

Professional development opportunities will be made available to Employment Services staff via a variety of methods, including but not limited to:

• Wagner-Peyser in-service trainings provided by the Program Administration - primarily the Labor Program Specialists (LPS) – who focus on specific topics and agenda items that will provide insight and guidance to assist job in performing Wagner-Peyser duties.

• State of South Dakota's Bureau of Human Resources (BHR), which provides training opportunities in-person and via technology (webinars, recorded trainings, live streaming, etc.) on a variety of topics ranging from technical skills to customer service for government employees;

• WIOA, workforce and community partner trainings and conference opportunities;

• National webinars hosted by US Department of Labor webinars, Wofkorce3One, etc.;

• Equal Employment Opportunity (EEO) training;

• Limited English Proficiency (LEP) Plan training;

The Wagner-Peyser program will create staff development opportunities based on Wagner-Peyser business needs, special projects and areas identified for technical assistance. Staff development opportunities identified out of technical assistance need will be mandatory to Wagner-Peyser staff responsible for the duties identified.

Staff development will focus on assessing and reinforcing the core responsibilities and functions of the Wagner-Peyser program, while also addressing new opportunities for Wagner-Peyser to expand its role with special projects or initiatives. To the greatest extent possible, Wagner-Peyser will;

• Leverage existing resources that have proven effective for staff professional development.

• Limited resources and staff located across the state create a challenge for face to face staff development opportunities. Technology is one strategy that will be leveraged to overcome these barriers.

• An additional strategy will be to utilize peer-to-peer mentoring and training opportunities whenever possible and practical.

• Staff development opportunities will be provided to staff based on a variety of identified needs, skills and assets.

• Provisions of various in-person, online interactive training manuals, regionalized trainings, Statewide trainings, Skype and video-conferencing, and sharing of guidance letters – especially for technical applications will be provided.

• Staff participating in staff development training will return to their local office areas and will share the information received in order to maximize the staff development outcomes to other staff who may not have been able to attend a particular training regardless of delivery method. This is considered the “train-the-trainer” concept.

A primary focus for Wagner-Peyser professional development will focus upon the SDWORKS Management Information System (MIS). South Dakota is beginning a new era of state-of-the-art technology to improve its existing legacy system. South Dakota is retaining the legacy name of SDWORKS with the new system; however development of the new SDWORKS is being developed in conjunction with our Bureau of Information Technology (BIT) and Geographic Solutions, Incorporated (GSI). The new SDWORKS system will be able to effectively provide real-time LMI, labor exchange, and program information – including Title I and III - to staff whose respective roles have been identified to share and update this information as required.

SDWORKS will play a large part in SD’s Re-Employment Services (RES) program. RES serves job seekers from all facets of life in their reemployment journey. The varied circumstances that RES customers face will require Wagner-Peyser staff to be finely attuned to the resources available, and communication skills needed to actively engage this audience.

Professional development activities, whether leveraging internal or external resources, will be evaluated to determine the effectiveness of the information provided. This evaluation may include, but is not limited to:

• Evaluations of staff participating in the training;

• Follow-up with direct Managers on the progress and enhancements to staff performance;

• Quality assurance information obtained from the program to determine progress towards technical assistance needs;

• Other specialized training that is requested by professional staff as needs arise.

Training and Awareness

Wagner-Peyser partners closely with the Unemployment Insurance (UI) partner to administer the RES program. RES is an integrated re-employment program focused on connecting unemployed individuals with the full range of re-employment services available through the South Dakota Department of Labor and Regulation (DLR).

RES seeks to accelerate opportunities for individuals to obtain gainful employment after separation from their job. RES efficiently utilizes financial and human resources by consolidating re-employment programs to provide high quality employment services to assist unemployed individuals on their path to re-employment. The RES program meets the federal requirements of the UI funded re-employment program, known as Re-employment Services and Eligibility Services (RESEA).

The use of high quality, effective re-employment tools is the cornerstone of the RES program and provides a key strategy to developing an available workforce for South Dakota. The local offices of DLR (One-Stop Centers) and Unemployment Insurance (UI) work closely together and continue to strengthen partnerships to provide employment services and re-employment assistance to South Dakotans impacted by job loss.

Employment Services views individuals as job seekers, with potentially additional target population statuses including UI claimant, dislocated worker, TANF recipient, veteran, Senior Community Service Employment Program (SCSEP) participant, etc. Theoretically, any person desiring individualized services to become a participant. Because ES staff work with customers served by other workforce programs, a key strategy for Employment Services is to be trained in the basic content/information of partner programs so as to have a basic understanding of the experience and needs of the shared job seeker and UI customer.

RES is a critical piece of the training strategy between UI and Employment Services. The RES

program manual outlines the program rules and procedures. The program manual and operating procedures were developed in partnership with UI supervisors and program administration to ensure that information impacting UI customers is accurately communicated to Employment Services staff. Beyond UI's contribution to the RES program manual, Employment Services staff is trained directly by Technical Services staff in UI program language and information that relates to UI claimants, who are also Employment Services customers. UI training topics include, but are not limited to;

• UI Claimant Guide Information

• UI Work Search Requirements

• UI Work Search Logs

• UI Approved Training • UI Eligibility Review Form

• UI Eligibility Issues

• RESEA Profiling Criteria

• Benefit Payment System (BPS)

However, it should be made clear that Employment Services staffs, which are considered Employment Specialists, have the fundamental knowledge of the UI program but under no circumstance attempt to interpret laws, rules, provide adjudication, or show a bias towards the UI

program itself. These items are left to individuals fully trained in the laws and procedures of state and federal UI processes.

These training topics are covered by UI Supervisors and Technical Services staff to ensure the most accurate information is provided to Employment Services staff. UI training materials, such as guides and presentations, are incorporated into Employment Services staff resources, to create a library of available information. These resources are available on the DLR Intranet website and are often printed off by program staff.

## 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 South Dakota UI Division provides dedicated phone lines in the state's Local Offices (One-Stops) aka American Job Centers. Phones are available in public areas or resource room areas within the office that are designated as a resource for individuals seeking assistance with filing a UI claim. In addition to the dedicated phones, there are also dedicated public computers for use of filing a UI claim. Employment Services staff are trained on the process for starting a customer out on the system and provide direct assistance with customer questions about the general UI process. While Employment Services staff are not equipped to provide specific information on UI customer benefits, the Local Offices focus on quality customer service and a streamlined customer experience.

Local Offices are provided UI information and materials that can be provided to customers with questions on filing UI claims. The information can be reviewed with the customers to clarify language and provide guidance on the steps a customer must follow to file a UI claim. The use of SDWORKS as the integrated system for customers to register for work and file a UI claim in South Dakota streamlines the process for customers by allowing the offices to provide information and assistance for the single-sign on system. Center staff is trained on the SDWORKS system as a tool to provide Employment Services. The staff's strong knowledge and constant use of the system allows them to provide meaningful assistance to UI claimants as they use the system to file UI claims through integrative technology, register for work, and meet South Dakota's work search requirements.

Meaningful assistance is interpreted by Employment Services to be customer-oriented and focus on the needs of the customer. Meaningful assistance will be provided via direct information related to filing of UI claims and additional support and guidance for around work search activities. Employment Services staff are cross-trained with in basic UI processes and rules.

It must also be noted that under DLR's proven record of being proactive to new technology, new laws and regulations, and new concepts, those who are not as advantaged to advancements in these areas, our Limited English Proficient (LEP) individuals and individuals with disabilities, are provided the accessibility necessary to get the services they need – whether under the umbrella of Employment Services or Unemployment Insurance. This is the model of 'universal access'. Through DLR's LEP Plan, Methods of Administration (MOA), and technological improvements, individuals in these categories are not afterthoughts of these programs.

South Dakota's reemployment strategy for UI claimants and other unemployed individuals has led to the development of an internally directed RES program. RES creates a single, comprehensive service model for delivering re-employment services with the UI claimant as the core consumer of the model. UI claimants are customers of the comprehensive workforce system and are inherently

job seekers. Although South Dakota has not faced an economic downturn since 2010-2011, DLR is obligated to making the term ‘unemployment insurance’ into ‘re-employment insurance’. RES places an emphasis on early intervention and continuing engagement with UI claimants, with a goal of gainful employment. This re-employment strategy allows customers to enter the re-employment system through a common entry point which will allow the customer to be connected with the array of services and resources needed for effective job searching and rapid re-employment. With RES, South Dakota utilizes technology and innovative strategies to more thoroughly assist UI claimants in their return to the workforce.

RES connects unemployed individuals with the full range of re-employment services available through DLR’s SDWORKS system. RES seeks to accelerate opportunities for individuals to obtain gainful employment after separation from their job. Reducing the period of unemployment for individuals is beneficial to both the individual and South Dakota employers by:

• UI claimants will see a quicker return of lost wages.

• Employers will be able to fill open positions faster, effectively increasing productivity.

• When UI recipients spend less time out of work, money will be saved in the unemployment trust fund, which may help to contain employer unemployment taxes.

• South Dakota has always had a strong work-ethic. With the emphasis on gaining meaningful employment and focusing upon the economic benefits of work, South Dakota has the capacity to ensure positive outcomes under its RES program.

RES participants are provided universal services intended to meet their individual re- employment needs. While serving individuals with an umbrella of services, RES maintains the funding source and reporting integrity of each population served. SD’s RES combines the required services of the federally funded Re-Employment Services and Eligibility Assessment (RESEA) program, along with the job seeker requirements for regular Unemployment Insurance (UI) compensation. Based on the requirements for each specific program, RES offers a set of universal services and meets the strictest program criteria of RES in order to ensure compliance with all federal and state program requirements.

The following populations are required to participate in RES:

• All initial non-exempt UI claimants;

• Re-Employment Services and Eligibility Assessment (RESEA) profiled individuals.

Failure to comply with the SD RES program requirements may result in suspension of benefits until the RES program requirements are met.

RES also welcomes voluntary job seekers to participate in the program and receive resources to assist them in their job search to advance their employment or achieve re-employment. Voluntary job seekers are not mandated to participate and receive no sanctions for failure to comply with program requirements. Voluntary job seeker participants receive the same menu of RES services and are included in federal reporting for the Wagner-Peyser program.

RES program specialist staff is located across the state with a minimum of one specialist in each of our local offices who perform the duties involved. Employment Specialists do the primary casework, but all WP staff can, and do, assist in providing various services and resources available at the AJC.

## C. Describe the state's strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.

The goals of the DLR's Reemployment Services program is to enhance the rapid reemployment of unemployed workers, eliminate potential overpayments, and realize cost savings for the UI trust fund. Claimants participating in the Reemployment Services Program are provided career counseling, skills assessment, job development, job search assistance, and job matching services. Any UI claimant who is not job attached will be run through the Worker Profiling model to determine a score reflective of their likelihood to exhaust benefits. Claimants are then referred to the level of Reemployment Services based on this score. Reemployment Services consists of three levels: • Basic – Claimants determined least likely to exhaust their benefits. Claimants referred to Basic Reemployment Services meet with an Employment Specialist for an assessment interview where they are provided information on all DLR services, as well as any appropriate partner program services and referrals, shown how to navigate the self–service website, given labor market information and job referrals, resume/application assistance, are scheduled for the Job Search Assistance Program (JSAP) class, and create an Employment Plan.

• Intermediate – Claimants determined to be most likely to exhaust their benefits, as well as UCX claimants. Claimants referred to Intermediate Reemployment Services are provided services as part of the RESEA program. In addition to receiving the services provided to Basic level claimants, Intermediate level claimants participate in an Eligibility Review to ensure compliance with UI work search requirements, and are provided with additional career counseling as appropriate.

• Intensive – Any Basic– or Intermediate–level claimant who has been claiming benefits in excess of eight weeks is subject to participation in intensive–level services, where the minimum job contacts are increased and the claimant is required to participate in additional employability enhancement and/or work search activities.

## 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;

Wagner-Peyser funds support UI claimants through the regular and ongoing provision of Employment Services throughout the workforce system. Employment Services communicates with UI on a regular basis to discuss the provision and recording of reemployment services for UI customers and to assess current practices for opportunities for improvement. Communication between UI and Employment Services occurs via technology, phone, and in-person meetings. UI administrators and staff are included in Employment Services training, both as participants and trainers, in order to communicate necessary and relevant strategies for provision of reemployment services to shared customers.

South Dakota Department of Labor and Regulation (SDDLR) have a contract with Geographic Solutions Inc. (GSI) for the SDWORKS Virtual One-Stop (VOS) module system used for Employment Services, including labor exchange services. In January 2016, SDDLR purchased GSI's VOS which will allow a single sign-on for customers who utilize services through both the SDWORKS and Unemployment Insurance systems. The VOS is a work-in-progress at the writing of the unified state plan with an anticipated 'go-live' date of January 30, 2017. However, the new VOS will work along the lines of the current SDWORKS MIS in that the single-sign on for customer of both labor exchange and UI will remain intact.

DLR did not purchase the GSI RES module, named REX, with the GSI-based VOS system since DLR is not to the point of implementing the UI component of an outside vendor within its MIS. Special programming is being done to ensure the RES components remain within SDWORKS at the UI and labor exchange level.

SDWORKS, the state's integrated Management Information System (MIS), the Employment Services utilizes additional forms of technology to disseminate information and communicate with customers, including UI claimants. Social media, virtual services and user friendly mobile applications allow customers to have 24/7 access to services and communication tools intended to support employment opportunities for individuals in South Dakota. These same tools allow program staff to follow-up and maintain contact with participants and ensure employment services, and reemployment services for UI claimants, are being utilized in an effective manner to promote and encourage re-employment and career opportunities that match the job seeker's knowledge, skills and abilities.

Employment Services supports UI customers in Job Search and placement assistance by providing significant staff assistance with the job search process; including, but not limited to, evaluation of customers' abilities, job search approach, advisement on alternative methods of job search techniques, and assistance with company and industry research. Additionally, Employment Services supplements application assistance by offering resume assistance, both 1-on-1 and via group workshops, or Job Search Assistance Program (JSAP). Resume assistance provides job seekers with a quality resume that can accompany their employment applications. Cover letters and other employment related correspondence are also provided, and are tailored to the needs of each customer based on their employment goals and work experience.

SDWORKS offers customers a powerful system to search for job openings. From quick job searches to advanced searches, SDWORKS features a host of options to view and apply for job openings across the state. The state's public labor exchange provides job search and employment assistance opportunities that can be self-assisted (by the customer) or staff- assisted. The web based system means these services are available for customers to access directly 24/7, and at their convenience. The on-line labor exchange provides the opportunity and convenience for customers to look for employment opportunities that meet their needs. Once SDWORKS under the GSI VOS system goes live, it will allow staff and employers to view job seeker resumes and work history, and create job referrals based on the candidate's abilities. A Virtual Recruiter offered through SDWORKS (through VOS) will be another job matching tool that provides customers with direct information about employment opportunities that match their interests and abilities.

## 2. Registration of UI claimants with the State's employment service if required by State law;

Refer to 1 and;

South Dakota does not have a specific state law requiring registration. However under the authority of state law the UI division can set administrative rules and procedures. These rules require not job-attached claimants to be registered in the state's Wegner-Peyser data base, or if an interstate claimant filing against SD, verification is required the claimant be registered within that state's Wegner-Peyser system.

SDWORKS is a web-based system that can be accessed 24/7 anywhere internet connection is available. Computers available in the Resource Room in the American Job Centers provide direct customer access to SDWORKS, along with staff assistance for general UI questions, if necessary. DLR recognizes some customers are deficient in computer literacy skills and/or are limited English proficient. To assist customers in overcoming these barriers, Employment Services coordinates with Title II local literacy groups, education institutions and Community Based Organizations (CBOs) to provide computer literacy and English as a Second Language (ESL) classes.

Employment Services also conducts Job Search Assistance Program (JSAP) workshops to assist customers in registering for work and navigating the labor exchange system. Employment Services workshops include, but are not limited to:

• SDWORKS Registration;

• Writing Effective Resumes;

• Effective Job Search;

• Effective Interviewing;

• Providing real-time Labor Market Information.

## 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; and

Refer to 1. and;

South Dakota's AJC and UI division collaborate to provide seamless reemployment services through the RES program. The RES program includes initial eligibility assessments as well as additional reemployment services. Each RES customer receives a group orientation and then a subsequent individual appointment.

Employment Services staff are trained directly by Technical Services staff in UI program language and information that relates to UI claimants, who are also Employment Services customers. UI training topics include, but are not limited to;

Within the individual appointment, the RES staff conducts the following core activities:

• Eligibility Review (for UI claimants);

• Development of an Individual Employment Plan (IEP);

• Provision of Labor Market Information (LMI);

• Reemployment Services;

• Referral to Training;

• Job Search and Placement Assistance;

Employment Services provides these direct services to UI customers, and coordinates with the UI program to outline expectations and needs related to eligibility assessments. Employment Services staff are trained by UI on Eligibility Issues and the communication process with UI to inform them of potential issues. Identified Eligibility Issues are documented and communicated with UI in a timely fashion, in order for UI staff to follow up accordingly.

Employment Services staff, who are considered Employment Specialists, have the fundamental knowledge of the UI program but under no circumstance attempt to interpret laws, rules, provide adjudication, or show a bias towards the UI program itself. These items are left to individuals fully trained in the laws and procedures of state and federal UI processes.

### 4. Provision of referrals to and application assistance for training and education programs and resources.

Refer to 1.

## E. 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--

### 1. 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 heaviest activity, and the geographic area of prime activity. 2) Summarize the agricultural employer's 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.

Assessment of Need

South Dakota has long been regarded as one of the most agriculturally-centered states in the country. It is the 1 industry in South Dakota and has been since statehood in 1889.

There are approximately 31,700 farms in South Dakota. Ninety-eight percent of these farms are family-owned and operated. More than 2,500 of the farms still in operation have been in the same family for over 100 years. The average size of farms in South Dakota is approximately 1,353 acres with approximately 46,000 producers working on the farms. Every year, each producer in South Dakota produces enough food to feed 155 people in the U.S. and abroad.

Agriculture is the life-blood of South Dakota. It had a $25.6 billion impact on the state's economy in 2014. With more than 19 million acres of cropland, and 23 million acres in pastureland, farmers and ranchers of this state are our economy's key drivers. In addition to generating more than 20% of the state's economic activity, production agriculture and its value added industries employ over 122,000 South Dakotans. This economic impact is a direct result of our production capacity and investment in value-added industries. Businesses ranging from ethanol plants and livestock feeding operations to farmers' markets and wineries, are capitalizing on agriculture's competitive and comparative advantages for economic development in South Dakota.1

Agricultural Activity by the Numbers

South Dakota continually ranks in the top 10 states agriculturally. In 2014, the state's top five rankings in agriculture were:

1 – Bison production, Oat production, and Sunflower production;

2 – Hay [Alfalfa] and Honey;

3 – Millet production, Flaxseed production, and Wheat [Spring] production

4 – Beans [dry, edible Navy] production, Hay [all types], Wheat [all types];

5 – Beef Cattle, Calf crop, Lamb Crop, Popcorn production

Source material: South Dakota Department of Agriculture, South Dakota Agriculture Report 2015

Obviously, the list of the top five crops/animal production are not considered labor intensive in terms of manual labor and thus the 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 in the East.

Based on agricultural employer activity in PY2014 (last fully completed program year at the writing of this AOP) in DLR Local Offices, agricultural employers placed 406 seasonal job orders. However, of those job orders,124 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 SD, 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 unique needs of farmworkers means summarizing Migrant Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number 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. Black Hills Special Services Coop (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 program entry for a family of five (average family size) is approximately $18,000 per year. Ninety percent of the heads of household are male, and over 86% are high school dropouts. Sixty-five percent have limited English proficiency. Most migrants that are contacted by case managers are from Mexico, Honduras, Guatemala, and El Salvador. The predominant language is Latin America Spanish.

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 300 eligible farm workers per year. Through effective 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 all federally prescribed performance standards (currently 91.02% Entered Employment Rate, 90.32% for Employment Retention Rate, and Average Earnings of at least $12,414.

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 considers itself an integral part of South Dakota's Workforce Development System. DLR agrees with this statement. 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 career center services (i.e. the availability of referrals to training, support services, as well as specific employment opportunities), the employment service complaint system, information on 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 (SMA) 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 MIS 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 SMA 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 SMA maintains the state's Employment Service complaint log. SMA ensures any complaints are properly referred to the appropriate enforcement agency, and/or are satisfactorily resolved.

• The SMA 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.

• SMA 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 SMA will attend regional and national MA conferences when called by the Regional Office (RO) or National Office (NO). Upon completion of a meeting or conference, the SMA will provide relevant updates and information to LO managers and staff.

• SMA will relay directives and other related information to LO managers and staff when submitted by the Regional Monitor Advocate (RMA) or National Monitor Advocate (NMA).

At this time, the SMA also holds the position of Director of Employment Services. As Director, the SMA is in a unique position of having direct, daily contact with the Secretary of Labor and Regulation. Further, as Director, the SMA is also in charge of the TANF and SNAP E&T program work-component, oversees the Senior Community Service Employment Program (SCSEP), Foreign Labor Certification Program, all Title III (Wagner Peyser) activities, the Jobs for Veterans State Grant (JVSG), and Technical Services which includes DLR's MIS and data reporting and management division. Therefore, having access to relay information and the ability to direct and supervise key staff, assists in MSFW outcomes and oversite.

(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 State Monitor Advocate's (SMA) duty to ensure state DLR Wagner-Peyser, Unemployment Insurance (UI), and Title I (training) staff are aware of MSFWs and what assistance and referral opportunities exist for MSFWs that are seen in state DLR offices.

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 UI 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 job seekers 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 DLR has for its local offices. However, merit staff is trained and/or 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.

Black Hills Special Services Cooperative (BHSSC) operates the WIOA 167 or National Farmworkers Jobs Program (NFJP) in South Dakota. DLR and BHSSC has 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, SD, DLR Local Office where most MSFW activity (East River) takes place. Additionally, BHSSC maintains an itinerant presence in all other DLR offices in the state when needed. They also are invited to DLR offices to speak at staff meetings and are annually asked to attend and present at the South Dakota Workforce Development Council (SD's WIB) meeting to discuss the NFJP program.

A new MOU between DLR and BHSSC was signed in August 2015 and between the Workforce Development Council in March 2016.

(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-stop centers; ii. How the state serves agricultural employers and how it intends to improve such services.

South Dakota maintains a strategic presence in sixteen locations (including itinerant locations) throughout South Dakota. None of these 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 are able to provide themselves with self-service job seeking information.

Each office has individuals trained, and in most instances - cross-trained - in a variety of programs from Title III Wagner-Peyser, WIOA Title I training, Title II Adult Ed and Literacy, and strong relationships with the local 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. Our strong relationship with our Vocational Rehabilitation Title IV partners provides us with 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 AJC and its partners.

• Individuals are provided information regarding labor rights, how to file a complaint, protections, and responsibilities of employers when interviewing and hiring employees.

• The AJC 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 office manager and select staff have been trained on taking any ES, non-ES, 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 AJC.

• 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 are able to 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 the MIS 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.

• AJC offices provide employers compliance posters pertaining to labor law.

• Provide information and screening of individuals for job training and WOTC eligibility.

• Local DLR AJC offices also have individuals trained to speak directly with all businesses to advise the business about all services the AJC could provide to the employer.

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

The South Dakota Department of Labor and Regulation has sixteen AJC locations around the state (including 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 SMA when a complaint pertains to an MSFW.

As part of our AJCs' outreach efforts to job seekers, program participants, MSFWs, employers, and the general public, these groups are aware that an AJC 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 (ARS) 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 simply 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 our local AJC offices, its staff, and our administrative (central office) staff. We make the mission a public statement to all in the public and our partner agencies to see and understand what our purpose is.

Further, a new, more interactive MIS is being developed for Titles I and III that will 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 AJC staff for individuals who require additional services and hands-on focus. The new system, expected in late-Fall 2016 will be heavily advertised prior to its rollout to make users aware of the new system and its capabilities.

(4) Other requirements.

(A) Collaboration. Describe any collaborative agreements the 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 establishing agreements or building upon existing agreements. Black Hills Special Services Cooperative (BHSSC) operates 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 our AJC in Sioux Falls 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 250,000 live in a still-vibrant agricultural area.

• Sioux Falls hosts the largest AJC 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.

BHSSC and DLR have a signed MOU between our agencies. BHSSC also has a signed MOU with the Workforce Development Council (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 it 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 of 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 the State intends to improve its provision of services in order to meet such goals.

DLR data provided by its Technical Services Division, shows during Program Years (PY) 2012-2015;

Total Wagner-Peyser registrants during the dates indicated; 74,619

Total MSFW during the dates indicated (per ETA definition); 103

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

The MSLI have been slightly more difficult for SD to reach. There are seven indicators in this section. Shortfalls in this area are usually;

• 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 SD to achieve since there are no significant MSFWs in the state. USDOL 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 must first be learned, and if learned, manpower and budget to conduct a field check makes it difficult to reach this particular indicator.

The State Monitor Advocate has reviewed and approved the AOP.

**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.**

Refer to E. 1.

**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.**

Refer to E. 1.

## 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:

Refer to E. 1.

**A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.**

Refer to E. 1.

**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.**

Refer to E. 1.

**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.**

Refer to E. 1.

**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.**

Refer to E. 1.

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

Refer to E. 1.

## 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-stop centers;**
ii. **How the State serves agricultural employers and how it intends to improve such services.**

Refer to E. 1.

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

Refer to E. 1.

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

Refer to E. 1.

## 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).

Refer to E. 1.

### (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. 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.

Refer to E. 1.

### (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.

Refer to E. 1.

### (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.

Refer to E. 1.

### (E) State Monitor Advocate

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

Refer to E. 1.

## F. 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)); **Yes**

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; **Yes**

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 **Yes**

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. **Yes**

# Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

## A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align 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, shall hereby formally adopt a validated set of standards for its delivery of AEFLA instruction, activities, and services. 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.

The South Dakota Department of Education 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 is recalibrating its instruction and activities to align with the GED® 2014 Series—and subsequently the College and Career Readiness Standards for Adult Education. The tentative deadline for full implementation is July 01, 2016.

## 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 the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of 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 literacty 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.

Per the Workforce Innovation and Opportunity Act of 2014, 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 for Title II funding.

SDDLR currently partners with Title I, III and IV in some of these activities with Title I individuals the state plans to partner more closely to implement more of these activities. This will occur through 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 concurrently with Title I and IV job training, 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. All Title III services will continue to available for all job seekers also.

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], and to codify the Integrated Education and Training components across program-types.

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 o attainment of a high school equivalency; and o transition to postsecondary education and training; or o 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.

## 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.

## 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:

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;
d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. 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 multi-year grant competition in winter 2016 or spring 2017; these multi-year awards will be granted for two years [with the potential of extending each local award for an additional year or two].

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.

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 does not intend to fund the following [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. For Title II, this transition PY2016 will evidence a small pilot-project related to Digital Literacy and High School Equivalency preparation for inmates in the Adult Education program; this supplemental, computer-based instruction will operate on stand-alone computers not linked to the internet [to stay compliant of access-rules within institutions].

From funds made available under section 222 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

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]. Notwithstanding, emphasis will likely be placed upon integrated education and training potentialities.

## D. Integrated English Literacy and Civics Education Program

### 1. 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.

South Dakota, under the direct and equitable access process requirements, held a multi-year grant competition in the spring of 2012. The state agency will extend the current English Literacy and Civics Education grants for another year to the providers funded as a result of that 2012 grant competition; this PY2016 transitional extension will fund the current EL/Civics providers through June 30, 2017.

During the transition, the agency and its sub-grantee providers will create new opportunities for integrated delivery-systems, as well as support existing programs that concurrently deliver work-readiness curriculum with contextualized English language learning opportunities.

Furthermore, contingent upon the details within the Final Rules, it is DLR's tentative plan to conduct a solicitation for contract proposals or grant applications by the spring of 2017 for the provision of Integrated English Literacy and Civics Education activities and services by eligible providers. This multi-year grant cycle would thereby begin July 01, 2017, and be 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 • prepared English language learners for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and • integrate with the local workforce development system and its functions to implement the activities of the program.

An anticipated 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 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.

### 2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

South Dakota, under the direct and equitable access process requirements, will hold a multi-year grant competition in winter 2016 or spring 2017; these multi-year awards will be granted for two years [with the potential of extending each local award for an additional year or two].

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.

The Integrated English Literacy and Civics Education programming (as funded under §243) will be competed using the same application processes used for Section 231 funds. Any applications for full or partial funding under Section 243 will be evaluated using the same scoring criteria as all other applications (i.e., §225, 231, or 243).

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.

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

• prepared English language learners for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

• integrate with the local workforce development system and its functions to implement the activities of the program.

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.

## E. State Leadership

### 1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The Department of Labor and Regulation (DLR) shall use not more than 12.5 percent 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.

The Department of Labor and Regulation 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 McGraw-Hill'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 44% of all reportable leaners for PY2014. Given the importance of Student Achievement in Reading (STAR) and its potential impact on statewide programming, South Dakota plans to participate in the upcoming STAR Hybrid Training Pilot; moreover, the State intends to continue its

support of evidence-based reading instruction throughout the implementation of WIOA's first 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 prepare to convene a workgroup to research Standards Alignment for Classroom to Worksite.

## 2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The Department of Labor and Regulation (DLR) shall use not more than 12.5 percent of funds made available under the Act for State Leadership Activities for one or more of the following [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.

South Dakota leadership monies will support the Management Information System license, technical support, and training; funding for evidence-based reading instruction (STAR); 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 sub-grantee instructors; as well as membership in NAEPDC.

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 Reportable

• 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 the electronic Management Information System

• 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 data report quarterly.

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 prepare to convene a workgroup to research Standards Alignment for Classroom to Worksite.

The State Title II program partners with the South Dakota Association for Lifelong Learning 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.

DLR and the PD Team worked recently with SDALL to develop and disseminate two instructor surveys (one for Correctional programs, one for non-Correctional programs) that evidenced significant response and data-driven opportunities to hone the direction of future offerings. 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;

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; and

6) The indicators of effectiveness in serving employers.

## Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. **Yes**

2. The State agency has authority under State law to perform the functions of the State under the program. **Yes**

3. The State legally may carry out each provision of the plan. **Yes**

4. All provisions of the plan are consistent with State law. **Yes**

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. **Yes**

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. **Yes**

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. **Yes**

8. The plan is the basis for State operation and administration of the program. **Yes**

## Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant’s Organization **South Dakota Department of Labor and Regulation**

Full Name of Authorized Representative: **Marcia Hultman**

Title of Authorized Representative: **Cabinet Secretary**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

# Assurances

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 supplement and not supplant provisions). **Yes**

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. **Yes**

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. **Yes**

4. 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; **Yes**

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) 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 and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and **Yes**

6. 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. **Yes**

# Program-Specific Requirements for Vocational Rehabilitation (General)

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 WIOA:

_____

* Sec. 102(b)(D)(iii) of WIOA

## a. Input of State Rehabilitation Council (General)

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; (General)

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 full Board met on four occasions during this reporting period: January 6, March 26/27, June 29/30, and September 21/22 of 2015. 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 met on five separate occasions during this same period.

Input from State Rehabilitation Council

Annual Report to the Governor and RSA Commissioner

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

Organizational Membership Renewal

The Board approved renewing its organizational membership with the South Dakota Coalition of Citizens with Disabilities. The Board supports the Coalition, as the only statewide, cross disability, consumer driven advocacy group made up of individuals and organizations, and its mission of advocating for the full inclusion of individuals of all ages with disabilities in all aspects of society.

Administrative Hearing

Information was disseminated to the Board about an applicant's appeal of an eligibility decision. The Fair Hearing Officer ruled in support of the Division's decision that the individual was not eligible for vocational rehabilitation services (disability was not a substantial impediment to employment).

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.

South Dakota Work Incentives Planning and Assistance (WIPA) Program

Black Hills Special Services Cooperative asked the Board for a letter of support for the WIPA program grant proposal. Grant approval would continue to support staff working with individuals to maximize earning potential and self–sufficiency e.g., knowledge of SSA work incentives, Medicaid, Medicare, and other public programs. Board staff drafted a letter of support for the Board's review and it was approved and sent following the March meeting.

Lighting the Way/Solutions for Success – Diagnosis through Adulthood Conference

The Board reviewed and approved a funding request to assist with speaker fees/travel expenses associated with this conference, which provides training to parents, caregivers, professionals and advocates to help them improve the lives of individuals on the autism spectrum.

Name Badges

The Board purchased name badges for members to wear, identifying them as board members, falling under the State of South Dakota, Department of Human Services.

National Disability Employment Awareness Month (NDEAM)

The Board approved financial support for the 2015 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.

Employer Paid Work Experience Program Guide

The Division consulted the Board on a draft program guide to support VR services provided to a person to obtain/maintain an employer paid work experience. Employment related services would be allowable for a job on the individual's employment plan that is not the employment goal that would allow a person to develop work skills and earn wages. The Board approved a motion in support of the Division moving forward with the program guide and policy implementation.

Disability Services Summit/Public Gathering in Mission

The Board of Service to the Blind and Visually Impaired invited the Board, Statewide Independent Living Council and Division to join them in hosting a gathering in Mission. The Board approved funds to support this gathering and participated in the event. This event supported the Board's and Division's efforts to share information and obtain input from individuals with disabilities, family members and others on the need for employment and independent living services.

Person Centered Thinking Training

The Board fully supported the Division providing Person Centered Thinking training for staff statewide. Training also targeted Community Support Provider staff to further develop their capacity

to expand supported employment services. This training went hand in hand with the Division's initiative to encourage providers to become certified, allowing them to earn a higher reimbursement rate for provided services. The Board requested an introduction to the Person Centered Thinking tools and concepts utilized to support an individual in different environments, and it was provided during their March meeting.

South Dakota Advocates for Change – Advocacy Jam

South Dakota Advocates for Change, a statewide group of self–advocates with intellectual disabilities/developmental disabilities (ID/DD) submitted a funding application for financial support of the "Advocacy Jam". This is a biannual conference which offers training for people with ID/DD, family members and professionals on topics such as self–employment, how to work with employers, how to work together to stop bullying, and changes in the Division of Developmental Disabilities system. The Board approved funding to support a speaker for the 2015 conference.

Dialogue with the South Dakota Council on Developmental Disabilities

The Council's Executive Director and Vice Chairperson attended the Board's June meeting to talk about the Council, its' mission, funding, ideas for collaboration and development of its five–year state plan. Board members were invited to attend a July Council meeting; an invitation was also extended to other boards/councils, agencies, organizations, family members and individuals with disabilities. At the Board's September meeting, members who attended the Council meeting reported they felt this was a great opportunity to hear and learn from others. Attendee consensus was there is merit in collaborating on such efforts to obtain feedback and to share or disseminate gathered input between various entities rather than duplicate efforts.

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 Consumer Satisfaction Survey instrument was developed years ago with the assistance of the Board's Consumer Services Committee. The survey is conducted by sending out postcards to consumers at different stages of the VR process asking different questions, depending upon where the individual is within the process (e.g., six months after starting their IPE, case closed as successfully rehabilitated). The Board felt there was no need to change or revisit the instrument during this reporting period. It will revisit it as implementation of WIOA moves forward.

## 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.

## Department of Labor and Regulation (DLR)

At the request of members, DLR staff attended and spoke at the September meeting to available programs and services. Members learned of services available to individuals, as well as services available to businesses and employers. The Board supports activities to improve working partnerships which will lead to improved outreach to individuals with disabilities, employers and businesses.

## Workforce Innovation and Opportunity Act (WIOA)

The Board was provided updates at meetings throughout this reporting period related to the implementation of WIOA. Work has been conducted in the areas of pre–employment, transition from school to adult life, meetings with school personnel, providers and other agency staff. Work also continues in finalizing cooperative agreements, changing performance measures, and working to improve relationships within the workforce systems and employers.

## State Plan Goals and Strategies

The work outlined above under WIOA parallels the planning and development involved with the Division's State Plan and related attachments. These documents outline the goals, strategies and actions of the agency. A consultant was brought in to work with the Board and Division to better analyze stakeholder input, data analysis and labor market trends of the state. This information, as well as feedback gathered throughout the year, was utilized by the Board and Division when modifying and recreating the State Plan to best align the delivery of vocational rehabilitation services to meet consumer needs. The consultant assisted the Board and Division as they modified the goals and strategies of the agency to ensure that the VR portion of the Unified State Plan continues to deliver and represent the disability community's aspirations and goals.

## Individualized Plan for Employment (IPE) Development Policy

A draft policy was shared with the Board at their June meeting, due to changes being called for as a result of WIOA. The Board's Consumer Services Committee met prior to the September meeting to review the draft policy and provided recommendations. This draft policy was also posted on the Division's website seeking additional feedback. The committee's recommendations were

incorporated into the draft policy and presented to the full Board for final review and approval. The Board approved the policy as presented.

Training Initiatives and Fall Conference

Board members participated in a number of activities this reporting period: SSA work incentives, employment specialist training, motivational interviewing, and Person Centered Thinking. The Fall Conference was a collaborative effort, involving a variety of agencies, and it provided presentations on vocational rehabilitation topics, e.g., community employment, independent living, self–employment, marketing to employers, youth services, housing and labor programs. Members attended these events to learn about what was happening statewide to better educate themselves as they provide input and recommendations to the VR agency.

Board Staff Support

The Division of Rehabilitation Services, through an agreement with the South Dakota Coalition of Citizens with Disabilities, provided staff support to the Board of Vocational Rehabilitation and the Statewide Independent Living Council. This is a vendor agreement for the procurement of goods and services. Staff activities were directed by the Chairs of the Board and SILC, and staff provided reports of their activities at their respective meetings as requested.

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

The Board of Vocational Rehabilitation Services provided valuable input into the Division's activities and policies. Input was specifically noted and accepted in the "Ability For Hire" campaign, employer paid work experience policy, consumer satisfaction survey, Individualized Plan for Employment policy, and State Plan goals/strategies. 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. (General)

No recommendations were rejected.

## b. Request for Waiver of Statewideness (General)

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; (General)

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 (General)

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. All State plan requirements will apply (General)

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. (General)

Describe interagency cooperation with and utilization of the servivces 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; (General)

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.

Formal Memorandum of Understanding with One Stop Partners

The Division of Rehabilitation Services has entered into a Memorandum of Understanding with the South Dakota Department of Labor. 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.

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:

Federal, State and local agencies and programs

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, and Sioux Falls locations. This agreement lays out each party's responsibility for the Project Search activities.

Vocational Counseling Transition Services

The Division of Rehabilitation Services has a cooperative agreement with the Sioux Falls School District to fund half of a vocational rehabilitation counselor's position. This vocational rehabilitation counselor participates in the school's transition services activities.

### 2. State programs carried out under section 4 of the Assistive Technology Act of 1998; (General)

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 United States Department of Agriculture; (General)

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. Noneducational agencies serving out-of-school youth; and (General)

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. (General)

The State of South Dakota does not have a "State Use Law".

## d. Coordination with Education Officials (General)

Describe:

### 1. DSU's plans (General)

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 (DRS or Division) has been a leader in innovative transition services for students with disabilities. 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 three 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 3 Project Search Initiatives in operation in Aberdeen, Brookings and Sioux Falls. A 4th Project Search initiative is being developed in Rapid City to begin with the 2016 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.

• 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 IDIEA, 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.

Augie Access

The Division is co–funding a post–secondary program for individuals with intellectual disabilities attending Augustana University. This program started in the 2015 Fall Semester with 5 students.

ASPIRE

The Division 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 Aspire Initiative is a 5 year initiative with South Dakota receiving $2,260,581 during these 5 years. This Grant is to conduct a study of 200 youth in South Dakota receiving Social Security Insurance between the ages of 13 and 16.

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 in an attempt 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.

## 2. Information on the formal interagency agreement with the State educational agency with respect to: (General)

### 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; (General)

The South Dakota Cooperative Agreement Concerning Transition Services for Youth with Disabilities was revised on January 2014. This agreement includes the following South Dakota entities: Office of Special Education, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, Department of Labor and Department of Social 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 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.

## B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs; (General)

The South Dakota Cooperative Agreement Concerning Transition Services for Youth with Disabilities was revised on January 2014. This agreement includes the following South Dakota entities: Office of Special Education, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, Department of Labor and Department of Social 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 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.

## C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services; (General)

The South Dakota Cooperative Agreement Concerning Transition Services for Youth with Disabilities was revised on January 2014. This agreement includes the following South Dakota entities: Office of Special Education, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, Department of Labor and Department of Social 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 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. (General)

The South Dakota Cooperative Agreement Concerning Transition Services for Youth with Disabilities was revised on January 2014. This agreement includes the following South Dakota entities: Office of Special Education, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, Department of Labor and Department of Social 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 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.

## e. Cooperative Agreements with Private Nonprofit Organizations (General)

(Formerly known as Attachment 4.8(b)(3)). 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.

Utilization of CRPs and other Employment Specialists Providers

During Federal Fiscal Year 2015, 28.7% of the Division's client services expenditures (approximately $1,521,537 was paid to CRP's. Following is a breakdown of the payments for client services made to CRPs and other Employment Specialists Providers during FFY2015.

CSP, 33%

Private Providers, 29%

CLC, 4%

MHC, 3%

Other, 31%

Manner in which cooperative arrangements are established

The Division utilizes Program Guide DRS/DSBVI 02–04 – 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 (General)

(Formerly known as Attachment 4.8(b)(4)). 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

• 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/Divisions of Rehabilitation services, Developmental Disabilities and Service to the Blind and Visually Impaired; Department of Social Services/Division of Behavioral Health Services; Department of Education/Office of Special Education, and the Department of Labor. 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.

The Division of Developmental Disabilities updated the Policy Memorandum on September 11, 2013 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.

In May of 2010, a document was established 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:

1. What services can and should be provided by the Community Mental Health Center,

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 the Department of Labor and Regulation 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 (General)

(Formerly known as Attachment 4.8(b)(5)). 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 (General)

The Division of Rehabilitation Services (DRS or Division) has been very proactive in working collaboratively with employers. These initiatives consist of:

• "Ability For Hire" campaign: "Ability For Hire" is an employer 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, radio advertisement, commercials, and videos of the Governor and other success stories. It officially launched on 08/11/2015, with the release of the website and Facebook page. This is also designed to promote the public's awareness of the available resources and services that DRS offer 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 non–profit 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 has an Executive Director. Both of them 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.

• Business Organization Involvement: The Division is working towards increasing memberships and regular involvement of staff within non–disability related organizations in efforts to connect 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 created an Employer Resource Guide consisting of information and resources available to employers regarding various aspects of disability–related topics. This Resource Guide will be utilized during meetings with employers.

### 2. transition services, including pre-employment transition services, for students and youth with disabilities. (General)

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 3 Project Search Initiatives in operation at Aberdeen, Brookings and Sioux Falls. A 4th Project Search initiative is being developed in Rapid City to begin with the 2016 fall school year.

## h. Interagency Cooperation (General)

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; (General)

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.

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.

• 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 information for the research project Achieving Success by Promoting Readiness for Education and Employment (ASPIRE).

• Interagency Teams: This agreement was implemented on November 20, 2001 to meet the need for continued interagency involvement at the local level and the need to continue these efforts in an efficient as well as effective manner. This agreement will maximize utilization of resources available through the State of South Dakota; fully recognize and utilize the capacity and expertise of each agency; and encourage 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 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.

## 2. the State agency responsible for providing services for individuals with developmental disabilities; and (General)

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 implemented on January 2014 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, Department of Social Services/Division of Behavioral Health Services, Department of Education/Special Education and the Department of Labor and Regulations.

Policy Memorandum with Developmental Disabilities

The Division of Developmental Disabilities updated the Policy Memorandum on September 11, 2013 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. (General)

The South Dakota Department of Social Services/Division of Behavioral Health Services is the state agency responsible for providing services to individuals with mental illness. In May of 2010, a Memorandum was established 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 (General)

(Formerly known as Attachment 4.10)). 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 (General)

### A. Qualified Personnel Needs. (General)

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 who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category; (General)

The Division of Rehabilitation Services (Division) has implemented a number of 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 2015 FTE

Clerical = 11

Counselor Aides = 5.75

VR Counselors = 37.5

Supervisors = 5

Management = 7

Other = 2

Total = 67.25

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, Rehabilitation Engineer, Business Specialist and Deaf Services Specialist. The “Other” category refers to two Interpreters.

For FFY 2015, the ratio of counselors compared to applicants and eligible individuals served is an average 124 clients per counselor. The remaining active caseload as of 10/01/2015 was an average of 63 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 category; and (General)

Current Vacancies

Clerical = 0

Counselor Aides = 0

VR Counselors = 0

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. (General)

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, 10 VR counselor positions, 1 supervisor position, and 2 management positions over the next 5 years.

## B. Personnel Development (General)

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; (General)

Only one post–secondary institution offers a master degree in rehabilitation counseling in South Dakota. South Dakota State University, in Brookings, SD began this program in the fall of 2005 with the first graduate in the fall of 2007.

### ii. the number of students enrolled at each of those institutions, broken down by type of program; and (General)

Currently 10 students are enrolled in the master program with ten enrolled with RSA funds.

### iii. the number of students who graduated during the prior year from each of theose 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. (General)

Four students graduated in May 2015 and all were sponsored by RSA funds. During FFY 2015, the South Dakota Vocational Rehabilitation Programs hired two 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.

## 2. Plan for Recruitment, Preparation and Retention of Qualified Personnel (General)

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.

The South Dakota Bureau of Human Resources did a Workforce Planning Study with SFY 2005 – SFY 2010 data compiling information for the past 5 years. Following are some results of the Department of Human Services (excluding the institutions). In 5 years, Vocational Rehabilitation Counselors have a 5.5% turnover rate per year. The State average of turnover rates is 12.2% and the Department of Human Service average turnover rate is 13.8 % per year. Four of the five Division supervisors have retired in the past 6 years.

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, the South Dakota Bureau of Human Resources 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 (General)

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) 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 (General)

Working in conjunction with the Bureau of Human Resources, 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 state Bureau of Human Resources system. The Division has established specific knowledge, skills and ability requirements in order for individuals to enter these positions.

Newly hired rehabilitation counselors are required to have a degree that will lead towards CRC certification or, if they possess only a bachelor degree, must agree 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 require they become qualified vocational rehabilitation counselors within eight years. Based on this requirement, a VR Counselor hired in 2015 will meet the qualified VR counselor standards in 2023. It is anticipated that all VR Counselors will have their CRC certification by 10/1/2023.

Standards for Vocational Rehabilitation Counselor: Rehabilitation counselors are required to have a master’s degree that will lead towards CRC certification or if they possess only a bachelor degree, each new hire must agree to pursue a master’s degree as a condition of employment. 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.

Standards for Senior Vocational 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.

Standards for District Supervisors: 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. (General)

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 10/1/2015, 10 VR Counselors are in a plan for CRC with 1 of them able to take the CRC examination. 27 VR Counselors are Senior VR Counselors and have their CRC.

Qualified Personnel: This category of individuals includes 6 Counselor Aides and one VR Counselor who are not "Qualified VR Counselors".

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 2015, 10 Division employees were pursuing their Vocational Rehabilitation master’s degree program through Southern University, South Dakota State University or Virginia Commonwealth University. Six 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.

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 as a whole.

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.

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 the Department of Labor and Regulation (DOLR), Department of Health and the Department of Education, 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 the Bureau of Human Resources. 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 the Department of Labor and Regulation and available data through the Labor Market Information Center to identify labor market trends and opportunities. The Department of Labor and Regulation 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 Division's Rehabilitation Engineer or the State Bureau of Information and Technology (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 four Native American Vocational Rehabilitation Projects and the Native American Center for Independent Living to provide training to staff on cultural diversity.

The Division of Rehabilitation Services implemented a new project in FFY 2008 called "Futures Initiative". The purpose of the Futures Initiative is to challenge Division employees in becoming positive forces of change in the field of Vocational Rehabilitation by adopting and implementing exemplary leadership practices. Division staff will have the opportunity to become part of the Futures Initiative to expand their knowledge, skills and abilities by participating in quality training and program development to become exemplary leaders. The Futures Initiative is designed for Division staff interested in moving into a new, different or expanded role within the Vocational Rehabilitation program. This may include staff who would be interested in mentoring new staff, moving into management positions and/or expanding their leadership skills and roles. Four of the five current supervisors were past Futures members.

## 4. Staff Development. (General)

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. System of staff development (General)

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 2015, 10 Division employees were pursuing their Vocational Rehabilitation master's degree program through Southern University, South Dakota State University or Virginia Commonwealth University. Six 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.

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 as a whole.

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management positions and/or expanding their leadership skills and roles. Four of the five current supervisors were past Futures members.

### B. Acquisition and dissemination of significant knowledge (General)

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, Department of Labor and Regulations, Parent Connection, Bureau of Human Resources 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 (General)

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 interpreters who are 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 (General)

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 SD Department of Education/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, Department of Labor and Regulation which offered a series of transition presentations.

# j. Statewide Assessment (General)

(Formerly known as Attachment 4.11(a)).

## 1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those: (General)

### A. with the most significant disabilities, including their need for supported employment services; (General)

The Designated State Units (DSU)'s in South Dakota submit this attachment to the "Needs Assessment" section of the VR Portion of the WIOA South Dakota State Unified Plan. The public vocational rehabilitation agencies in South Dakota are submitting what was formerly attachment 4.11(a) with the Vocational Rehabilitation (VR) Portion state plan update to reflect that a comprehensive statewide needs assessment has been accomplished with this plan submission. As a core partner in the Work Force Innovation and Opportunity Act (WIOA) Unified State Plan, the South Dakota Division of Rehabilitation Services (DRS or Division) 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.

2016 Triennial Comprehensive Statewide Needs Assessment.

The Federal Fiscal Year (FFY) 2015 marked the first year of activity in carrying out a three year set of goals and strategy based on the Comprehensive Statewide Needs Assessment (CSNA) conducted largely in the year 2014 and 2015. This South Dakota 2016 Comprehensive Needs Assessment is unique in that is shaped both by the original and standing instructions of the Workforce Investment Act of 1998 and the new 2015 Work Force Innovation and Opportunity Act. The changes have required VR programs in the nation to adapt existing plans and priorities to the structure, values, and goals of the new legislation. The foundational changes coming from the implementation of WIOA re–defined how VR programs in South Dakota approached the CSNA for the 2016 VR portion of the of new Unified Plan. As a consequence of the Reauthorization the South Dakota VR Programs in consultation and collaboration with their respective Boards (SRCs) and a South Dakota VR/Workforce Board planning group have chosen these goals for the structure of the 2016 CSNA for the Unified Plan.

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 the 2015 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 generated by the 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 2015 CSNA Documentation)

1. DRS: Agency Year End Data FFY 2013 (Board Report)

2. SBVI: Data Summary: RSA–2, RSA–113, and the RSA–911 Scott Sabella, Ph.D., CRC South Dakota Services to Blind and Visually Impaired Performance and Fiscal Comparison Report

3. DRS: Data Summary: RSA–2, RSA–113, and the RSA–911 Scott Sabella, Ph.D., CRC South Dakota Division of Rehabilitation Services Performance and Fiscal Comparison Report

4. DDN Public Meeting– SF, 04/25/2013

5. Governor's Task Force On Employing People with Disabilities

6. Lower Brule Disability Services Summit

7. Renewing the CHOICES Medicaid Waiver: Public/Tribal Forum & Questionnaire Results

8. SBVI 2013 Staff CSNA Survey of Needs

9. DRS: 2013 Staff CSNA Survey of Needs

10. SBVI Public Meeting 4/5/12

11. SBVI Public Meeting Notes Rapid City 4/13/12

12. South Dakota Advocacy Services Public Listening Session Summary

13. South Dakota Department of Human Services Strategic Plan

14. South Dakota DRS Board Meeting Minutes

15. South Dakota Services to the Blind and Visually Impaired Board

16. South Dakota Employment Works Task Force

17. South Dakota VR Service Providers– Training Survey Needs Survey

18. State of South Dakota Department of Transportation Public and Specialized Transportation Fiscal Year 2012

19. Survey of Parents/Caregivers of Children with Hearing Loss Final Report (submitted April 30, 2013)

20. Vocational Rehabilitation Program Federal FY 2014 Monitoring and Technical Assistance Guide

21. SBVI/DRS Consumer Satisfaction with Vocational Rehabilitation Services

22. South Dakota Indicator 14 2014 Report/South Dakota Department of Education

Source Reports and Data (Key Data and service narrative bridge analysis conducted in 2015/16)

1. DRS: Agency Year End Data 2013 (Board Report), MIS Data Summary: RSA–2, RSA–113, and the RSA–911

2. DRS Board Minutes spanning from June 2014, through June 2015

3. Governors Employment Works Annual Report

4. Consumer Satisfaction Surveys

5. Pre–Employment Transitions Services Survey

6. South Dakota Department of Human Services Mission and Strategic Plan

7. South Dakota Office of Special Education Indicator 14 Results

8. Analysis of notes and proceedings of DRS/SBVI, Departmental and Governors service need based public meetings.

1) Findings for the Statewide assessment of the rehabilitation needs of individuals with disabilities residing within the state, particularly the VR services of those with:

a) 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 are as follows:

1. Employer Public Outreach Education

This category is composed of specifically identified needs to educate employers, work environments, and the public regarding the abilities and capacities of persons with the most significant disabilities. This category pointed to a need to change the larger social context in which vocational rehabilitation services were to be received by persons who have the most significant disabilities. This category gathers prominence in the review of key data and narrative points for this 2016 CSNA in large part due to the impact of the WIOA systems change elements that emphasize the productive relationship of the disability service systems and the business communities.

2. Transition Services

Post–secondary transition services in the overall scheme of priority and investment has increased in need prominence, but through legislation and the discussions generated in hearings and needs assessment meetings. Transition services were frequently referenced in public forums and agency sponsored listening sessions. The emphasis has been on the information and referral services required by families and students regarding preparation for the post–secondary life experiences. Transition services are also receiving strong emphasis in the strategic plans of the South Dakota Department of Human Services, and the South Dakota Governor's office.

3. Benefits Work Incentives

This need often was expressed through participants in the needs assessment process who expressed misconceptions or misinformation regarding work incentives for persons with the most significant disabilities. The very content of their participation described a need for education and dissemination of corrective information.

4. Transportation

Urban and rural transportation issues such as availability, scheduling, and cost contributed to this category of need which describes an ongoing need for persons with the most significant disabilities in South Dakota. The issues appear significantly acute in rural areas as well as those areas otherwise vulnerable to underservice in the realm of transportation options.

5. Self–Advocacy Skills

This need category references of expressions of need to assist persons with the most significant disabilities to represent their personal and service needs effectively and appropriately in social and work settings.

Response Statement: The Division in conjunction with the Board of Vocational Rehabilitation has developed new strategies in the State Plan to provide outreach/media activities for targeting employers and the general public, provide benefits specialists services for clients, improving transportation services, increase transition services for students with disabilities and increase the self–advocacy skills of individuals with significant disabilities.

## B. who are minorities; (General)

b) & c) The Needs of Individuals with Disabilities who are Minorities and/or have been Unserved or Underserved: DRS reviewed data, inquired through the DRS Board and surveyed staff regarding possible underservice for individuals with disabilities with a particular attention on assessing any unmet needs of individuals who are members of minority communities. In addition, as part of the CSNA, DRS submitted its 911 data to for an impartial analysis intended, in part, to determine if the patterns of service suggested underserved or underservice for any individuals, including minorities. The following needs indicate areas of concerns that arose from these assessment inquiries.

1. Services for Native Americans

This category compiles the expressions of service need specifically addressing the needs of Native Americans. In this category are survey responses and public forum commentary expressing a need for collaboration, local education events, information and referral, economic development, more

appropriate provider services, and cultural awareness. Data also indicated Native American communities also deal with significantly more challenging conditions for transitions and transition services.

2. Employer Public Outreach/Education

These comments continue to be an interactive blend of cultural/economic and finally service response issues that work together to make services to minorities, Native Americans, and refugees more difficult. Additionally potentially new WIOA configurations of service make this a continuing high priority category of need and response.

3. Transition Services

Disengagement rates for high school exiters remain disproportionately high for high school dropouts, exiters labeled ED, American Indians, and Hispanic persons. The combined impact of both the WIOA systems change and this persistent service challenge moves transitions up in overall weight for the 2017 service plan with respect to minorities, hard to serve and unserved.

4. Rural Transportation

Even though transportation is a challenge in both rural and urban South Dakota, the perception of need is stronger in the rural low population communities where the possibilities of any public transportation options are much reduced. Again in minority communities where poverty and unemployment are present, this issue becomes proportionately more acute.

5. Rural Communities

Some rural communities in South Dakota have built in limitations and opportunities for employment due to low population, higher unemployment rates and higher concentrations of persons reporting disabilities. These factors combine make some rural areas high risk for underservice. When minorities are concentrated in these high risk rural areas, the level of risk is increased.

Response Statement: The Division in conjunction with the Board of Vocational Rehabilitation has developed strategies in the State Plan to meet the needs of individuals with disabilities who are minorities and have been unserved or underserved. The strategies include working with the Tribal Vocational Rehabilitation programs; conducting listening sessions on Native American Reservations and working with minority service organizations to increase awareness of services that are available.

## C. who have been unserved or underserved by the VR program; (General)

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## D. who have been served through other components of the statewide workforce development system; and (General)

South Dakota enters 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 Council. In addition to the methods of identifying needs described elsewhere in this attachment, DRS personnel partner with the state workforce system on local workforce boards, and by attending and presenting at statewide workforce conferences.

Public vocational rehabilitation currently participates on the SD Workforce Development Council's WIOA Implementation and Planning Group to assure the shifts in emphasis in the statewide vision and goals meets the needs persons with disabilities and in alignment with the resources and opportunities of the greater South Dakota economic community.

1. Employer Public Outreach/Education

The major needs inputs in this area again referenced with high frequency the importance of employer education, coworker support systems for persons with disabilities and partnership based on good information regarding the needs and capacities of individuals with disabilities. The Workforce system was a natural reference point for the diverse parties to focus their efforts to meet this need.

2. Work Force Process

The state of South Dakota at the level of Governor and Department are focused in their strategic plans on creating a system in which people with disabilities can better express their abilities in the work force. The attention of the state's larger administrative systems is committed to enhancing the work force process more effectively respond to people with disabilities. DRS, in turn, will experience the need to develop coordinated responses in its own service delivery relationships with the developments within these partner workforce organizations.

3. Skilled Employment Training

There were requests for the work force system to generate and offer more specialized skill training opportunities for people with disabilities.

4. Services For Native Americans

Frequently the scope of needs for people with disabilities residing in the Native American nations exceeds the scope of the VR program. For some of these needs the response will likely need to be scoped more appropriately to the work force system as a whole. Needs such as economic development, more job opportunities, transportation, supports of daily living were most frequently expressed in a larger service system context of which DRS VR would be one of many partners.

5. Local Economic Development

Again, in the "at risk" rural communities, the foundational economy of jobs is the central issue. For work to be available for persons with disabilities in the home communities where they choose to live, the current economic reality and structure needs to be changed and enhanced. The VR response scope is limited in this in terms of larger scale economic development, and the perception of need implies a broader systemic state workforce response.

Response Statement: The Division in conjunction with the Board of Vocational Rehabilitation has developed strategies in the State Plan to meet the needs of individuals with disabilities who are being served through the Statewide Workforce Investment System. The Division is co–located in 8 of the 11 offices with the Department of Labor and Regulation. The strategies include working with others to develop activities and materials that address employer and workforce outreach and education. Specific activities related to employer and public outreach and education are also included in the Governor's Employment Works Task Force initiatives.

### E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services. (General)

The South Dakota Agency conducted a statewide survey to establish a baseline of availability of the core pre–employment transition services from which strategies will be developed in response to areas in the state and in school districts where access to some or all services is less than sufficient given the vision of the state. Survey results indicated that between 67% and 74% of the South Dakota school surveyed were estimated to be able to provide all 5 core services to ½ or more of their students with disabilities. Between 26% and 33% could provide these core services to less than half their students with disabilities. Given the goal of meeting the Pre–Employment Transition (PET) needs of all students of transition age, the results of this survey will be integrated into the larger Unified plan to establish a strategy for continuously improving access to the 5 core PET services across the state of South Dakota

Response Statement: The Division in conjunction with the Board of Vocational Rehabilitation has developed strategies in the State Plan to meet the needs of students with disabilities in obtaining Pre–Employment Transition Services. The strategies include working closer with local education agencies increasing the availability of PETs, coordination of plans and increasing transition services for students with disabilities.

## 2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and (General)

The CSNA surveys and forums gave evidence that the public and DRS staff are looking for additional, enhanced resources to serve their clients through the provider world (Community Rehabilitation Programs). The data indicates that there is a staff perception that some change is needed in the provider service configuration to continue to effectively serve wide and diverse range of needs of clients on the DRS caseload. The need changes expressed tended to revolve around specific training topics for providers and a greater variety of job placement options across South Dakota communities. The primary needs identified that relate to the South Dakota Community Rehabilitation Programs were:

1. Provider Training

Primarily staff contributed to this category citing the need for providers to work more effectively with persons with severe disabilities and minorities and also being more collaborative in terms of resources and working with VR. Due to turnover in the provider community and the changing needs of service, training issues are both systemic as well as more basic continuing education i.e. accessing hidden job market; serving persons with mental illness; job retention.

2. Job Placement Supports

DRS staff identified ongoing needs to have more and better trained job placement supports in their service areas (more prominent in rural communities). This need is also related to supported employment service needs for both specialized VR time–limited services and extended service capacity.

3. Community Rehabilitation Program Options

This category of need refers to those inputs from staff and community forums that expressed a desire for more options for providers and once again particularly in the rural communities. This need also included expressions of need for more specialized service providers (i.e. mental health service providers).

4. Employer Public Outreach/Education

Often this category was referenced in the context of provider services being more connected to the employer/employment resources in the community and being postured to more efficiently match VR clients needing jobs to employer's needs.

5. Mental Health Services

Issues expressed here were expressed need statements for the expansion of case management, supported employment, placement services are made available to persons with mental illness via the provider system.

Response Statement: The Division in conjunction with the Board of Vocational Rehabilitation Services has developed strategies in the State Plan to assess and improve the community rehabilitation programs. A variety of training opportunities including conferences, webinars and seminars are provided throughout the state. In addition the Division has established a higher reimbursement rate for service providers who attend training and obtain become a Certified Employment Support Professional through Association of People Supporting Employment first.

### 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 . (General)

In FFY 2015 DRS increased the number of students who are individuals who are students and receiving services under an Individual Education Plan (IEP) at application (371 for FFY 2014 to 444 in FFY 2015). The same trend of increase applies to students with a 504 accommodation plan, students with a disability and not covered by Section 504 and not receiving IEP services at application. As noted in a previous section of this CSNA, the burden of the 2017 Unified state plan strategy in improving services to students with disabilities at transition age will concentrate on the need to level access to the core PET services across the state. Counselor's and transition liaisons who participated in the 2015 PET Survey also expressed a the need to work with specific schools in assisting those schools strengthen their focus on services transition and partnering with VR counselors in a timely manner with regards to the coordination of services.

## k. Annual Estimates (General)

(Formerly known as Attachment 4.11(b)). Describe:

### 1. The number of individuals in the State who are eligible for services; (General)

During FFY 2017 the Division of Rehabilitation Services (Division) estimates that the following outcomes will be accomplished based on prior year's data and service projections:

1) Title I, Vocational Rehabilitation – A total of 4,550 eligible clients will be served at a case service cost of $7,034,000.00.

2) Title VI Part B Supported Employment – A total of 750 eligible clients will be served at a case service cost of $300,000.00.

## 2. The number of eligible individuals who will receive services under: (General)

### A. The VR Program; (General)

During SFY 2000–2005, the Division of Rehabilitation Services experienced an overall increase in the number of clients receiving vocational rehabilitation services. This was attributed greatly to the struggles in the economy. As the economy improved in 2006 and 2007, employment was more plentiful, allowing an increase of clients obtaining employment and a decrease in individuals applying for services. The economy again started declining in 2008. In FFY 2009, the Division of Rehabilitation Services had an increase of 13% in people applying for services. In FFY 2010, this increased another 5%. The Division experienced an 18% increase in applications in that two year period. The number of new applicants leveled off in FFY 2011 and started to decrease in FFY 2012 as the economy began to recover. Based upon historical trends, it is estimated that the Division will have 2350 new eligible individuals in FFY 2016 and 2,400 new eligible individuals in FFY 2017.

### B. The Supported Employment Program; and (General)

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 FFY2015 was 692, and estimated for FFY 2016 are 700 clients and estimated for FFY 2017 is 750 clients.

### C. each priority category, if under an order of selection; (General)

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 (General)

All eligible individuals are currently being served.

## 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. (General)

During FFY 2017 the Division of Rehabilitation Services (Division) estimates that the following outcomes will be accomplished based on prior year's data and service projections:

1) Title I, Vocational Rehabilitation – A total of 4,550 eligible clients will be served at a case service cost of $7,034,000.00.

2) Title VI Part B Supported Employment – A total of 750 eligible clients will be served at a case service cost of $300,000.00.

# I. State Goals and Priorities (General)

The designated State unit must:

## 1. Identify if the goals and priorities were jointly developed (General)

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. (General)

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.

Goal 2: A strong statewide community with DRS presence and partnerships with business, service providers, schools, State Government, workforce system and service organizations.

Goal 3: DRS clients will have greater access to transportation services needed to obtain and maintain employment.

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.

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: (General)

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; (General)

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 (General)

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 finding and recommendations from monitoring activities conducted under section 107. (General)

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 (General)

Describe:

## 1. Whether the designated State unit will implement and order of selection. If so, describe: (General)

### A. The order to be followed in selecting eligible individuals to be provided VR services. (General)

The Division of Rehabilitation Services is able to serve all individuals and is not in an order of selection.

### B. The justification for the order. (General)

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. (General)

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. (General)

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; and (General)

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. (General)

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. (General)

## 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. (General)

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 95% of the Title VI–B funds are spent for consumer services. The state spends less than 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 95% 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.

The total supported employment clients for FFY 2014 was 645 clients, FFY2015 was 692 client, estimated for FFY 2016 is 700 clients and estimated for FFY 2017 is 750 clients. Supported employment clients rehabilitated successfully for FFY 2014 was 230 clients, FFY 2015 was 201 clients, estimated for FFY 2016 is 225 clients and estimated for FFY 2017 is 240 clients.

## 2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including: (General)

### A. the provision of extended services for a period not to exceed 4 years; and (General)

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.

### 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. (General)

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 (General)

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. (General)

States Strategies

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: Develop strategies that will increase 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: Strengthen partnerships with the business community.

Strategy 2.3: Strengthen partnerships with organizations serving Native Americans and other minorities with disabilities.

Strategy 2.4: Strengthen working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.

Strategy 2.5: Strengthen 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 current transportation systems and compatibility with the employment systems.

Strategy 3.2: Promote the participation of disability agencies and local communities to improve transportation services.

Strategy 3.3: Improve the availability of transportation for Vocational Rehabilitation clients.

Strategy 4.1: Improve the employment retention of Vocational Rehabilitation clients.

Strategy 4.2: Provide specialized support services based upon individual’s unique needs to keep their employment.

Strategy 4.3: Strengthen the Benefits Specialists services for VR clients.

Strategy 4.4: Increase the utilization of the Ticket to Work initiatives for Social Security beneficiaries.

Strategy 4.5: Increase work experience opportunities for adults with disabilities.

Strategy 4.6: Promote the development & utilization of vocational skills training for individuals in South Dakota.

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.

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.

Strategy 5.3: Develop potential provider supports for life skills development.

Strategy 5.4: Increase the utilization of self–employment as an employment outcome for VR clients.

## 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. (General)

Availability and Utilization of Assistive Technology

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 offices in the Department of Labor and Regulation 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. (General)

Outreach Activities to Identify and Serve Individuals with the Most Significant Disabilities Who are Minorities

South Dakota's racial mix consists of 92.5% white/Caucasian, 7% Native American and .5% all other racial groups. Native Americans represent the only significant minority group in South Dakota. South Dakota has seven separate tribal 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 works 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 80%. There is very little private employment. Most individuals are employed by either tribal or federal governments.

South Dakota is fortunate to have four 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. 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.

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. One of these organizations, Native American Advocacy Program, is a Center for Independent Living serving all nine reservations. 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). (General)

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: Develop strategies that will increase 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. (General)

Strategy 2.1: Increase the service capacity and quality of services delivered through the service providers.

Strategy 2.2: Strengthen partnerships with the business community.

Strategy 2.3: Strengthen partnerships with organizations serving Native Americans and other minorities with disabilities.

Strategy 2.4: Strengthen working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.

Strategy 2.5: Strengthen 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.

## 6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA. (General)

Strategy 4.1: Improve the employment retention of Vocational Rehabilitation clients.

Strategy 4.2: Provide specialized support services based upon individual's unique needs to keep their employment.

Strategy 4.3: Strengthen the Benefits Specialists services for VR clients.

Strategy 4.4: Increase the utilization of the Ticket to Work initiatives for Social Security beneficiaries.

Strategy 4.5: Increase work experience opportunities for adults with disabilities.

Strategy 4.6: Promote the development & utilization of vocational skills training for individuals in South Dakota.

## 7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities. (General)

Strategy 1.2: Increase and strengthen transition services for eligible students who are exploring their employment future.

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: Develop strategies that will increase 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: Strengthen partnerships with the business community.

Strategy 2.3: Strengthen partnerships with organizations serving Native Americans and other minorities with disabilities.

Strategy 2.4: Strengthen working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.

Strategy 2.5: Strengthen 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.

## 8. How the agency's strategies will be used to: (General)

### A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment; (General)

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 (General)

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. (General)

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.

# p. Evaluation and Reports of Progress: VR and Supported Employment Goals (General)

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: (General)

### A. Identify the strategies that contributed to the achievement of the goals. (General)

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. Division Activities: The Division provides vocational guidance and counseling to assist students with choosing an appropriate post–secondary goal consistent with their interests and abilities.

Activities included:

• The Division presented at the TRIO Conference in October, 2015.

• The Division works with all Disability Coordinators at the post–secondary facilities and hosts an annual meeting in Chamberlain, SD in June.

• The Division and the Transition Services Liaison Program collaborated with five post–secondary institutes in the state to host five “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 480 individuals: Seventy–nine (79) – Mitchell Technical Institute (MTI), one hundred–thirty–six (136) – Black Hills State University (BHSU), Sixty–three (63) – Northern State University (NSU), ninety–five (95) – Lake Area Technical Institute (LATI), one hundred–seven (107) – University of South Dakota (USD).

Strategy 1.2: Increase and strengthen transition services for eligible students who are exploring their employment future.

Division Activities: The Division provides transition services to 151 public school districts and 20 Tribal/Bureau of Indian Education Schools. The Division promotes early involvement at Individual Education Plan meetings. Transition services available from the Division include Vocational Rehabilitation Counselor attendance at Individual Education Plans, vocational guidance and counseling, Project Skills, Youth Leadership Forum and Catch the Wave. In FFY 2015 the Division had the following service outcomes:

• 384 students with disabilities participated in Project Skills. Project Skills is a paid work experience program for high school students with disabilities on an IEP to provide them with real world work experiences to develop work skills and determine interest areas.

• 9 students with disabilities on a 504 Plan participated in a paid work opportunity similar to Project Skills.

• The Division implemented a new policy to provide job placement and support services for high school and post–secondary students who participate in employer paid work experiences.

• The Division collaborates with the Disability Employment Initiative (DEI) to improve the education, training, and employment opportunities and outcomes of young adults, ages 18–24, with disabilities who are unemployed, underemployed, and/or receiving Social Security disability benefits.

• The Division has enrolled 111 students with disabilities who are receiving SSI. This initiative called the ASPIRE grant (PROMISE Initiative) is a research grant to provide additional interventions to half of the students.

• The Division funds 3 Project Search initiatives serving 18 students in school year 2015. Division is expanding a new Project Search site in Rapid City.

• The Division is funding 9 establishment grants to expand supported employment services which will provide employment opportunities for 32 youth with disabilities.

• On August 11, 2015, the Division released the “Ability for Hire” campaign, which is an outreach campaign emphasizing the promotion of hiring, advancement, and retention of employment for people with disabilities in South Dakota’s workforce. As a part of this, the Division developed a brochure tailored towards youth with disabilities informing them of various scopes of information in the form of potential services they may receive as they work towards their career goals, information on the Transition Services Liaison Project, and information on post–secondary resources. The brochures will be beneficial for the Division’s personnel, students, parents, and teachers.

• The Division and the Transition Services Liaison Project collaborated with over 75 individuals and community organizations to host the seventeenth annual Youth Leadership Forum (YLF). YLF is a five–day event intended for high school students with disabilities to explore personal leadership and career plans. Many individuals and organizations are directly impacted or involved in the leadership, self–advocacy and career awareness training for these students.

Strategy 1.3: Educate teachers, students and parents about Vocational Rehabilitation Services.
Division Activities: The Division provides education to teachers, students and parents about Vocational Rehabilitation Services through one on one contact, school meetings, attendance at

IEP's and presentations to educators. The Division also maintains relationships with WRIL, Parent Connection, DLR, SD Advocacy, and other community agencies to assist with community awareness/referral to VR services. Specific activities include:

• The Division participated in a DEI partnership meeting on October 8, 2015 at Western Dakota Technical Institute.

• The Division maintains a list of the VR Counselor and contact information assigned each school. This information is distributed at meetings with educators.

• The Division and the Transition Services Liaison Project hosted 9 Regional Transition Forums in 8 communities across the state with a total of 321 individuals attending. The Forums provided an opportunity for the participants to learn about and meet the various service providers in the area (i.e. Vocational Rehabilitation Services, Benefits Counselors, IL Services, DD Resource Coordinators, Community Support Providers, and Assistive Technology Services).

• Division staff has been conducting meetings with teachers and other school staff who work with students with disabilities. This has expanded into having booths at job fairs, parent/teacher conferences and presenting to students/teachers at post–secondary preparation meetings.

• Division staff have presented twice at the USD Master's Program in Special Education and also the Sinte Gleska University Human Services Master's Degree program.

• The Division has established a Project Skills workgroup to review current practices and policies. This workgroup consists of Transition Services Liaison staff, Vocational Rehabilitation Counselors and Special Education personnel.

Strategy 1.4: Expand transition services that have demonstrated effectiveness through evidence based practices identified in follow–up surveys for Indicator 14, which is the outcome measure one year after high school for students who were on an Individual Education Plan.

Division Activities: Indicator 14 measures outcomes compared to various transition services. The Division is developing a Memorandum of Understanding with the Office of Special Education to access Indicator 14 information for each school district. Successful transition services which demonstrate effectiveness for Indicator 14 are work experiences and self–advocacy training. Outcomes during FFY 2015 consist of:

• Project SEARCH is a unique business–led transition program for students with disabilities in their last year of high school. It provides students a chance to explore careers and develop transferable job skills. It is an internship program that places students in real–world situations where they learn all aspects of gaining and maintaining a job. South Dakota currently has three Project SEARCH sites, Avera St. Lukes Hospital in Aberdeen, SD State University in Brookings and Avera Mckennan Hospital in Sioux Falls. The Division has expanded the number of Project Search sites from three to four to include Rapid City Regional as the new business site. The initial start–up meeting for the Rapid City site was held on November 16 & 17, 2015.

• The Division has partnered with other agencies in funding Augie Access, a post–secondary program for individuals with intellectual disabilities.

• The Division continues to fund Project Skills paid work experience but has expanded to funding paid work experiences for students with disabilities who are not on an IEP.

• The Division has implemented a policy to provide job placement and supports for employer paid work experiences.

• The Division has continued to fund the Transition Services Liaison Program that implements the Youth Leadership Form, Catch the Wave and Regional forums.

• The Division, Office of Special Education and the Transition Services Liaison Project hosted four, one–day Indicator workshops for high school special education teachers in four communities across the state. The workshops were held in Rapid City, Mitchell, Sioux Falls and Aberdeen. The content included Indicator 14 data retrieval, assessing post–school outcomes for individual school districts, best practices in reaching quality post–school outcomes and strategies in enhancing Indicator 13 best practices. A total of 153 participants attended these trainings.

• The Division and the Transition Services Liaison Project hosted a two–day Project SEARCH training titled “Reaching the Goal of 100% Employment”. The training event was free to Project SEARCH site staff and was held in Brookings on January 5 & 6, 2015. Twenty–one people participated in the event and played an important role in the function of a current Project SEARCH site or the development of a new program.

• The Division and the Transition Services Liaison Project TSLP collaborated with the Center for Disabilities to host a two day teacher workshop (summer institute) which focused on three primary evidence based practice areas (work experience, self–determination and interagency collaboration). Fifty–one people attended the event which included 45 special education teachers, five service providers and one parent. One graduate credit was available for attending the workshop and an additional credit was available for special education teachers that developed an action plan and implemented a new evidence based practice within their school district. Eleven individuals took advantage of this opportunity and are implementing a new strategy to improve post–school outcomes for their students.

Strategy 1.5: Implement outreach and informed choice strategies for youth who are deaf or hard of hearing. Division Activities: The Division promotes services to youth who are deaf or hard of hearing. Activities promoting this strategy consist of:

• The Division works closely with the Deaf Education Coordinators at the South Dakota School for the Deaf to make referrals to Vocational Rehabilitation Services.

• The Division had a Vocational Rehabilitation Counselor participate in the PEPNET initiative. PEPNET is a federally funded project whose mission is to increase the education, career, and lifetime choices available to individuals who are deaf or hard of hearing.

• The Division assisted in expanding the transition section on the SD School for the Deaf website. The website changes are expected to be completed by February 2016.

• The Division revised the transition handout specifically for individuals who are Deaf and Hard of Hearing clients.

• The Division purchased UbiDuo machines that provide communication options in three District Offices. Training was provided to the Division staff in utilization of these machines.

Strategy 1.6: Conduct outreach activities to students with disabilities and their family members to provide information on vocational rehabilitation services.

Division Activities: The Division has expanded its efforts to increase referrals from students with disabilities and their family members. Activities promoting this strategy consist of:

• This past year the Division developed an outreach campaign with a marketing firm to develop marketing materials and promotions.

• The Division sponsored websites such as “Ability For Hire” and Freedom to Work which provide specific information geared for youth with disabilities and their family members.

• A brochure was developed specifically to provide information on Vocational Rehabilitation Services for students with disabilities and their family members.

• The District Offices have developed a directory of Special Education staff and 504 Coordinators to make referrals to Vocational Rehabilitation Services.

• The Division distributed an introductory letter for students and their parents that was distributed on the Office of Special Education’s list serve.

• The Division presented at the South Dakota Parent Connection MyFILE trainings in Aberdeen on 2/10/2015 and Rapid City 3/28/2015. The MyFILE is a transition to adulthood tool.

• The Division staff participates in Community Fairs and other community activities to provide information about Vocational Rehabilitation Services.

• The Division has been having booths at job fairs, parent/teacher conferences and presenting to students/teachers at post–secondary preparation meetings.

Strategy 1.7: Increase and strengthen transition services for students who are Native Americans or other minorities with disabilities exploring employment future.

Division Activities: South Dakota currently has four American Indian Vocational Rehabilitation (AIVR) Programs. The Division has cooperative agreements with all four AIVR Programs. Activities promoting this strategy consist of:

• The Cooperative Agreement with the Standing Rock AIVR was updated to include new language of coordination of services for students with disabilities.

• The Division amended the Cooperative Agreement with the Oglala AIVR Program to work more closely with their program during the lapse of funding to assure continuation of services for Native Americans with disabilities on the Oglala Reservation. The Division will be opening an office in Kyle, South Dakota in addition to a weekly presence in Kyle and Pine Ridge office locations.

• On December 16, 2014, The Division held a meeting with the 4 AIVR Programs with a major part of the agenda focused on transition services for students with disabilities. A similar meeting is being scheduled on December 15, 2015 to include the Board of Vocational Rehabilitation Services.

• The Division, in partnership with the four AIRV Programs, has a booth each year at the Lakota Nation Invitational (LNI) held in Rapid City.

• The Division and the ASPIRE Grant are working jointly with the Tribal Councils to obtain research approval on their reservations. Research approval has been received from Oglala, Standing Rock, Lake Traverse, Crow Creek, and Rosebud Reservations.

• The Division, in partnership with the Transition Services Liaison Project, conducted transition forums on the Oglala Reservation on December 2014 and March 2015. A total of 74 people attended these two events.

• On October 7, 2015, The Division and Board of Vocational Rehabilitation Services partnered and participated with the Oun'iyekiyapi Vocational Rehabilitation Services, Cheyenne River Sioux Tribe, in hosting a disability awareness event.

• The Division and Board of Vocational Rehabilitation Services participated in the Disability Services Summit on April 28th at Sinte Gleska University in Mission, South Dakota.

• The Division provided MyFILEs for the four American Indian Vocational Rehabilitation Programs to utilize with Native American students with disabilities.

• Division staff continues to meet with teachers from the Bureau of Indian Education (BIE) and Tribal Schools. This initiative has expanded to meeting monthly with students with disabilities.

Goal 2: A strong statewide community with DRS presence and partnerships with business, service providers, schools and service organizations.

Strategy 2.1: Increase the service capacity and quality of services delivered through the service providers.

Division Activities: Outcomes and activities promoting this strategy consist of:

• Beginning in January 1, 2016, the Division awarded 9 establishment grants to Community Support Providers to expand the supported employment services program. This initiative is funding 11.6 FTE new employment specialists/job coaches who will develop community employment for individuals with intellectual disabilities currently residing in a segregated employment setting and/or under the age of 24. These 9 grants are estimated to assist 66 additional individuals in obtaining community employment.

• The Division currently has contracts with 42 private individuals to provide job placement and job coaching services.

• Beginning June 1, 2015 the Division promoted providers to become Certified Employment Support Professionals. The Division has hosted 4 examinations where 75 individuals have taken the examination and 50 individuals have been approved.

Strategy 2.2: Strengthen partnerships with the business community.

Division Activities: Outcomes and activities promoting this strategy consist of:

• The Division has five District offices and two of them presently have private non–profit entities that are business–led models led by employers providing education, resources, and training to promote the hiring and retention of people with disabilities to the business community. These two business led initiatives funded by the Division are the Business Resource Network in Sioux Falls and the

Workforce Diversity Network of the Black Hills. The Division is providing the opportunity to the three remaining District offices for funding seed grants up to $10,000 to establish new business–led models. The purpose of these seed grants is to expand employer organizations providing education, consultation, and technical assistance to businesses on hiring individuals with disabilities in the community. Letters of interest have been received from two Chambers of Commerce and a Human Resource Management Association. The contracts with these entities will begin on January 1, 2016.

• Division staff from each District are members of non–disability organizations in efforts to connect with employers. These organizations consist of the Chambers of Commerce, Society of Human Resource Managers (SHRM), and the South Dakota Retailers Association. There is a total of 14 staff who are members of the Chamber of Commerce and SHRM associations. These opportunities allows for connecting with businesses to learn more about their workforce needs and identify any training opportunities and other areas to collaborate.

• The Division and the Board of Vocational Rehabilitation promote and fund initiatives across South Dakota to promote National Disability Employment Awareness Month. In October 2015, there were 12 locations/events that took place where business leaders and employers attended.

• On August 11, 2015, the Division conducted webinar training to the South Dakota Retailers Association. 26 businesses participated in the training and an additional 43 businesses watched the recording of the training at a later date. The webinar is available on https://www.youtube.com/watch?v=y_w6PbqG0dY&feature=youtu.be .

Strategy 2.3: Strengthen partnerships with organizations serving Native Americans and other minorities with disabilities.

Division Activities: Outcomes and activities promoting this strategy consist of:

• The Division in partnership with the four AIRV Programs have a booth each year at the Lakota Nation Invitational (LNI) held in Rapid City.

• The Division and the ASPIRE Grant are working jointly with the Tribal Councils to obtain research approval on their reservations. Approval has been received from Oglala, Standing Rock, Lake Traverse, Crow Creek, and Rosebud Reservations.

• The Division, in partnership with the Transition Services Liaison Project, conducted transition forums on the Oglala Reservation on December 2014 and March 2015. A total of 74 people attended these two events. On October 7, 2015, The Division and Board of Vocational Rehabilitation Services partnered and participated with the Oun'iyekiyapi Vocational Rehabilitation Services, Cheyenne River Sioux Tribe, in hosting a disability awareness event.

• The Division and Board of Vocational Rehabilitation Services participated in the Disability Services Summit on April 28th at Sinte Gleska University in Mission, South Dakota.

• The Huron Vocational Rehabilitation Counselor presented to the Board of Vocational Rehabilitation about the provision of services to minority population in the Huron, South Dakota area.

• There is an AIVR Director representation on the Board of Vocational Rehabilitation Services and the Statewide Independent Living Council.

• The Division amended the Cooperative Agreement with the Oglala AIVR Program to work more closely with their program during the lapse of funding to assure continued services for Native Americans with disabilities on the Oglala Reservation. The Division will be opening an office in Kyle, South Dakota in addition to provide a weekly staff presence in Kyle and Pine Ridge office locations.

• On December 16, 2014, The Division held a meeting with the four AIVR Programs with a major part of the agenda focused on transition services for Native American students with disabilities. A similar meeting is being scheduled on December 15, 2015 to include the Board of Vocational Rehabilitation Services.

Strategy 2.4: Coordinate vocational rehabilitation services with the elementary and secondary school systems.

Division Activities: The Division has expanded efforts to increase referrals from elementary and secondary school districts. Outcomes and activities promoting this strategy consist of:

• The Division has presented several times to special educators at events hosted by the Transition Services Liaison Project (TSLP) to increase knowledge and awareness of Vocational Rehabilitation Services available.

• The Division meets with school personnel/teachers to explain VR services and increase referrals to Vocational Rehabilitation Services.

• The Division works with the TSLP Specialists seeking assistance and direction with increasing referrals to Vocational Rehabilitation Services.

• The Division participates in Transition Forums, Catch the Wave, Career Days and Youth Leadership Forum activities.

• Division staff have been meeting with the Middle School staff (guidance counselor and Special Education staff) where presentations and discussions have begun about Vocational Rehabilitation staff being present during parent teacher conferences to help with beginning the transition discussion for students with disabilities before the age of 14 and preparing for high school.

Strategy 2.5: Strengthen working relationships with entities, agencies, and organizations to enhance the delivery of vocational rehabilitation services to underserved rural areas.

Division Activities: A significant portion of South Dakota is considered rural and remote. Outcomes and activities promoting this strategy consist of:

• The Division has expanded private providers to Belle Fourche, Mission, Sisseton, Huron, Mobridge, Webster, White River and Wentworth to help provide services in rural areas of the State.

• The Division provides services to rural areas by being physically present in those areas. Vocational Rehabilitation Counselors travel to these areas and meet with local businesses, agencies, clinics, etc., to promote VR services for citizens.

• The Division utilizes social media (Facebook, Twitter), websites, and TV commercials to inform South Dakota residents about Vocational Rehabilitation services.

Strategy 2.6: Strengthen the extended services for assuring successful employment for supported employment clients.

Division Activities: South Dakota has 19 nonprofit community agencies serving people with developmental disabilities referred to as Community Support Providers who provide extended services for individuals with intellectual disabilities. The State also has 11 community mental health centers that provide extended services for individuals with mental illness. Outcomes and activities promoting this strategy consist of:

• Beginning in January 1, 2016, the Division awarded 9 establishment grants to Community Support Providers to expand the supported employment services program. This initiative is funding 11.6 FTE new employment specialists/job coaches who will develop community employment options for individuals with intellectual disabilities currently working in a segregated employment setting and/or under the age of 24. These 9 grants are estimated to assist 66 additional individuals in obtaining community employment.

• The Division partners with 42 provider agencies with the Ticket to Work initiative to promote choice of services and extended services for individuals who receive Social Security Administration benefits.

Strategy 2.7: State Government will be a model employer in increasing the employment of people with disabilities in State Government.

Division Activities: South Dakota became a model state for disability employment in part because Governor Dennis Daugaard has a personal interest in the subject as a son of two deaf parents. As a member of the National Governors Association, Gov. Daugaard supported Gov. Markell's Better Bottom Line Initiative and he helped organize hearings on finding employment solutions for people with disabilities. Furthermore, South Dakota created the Employment Works Task Force, which develops hiring solutions for people with disabilities. In addition the Division recently launched its new Ability for Hire program, which alters public perceptions and touts the benefits of hiring individuals with disabilities. Ability for Hire's approach to achieving this ambitious goal is through networking, educating, and informing supervisors, businesses, and the general public about what individuals with disabilities have to offer.

Respect Ability published an article on September 29, 2015 titled "The Best–and Worst–States for Workers with Disabilities". In this article, South Dakota was identified as the 3rd best state leading the nation in creating more job opportunities for individuals with disabilities. The State of South Dakota has promoted Project Skills within State Government. In FFY 2015 10 students with disabilities participated in the Project Skills Program, a paid work experiences within State agencies.

The Division has been proactive in providing training to State Government personnel managers. The Division conducted the following initiatives:

• Presented about Vocational Rehabilitation Services at the Manager's Conference in October 2014.

• Promoted Project Skills in State agencies where 10 students with disabilities gained work experiences.

• Conducted ADA assessments to assure accessibility of state agencies to include physical and programmatic access for individuals with disabilities.

• All state positions are now listed with on–line Talent Acquisition Portal (TAP).

• Assisted with the Job Accommodation Network to provide training to Bureau of Human Resources Personnel Managers.

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.

Division Activities: The Division participates in local Mayor's Advisory Committees for People with Disabilities to promote ways to increase the transportation capacity at the local level. The Aberdeen Mayor's Advisory Committee has a transportation committee and recently they were able to increase their fleet by another two vehicles. Vocational Rehabilitation Counselors remain familiar with transportation options in the communities they are serving, and work to offer clients informed choices on transportation options.

Strategy 3.2: Promote the participation of disability agencies and local communities to improve transportation services.

Division Activities: The Division works closely with local workgroups with the intention of improving transportation in communities across the State. The most common community workgroup model is the Mayor's Committee for People with Disabilities. Through the Division's involvement, accessible city buses are now available to citizens and clearing of sidewalks is being promoted in communities. Other communities have promoted increasing Dial–A–Ride services for citizens with more significant impairments.

Strategy 3.3: Improve the availability of transportation for Vocational Rehabilitation clients.

Division Activities: Vocational Rehabilitation Counselors in each community work to identify needs or gaps in transportation for their clients. Recently Aberdeen Ride Line reinstated their transportation service, allowing people from Aberdeen to reach the Jefferson Bus lines which allows travel for other employment opportunities. During FFY 2015, the Division funded transportation services for 423 clients for a total of $125,607.

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.

Division Activities: On–going supports and training to providers are key elements to improve employment retention for individuals with disabilities. Outcomes and activities promoting this strategy consist of:

• The Division continues providing Vocational Rehabilitation Counselors motivational interviewing training. This training allows VR counselors to better understand the stages of change and work with clients in moving towards the action of employment.

• Providers are entering into agreements to assure plans for sustaining employment allow for employment supports to continue.

• The Division has agreements with 42 service providers to continue the on–going supports for Social Security beneficiaries.

• The Division has provided free job development webinar trainings from Kenfield Consulting Services. Thirty–one agencies took part in these webinars during the past year.

• The Division is piloting a project with a post closure survey for clients who do not qualify for supported employment or Plans for Sustaining Employment. At this time there are approximately 4 clients and employers who are contacted by job placement providers quarterly for a year after successful closure. The survey indicates all four individuals have maintained their employment and one individual increased their work hours from part time to full time employment.

Strategy 4.2: Track the earnings for SSA beneficiaries and implement actions to increase the earnings and employment rate of clients who are SSA beneficiaries.

Division Activities: Outcomes and activities promoting this strategy consist of:

• During FFY 2015, 364 SSA recipients were closed successfully. At the time of application, 92% of those individuals were unemployed or had wages less than Trial Work. At the time of closure, 27% had wages between Trial Work and Substantial Gainful Activity (SGA), and 21% had wages above SGA.

• The Division provided Benefits Counseling to 251 SSA recipients who were closed in FFY 2015. The Division created 445 Individual Plans for Employment that included Benefits Counseling Services.

Strategy 4.3: Provide specialized support services based upon individual's unique needs to keep their employment.

Division Activities: Vocational Rehabilitation Counselors work with the applicant/client in identifying their unique needs and abilities to maintain their employment. Outcomes and activities promoting this strategy consist of:

• Vocational Rehabilitation clients are offered the informed choice of working with benefits specialists and independent living specialists in their area.

• The Division has implemented a Person Centered Thinking (PCT) approach which focuses on the individual's health and safety while looking at employment goals.

• The Division, Service Provider and Individual with a disability enter into an agreement at the time of employment on roles/responsibilities to assist the individual to sustain their employment. The Division implemented 245 Plans for Sustaining Employment in FFY 15.

• The Division provided Interpreting services to 55 individuals, Personal Attendant services to 7 individuals, and Disability Related Skills Training to 56 individuals during FFY 2015.

Strategy 4.4: Strengthen the Benefits Specialists services for VR clients.

Division Activities: Outcomes and activities promoting this strategy consist of:

• The Division has increased the number of Benefits Specialists from 4 to 6 positions. These positions are located in each Division District and available to provide benefits specialist services for Social Security Recipients. These staff have received their certification from Virginia Commonwealth University.

• Two staff from the ASPIRE project have been certified as Benefits Specialists and will be available to deliver services to all individuals when their grant is completed.

Strategy 4.5: Strengthen the Ticket to Work initiatives for Social Security beneficiaries.

Division Activities: Outcomes and activities promoting this strategy consist of:

• The Division and the Transition Services Liaison Project hosted an “Employment& SSA Benefits” workshop for youth in transition in Aberdeen on March 16, 2015. This was a two and a half hour presentation on SSA benefits, resources available and work–incentives available to youth while gaining work experiences. Sixteen people attended this training.

• The Division and South Dakota Benefits Specialist Network hosted four “Work Incentives for People with Disabilities” workshops for service providers, state agency staff and VR counselors. Seventy individuals attended these workshops.

• In April 2014, the Division funded SSA Work Incentive trainings for SSA beneficiaries in Aberdeen, Yankton, Watertown, Rapid City, Mobridge and Sioux Falls. Approximately 50 individuals attended these trainings.

Strategy 4.6: Increase work experience opportunities for adults with disabilities.

Division Activities: Outcomes and activities promoting this strategy consist of:

• During FFY 2015, 22 individuals participated in a paid work experience program.

• During FFY 2015, The Division assisted 608 individuals and paid $46,678 for On the Job Training reimbursements to employers. During FFY 2015, The Division paid $104,738 to service providers to conduct Situational Assessments at various job sites.

• During FFY 2015, The Division assisted 863 individuals and paid $228,615 to service providers to provide job coaching support services at the job sites.

Strategy 4.7: Promote the development & utilization of vocational skills training for individuals in South Dakota. Division Activities: Outcomes and activities promoting this strategy consist of:

• The Division is co–funding Augie Access, a new post–secondary program for individuals with intellectual disabilities. Augie Access started with four students in August of 2015 and is working on efforts to recruit additional students for the next school year.

• During FFY 2015, the Division assisted 13 individuals attending graduate level college; 172 individuals attending a four year college; 28 individuals attending a junior college; and 92 individuals attending a vocational training program.

Strategy 4.8: Meet or exceed performance levels established for the Performance Indicators under Evaluation Standard 1– Employment Outcomes & Standard 2 – Equal Access to Services (established in 34 CFR Sec. 361.84(c)(1) of the Federal Regulations).

Division Activities: The Division monitors these indicators during the year and at each District Level. The Division has met these performance standards for FFY 2015.

Goal 5: DRS clients will have the skills, motivation and supports necessary to make an informed choice for successful daily living, money management, and 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.

Division Activities: In April and May 2015 all Vocational Rehabilitation Counselors were able to attend the motivational interviewing training. This expanded on previous trainings to allow VR Counselors a more thorough understanding of motivational interviewing techniques to use with clients. Through this training counselors continue to work with clients in determining their stage of change and develop internal motivation for employment goals. August 5 & 6, 2015 Division management staff attended additional training on Motivational Interviewing techniques to be incorporated into supervisory styles and ensure that supervisors are aware of the information that counselors are working with clients on. Motivational Interviewing has also been incorporated as an area that will be reviewed in Counselor's annual review process.

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.

Division Activities: Through motivational interviewing and person centered thinking training, Vocational Rehabilitation Counselors have established further tools and strategies to utilize in assessing clients readiness to change. This includes reviewing the client's health, safety, and vocational goals to ensure that all services are in place for them to be successful. These tools have been made available electronically for VR Counselors to access. The Division has also implemented Person Centered Thinking (PCT) coaches in each district. These coaches allow mentor other staff in the PCT practices within the district offices.

Strategy 5.3: Develop potential provider supports for life skills development.

Division Activities: The Division utilizes service providers to deliver various social and life skills development areas including advocacy Skills to Pay the Bills curriculum and the Top 20 for Teens training material. In addition the Centers for Independent Living have established summer transition training programs providing transition age youth learning opportunities in life skills areas. The Aberdeen District Office has implemented weekly trainings for transition students ages 16 to 21. This training allows students to gain further life/social skills and information as they transition out of high school.

Strategy 5.4: Increase the utilization of self–employment as an employment outcome for VR clients.

Division Activities: In April 2015 self–employment training was provided to VR counselors across the state. Self–employment is an area that is emphasized as a viable employment option for individuals with disabilities. With South Dakota having many rural areas this can be a possibility where community–based employment may not be available in certain employment interest areas. During FFY 2015 six individuals were closed successfully in self–employment.

### B. Describe the factors that impeded the achievement of the goals and priorities. (General)

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: (General)

### A. Identify the strategies that contributed to the achievement of the goals. (General)

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.

### B. Describe the factors that impeded the achievement of the goals and priorities. (General)

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.

## 3. The VR program's performance on the performance accountability indicators under section 116 of WIOA. (General)

The Division of Rehabilitation Services has been monitoring the development of the performance standards and indicators. Utilizing the FFY 2015 data, the Division’s performance was evaluated in meeting the minimum requirements for Standards 1 and 2. The following chart displays the outcome of this assessment.

Standard 1: Employment Outcomes, 4 of the 6 Indicators and 2 of the 3 Primary Indicators must be met as a minimum. DRS met 5 of the 6 Indicators and 3 of the Primary Indicators.

Indicator 1.1. Minimum requirement was 862, the Division’s outcome was 769, this indicator was not met.

Indicator 1.2. Minimum requirement was 55.8%, the Division’s outcome was 68.54%, this indicator was met.

Indicator 1.3 * Minimum requirement was 72.6%, the Division’s outcome was 100%, this indicator was met.

Indicator 1.4 * Minimum requirement was 62.4%, the Division’s outcome was 99.3%, this indicator was met.

Indicator 1.5 * Minimum requirement was $9.57 (estimated), the Division's outcome was $10.27, this indicator was met.

Indicator 1.6 Minimum requirement was 53%, the Division's outcome was 59.61%, this indicator was met.

Standard 2: Equal Access to Services

The Indicator must be met and was met by the Division.

Indicator 2.1. Minimum requirement was 80%, the Division's outcome was 82.26%.

* Designates Primary Indicators

## 4. How the funds reserved for innovation and expansion (I&E) activities were utilized. (General)

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:

(i) 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

(ii) 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 2015 State Fiscal year, $147,626.74 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 $183,346 annually for support services and strategic planning activities for both the Board of Vocational Rehabilitation and the Statewide Independent Living Council. Expenditures for the strategic planning activities for FY 2015 consist of the following:

$1,574.33, Support of 2014 Governors Awards Ceremony

$100, Board's Organizational membership dues and donation for Coalition

$474.81, Rapid City BW Ramkota Joint meeting with Division/Tribal VR staff (Dec 2014)

$2,000, Support of Lighting the Way/Solutions for Success: Diagnosis Through Adulthood Conference

$222.48, Support of Public meeting held in Mission April 28 2015 (supplies)

$200, Support of Mission Public Meeting

$400, Presentation on Person Centered Training Thinking Tools

$118.25, Sioux Falls Rubber Stamp – Name Badges for Board members

$12,000.00, Financial support of NDEAM activities held across the state

$17,089.87, Total Expenditures

# q. Quality, Scope, and Extent of Supported Employment Services. (General)

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. (General)

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.

## 2. The timing of transition to extended services. (General)

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 in order 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.

# Certifications (General)

Name of designated State agency or designated State unit, as appropriate **Division of Rehabilitation Services**

Name of designated State agency **South Dakota Department of Human Services**

Full Name of Authorized Representative: **Gloria Pearson**

Title of Authorized Representative: **Cabinet Secretary**

**States must provide written and signed certifications that:**

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** **Yes**

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , 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; **Yes**

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* , the Rehabilitation Act, and all applicable regulations , 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;** **Yes**

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; **Yes**

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. **Yes**

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. **Yes**

7. The **Authorized Representative listed above** 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; **Yes**

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; **Yes**

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. **Yes**

## Footnotes (General)

_____

**Certification 1 Footnotes**

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

**Certification 2 Footnotes**

* All references in this plan to "designated State agency" or to "the State agency" relate to the

agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

**Certification 3 Footnotes**

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

## Additional Comments on the Certifications from the State (General)

# Certification Regarding Lobbying — Vocational Rehabilitation (General)

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

## (General)

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

## (General)

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

## (General)

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose

accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance (General)

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **South Dakota Department of Human Services**

Full Name of Authorized Representative: **Gloria Pearson**

Title of Authorized Representative: **Cabinet Secretary**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

# Certification Regarding Lobbying — Supported Employment (General)

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

## (General)

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

## (General)

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall

complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

## (General)

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance (General)

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **South Dakota Department of Human Services**

Full Name of Authorized Representative: **Gloria Pearson**

Title of Authorized Representative: **Cabinet Secretary**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

# Assurances (General)

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: (General)

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: (General)

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: (General)

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. (General)

### b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. (General)

The designated State agency or designated State unit, as applicable **(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. (General)

### 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). (General)

### 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. (General)

The designated State agency allows for the local administration of VR funds **No**

### f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. (General)

The designated State agency allows for the shared funding and administration of joint programs: **No**

**g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. (General)**

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? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

**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. (General)**

**i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act . (General)**

**j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act. (General)**

**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. (General)**

**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. (General)**

**m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act. (General)**

## 4. Administration of the Provision of VR Services: (General)

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. (General)**

**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 . (General)**

**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? (General)**

Agency will provide the full range of services described above **Yes**

**d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act. (General)**

**e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act. (General)**

**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. (General)**

**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. (General)**

**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. (General)**

**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 (General)**

**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**
- **ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).**

**(General)**

## 5. Program Administration for the Supported Employment Title VI Supplement: (General)

**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. (General)**

**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. (General)**

**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. (General)**

## 6. Financial Administration of the Supported Employment Program: (General)

**a. 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. (General)**

**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. (General)**

## 7. Provision of Supported Employment Services: (General)

**a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act. (General)**

**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**

**ii. 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.**

**(General)**

### Additional Comments on the Assurances from the State (General)

# Program-Specific Requirements for Vocational Rehabilitation (Blind)

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 WIOA:

_____

* Sec. 102(b)(D)(iii) of WIOA

## a. Input of State Rehabilitation Council (Blind)

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; (Blind)

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 of 2014. The Board advises the Division in the development of the state plan, the Board annual report, review and analysis of consumer 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.

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 contained in the WIOA and obtained input for the state plan through public forums. Implementation of Title IV of the WIOA was discussed at all meetings including pre-employment transition services, coordination and strategic planning with the Department of Labor and Regulation, subminimum wage, services and collaboration with employers and how the changes will impact services. The impacts of WIOA were discussed at all quarterly Board meetings in 2015.

Review of State Plan Goals and Strategies State Plan attachments were prepared based on input from members of the Board of SBVI including the Secretary of the Department of Labor and Regulation, the gubernatorial appointed cabinet member representing South Dakota's labor and employment programs. Attachments were drafted based on Board and stakeholder input and data analysis including labor market trends in the state. Drafts were presented to the Board and suggested changes were made based on their input. The full Board reviewed and provided input prior to submittal to the Rehabilitation Services Administration and the Department of Labor.

The Board Strategic Plan and Policy Committee met to make recommendations to the goals and strategies based on the Comprehensive Statewide Needs Assessment, input from public meetings and other sources of information pertinent to the quality of vocational rehabilitation services. All attachments were distributed to all board members for further review and comments. Public Meetings 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 consumer organizations is used to re-evaluate goals and strategies in the state plan. The Board of SBVI recommended sites and formats for the meetings as well as topics to be prioritized for discussion including priorities identified in Title IV of WIOA. Board members facilitated each of the meetings. Based on advice from the Board, consumer organizations host the meetings by circulating meeting announcements to constituents and providing local transportation for the meetings.

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), on a reservation which resulted in a meeting in Mission on the Rosebud Indian Reservation, and a videoconference with sites in Aberdeen, Pierre, and Sioux Falls. SBVI invited the Board of Vocational Rehabilitation, the Statewide Independent Living Council, Department of Human Service's representatives and other disability related organizations, including tribal organizations to participate in the gathering at Sinte Gleska University in Mission, SD. 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. Board members served as facilitators at the public meetings. Over 100 people attended the public gatherings in 2015.

Individualized Plan for Employment Timelines Program Guide The Division sought Board input and approval for the revised program guide addressing timelines for Individualized Plans for Employment (IPE) was emailed to Board members prior to the quarterly Board meeting. Due to changes in the Rehabilitation Act, the IPE must be completed within 90 days after eligibility determination or an extension must be agreed upon by Vocational Rehabilitation Counselor and eligible individual. A general employment goal may be used for job exploration if an individual is not sure of a specific

employment goal. If an extension is needed, it must be documented in the case management system.

The Board of SBVI unanimously approved the revised policy addressing timelines for developing Individual Plans for Employment.

SBVI Supported Employment Allotment In the past Supported Employment funds were 100% federal funds. WIOA requires that 50% of the Supported Employment allotment be used on transition services and a general fund match is required. Since the SBVI allotment is only $6,000, the SBVI Director and DHS Budget and Finance staff decided to relinquish the allotment to the Division of Rehabilitation Services (DRS) to avoid the burden of reporting and tracking. This will not impact services as SBVI has adequate Vocational Rehabilitation funds to provide services including supported employment services. The Board of SBVI supported the transfer of supported employment funds to DRS.

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. Procedures for Board support were revised in 2015 with input and unanimous support from Board members.

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 a representative who assists in making the award selections along with a committee of the Board of Vocational Rehabilitation.

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 Rehabilitation Services and SBVI staff for 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, the Board of SBVI partners with the Board of Vocational Rehabilitation in reviewing proposals for local NDEAM events.

The Division endorses the Board's involvement in planning and supporting NDEAM activities.

White Cane Awareness Day The Board voted unanimously to support a white cane education activity in Sioux Falls. 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 sign language interpreters.

Youth Leadership Forum (YLF) YLF was held June 7-11 in Aberdeen with 40 + students in attendance. Several participants were blind. YLF makes a huge impact in the students' lives. It is life changing, not only for the students but for the staff as well. SBVI Board Member, Julie Briggs was there with her son for one day and attended the luncheon. There were 90 applicants this year, but only forty could be selected.

The Division agreed to continue to support the annual Youth Leadership Forum and support participation of transition age students with vision loss. Americans with Disabilities Act (ADA) Event Sponsorship The Board agreed to help sponsor the ADA event in Sioux Falls.

The Division supported the Boards support of the ADA event.

VR Program- Consumer Satisfaction FFY 2015 marks the seventh year that SBVI has partnered with the Board of SBVI to conduct a consumer satisfaction survey using the SBVI Client Satisfaction Questionaire-8 (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.

The survey was sent to 168 people who received services and were closed from the SBVI Vocational Rehabilitation Program during the past year. Seventy-one surveys were returned for a response rate of 42% which represents a decrease from last year. As with previous years, the overall consumer satisfaction mean was very high at 29.77 out of a possible 32, with a standard deviation of 3.3. Survey participants were asked directly "In an overall, general sense, how satisfied are you with the service you received?" 96% of survey participants indicated that they were very satisfied with the service they received from SBVI. Responses from the survey illustrate that SBVI improved substantially from past years, in providing services to people that were perceived as positive, effective and satisfying.

Input from the Board regarding the Consumer Satisfaction Survey centered on increasing the response rate. The Division conducts follow up phone calls to increase the response rate of program participants. Other approaches will be explored with the Board of SBVI to address the decrease in the response rate.

Assistive Technology Advisory Committee The Assistive Technology Advisory Committee (ATAC) advises the board and the Division on assistive technology (AT) and related topics. The ATAC has played an important role in keeping the Board and Division updated on recent developments in the AT realm while developing resources for citizens with vision loss.

With guidance from the ATAC, the Division has developed multiple resources to provide information to citizens with vision loss on low-cost AT solutions and accessible cell phones. This information is updated on an annual basis. Other options for technical assistance include seminars, training in conjunction with conventions sponsored by consumer organizations of the blind and designated times for walk-in or call-in technical assistance to the Division of SBVI assistive technology instructor.

Public Relations Committee The Board Public Relations Committee meets as needed to discuss strategies for outreach and public awareness.

The Division seeks input from the Public Relations Committee for all public relations activities. No recommendations were made during the report period.

Nominations for Board Vacancies The Board of SBVI is asked for recommendations for individual's names to be submitted to the Governor's office for consideration of appointment for Board vacancies.

The Division submits names recommended by the members of the Board for consideration by the Governor.

Board Representation at Consumer Organization Conventions The Board of SBVI has made the commitment to support the attendance of consumers and a representative of the Board each year at state conventions of consumer 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 consumer organization conventions. Board and public meetings are held in conjunction with consumer organization conventions when possible.

Transition Services for Youth who are Blind or Visually Impaired The Board of SBVI recommended that the Division sponsor activities to address leadership, career planning, and skills of blindness needs of transition age students who are blind or visually impaired. Vocational Rehabilitation Counselors work with students to plan their participation.

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 summer of 2015 seven 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. Transition Week concluded with students participating in a Person Centered Thinking activity to develop their one page profiles, which they then shared at the end of the week with a breakfast with SBVI board members, staff, and SDRC students.

The Board of SBVI Annual Report SBVI staff teamed with the Board of SBVI to complete and submit the Board's annual report on the status of SBVI programs. 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.

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 report.

Board Participation in Comprehensive System of Personnel Development Results from annual training needs assessments are shared with member 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 public 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 web site and agendas are posted at SBVI offices. Agendas, minutes and Board membership, the Board annual report and other information are available through the SBVI website and on the State of South

Dakota Board and Commission Portal. The goal of the portal is to make the boards and commissions that the Governor has the responsibility to appoint members to both more open and transparent. All information is available in the preferred format of the individual requesting information.

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

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. (Blind)

No input or recommendations were rejected.

## b. Request for Waiver of Statewideness (Blind)

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; (Blind)

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 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 an 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 to be used 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. The SBVI counselor approves each Project Skills work experience by completing a work agreement and authorizing services.

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

All services are provided under an approved Individualized Plan for Employment and authorized by the VR Counselor prior to being put into effect.

### 3. All State plan requirements will apply (Blind)

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 all State Plan requirements, will apply to all services approved under the waiver.

## c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. (Blind)

Describe interagency cooperation with and utilization of the servivces 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; (Blind)

The Divisions of Service to the Blind and Visually Impaired (SBVI) and Rehabilitation Services (DRS) 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.

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: Provide comprehensive services designed to assist the unemployed citizens of the State of South Dakota to obtain gainful employment; Support the underemployed citizens of the state to prepare for a new and more rewarding career; Provide 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; Provide universal access to all customers, including those with special needs or barriers to employment; Provide customer choice in the way services are accessed, and in choosing services, based on individual interests and 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.

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 experiences in student's career areas to help them prepare for adulthood and the world of work.

Project Search: Project Search provides real–life work experience to help youth with significant disabilities make successful transitions from school to adult life.

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 for Aberdeen, Brookings, and Sioux Falls locations. These agreements lay out each party's responsibility for the Project Search activities which provide 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 outreach, education and training, and pre–employment transition services.

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.

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.

## 2. State programs carried out under section 4 of the Assistive Technology Act of 1998; (Blind)

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 United States Department of Agriculture; (Blind)

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. Noneducational agencies serving out-of-school youth; and (Blind)

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. (Blind)

The State of South Dakota does not have a “State Use Law”.

# d. Coordination with Education Officials (Blind)

Describe:

## 1. DSU's plans (Blind)

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 Service to the Blind and Visually Impaired (SBVI) works cooperatively with local school districts, the South Dakota Department of Education (DOE), the SD School for the Blind and Visually Impaired (SDSBVI), parent/student transition groups, and the Department of Labor and Regulation 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: (Blind)

### 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; (Blind)

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 January 2014. The following South Dakota entities are included in the agreement: Office of Special Education, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, Department of Labor and Regulation and the Department of Social 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. 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: 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; 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.

The cooperative agreement stipulates that SBVI and the School for the Blind and Visually Impaired will provide a full time staff person who is committed to working with students who are blind and visually impaired on a statewide basis. This staff person provides technical assistance, supports and services (including pre–employment transition services) as the students move from school settings to post–secondary or post school settings.

This agreement assures coordination of services between SBVI and the School for the Blind and Visually Impaired (SDSBVI) to ensure that students who are blind and visually impaired receive effective, seamless services as they make the transition from school to adult life and employment. 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 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 outlines 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 state wide basis. Blind or visually impaired students residing in school districts that are unwilling to participate in project skills agreements are 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. A 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 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; (Blind)

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 3 Project Search sites operating in Aberdeen, Brookings and Sioux Falls. A 4th Project Search initiative is being developed in Rapid City to begin the 2016 Fall School year. 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. 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. 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. Post–Secondary Disability

Coordinators Forum – This forum is held annually in Chamberlain (central South Dakota) with all the Disability Coordinators from South Dakota Post–Secondary 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 post–secondary 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 (essential tasks of daily independent living that include cooking, cleaning, washing clothes, etc.) Manual Arts (use of hand and power tools to build confidence in using the skills of blindness) Low Vision Services (adaptive devices, exams, worksite assessments and low vision evaluations)

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 post–secondary education after high school. ASPIRE The South Dakota vocational rehabilitation agencies are participating in a regional consortium with five other states in the Promise Grant initiative. Utah Vocational Rehabilitation has taken the lead role in this consortium with the other states, North Dakota, Montana, Colorado, South Dakota and Arizona. The Aspire project is a 5 year initiative which is conducting a study of 200 youth in South Dakota receiving Social Security Insurance between the ages of 13 and 16. Services include pre–employment transition and transition services. The Director of SBVI serves on the ASPIRE advisory committee.

## C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services; (Blind)

Cooperative Agreement: Transition Services for Youth with Disabilities 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 January 2014. The following South Dakota entities are included in the agreement: Office of Special Education, Division of Workforce and Career Preparation, Division of Mental Health, Division of Developmental Disabilities, Division of Rehabilitation Services, Division of Service to the Blind and Visually Impaired, Department of Labor and Regulation and the Department of Social 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. (Blind)

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: 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; 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.

The cooperative agreement stipulates that SBVI and the School for the Blind and Visually Impaired will provide a full time staff person who is committed to working with students who are blind and visually impaired on a statewide basis. This staff person provides technical assistance, supports and services (including pre–employment transition services) as the students move from school settings to post–secondary or post school settings.

This agreement assures coordination of services between SBVI and the School for the Blind and Visually Impaired (SDSBVI) to ensure that students who are blind and visually impaired receive effective, seamless services as they make the transition from school to adult life and employment. 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 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 outlines 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 state wide basis. Blind or visually impaired students residing in school districts that are unwilling to participate in project skills agreements are 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. A 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.

SBVI also participates in an agreement for the Transition Services Liaison Project (TSL) 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. Cooperative Agreements with Private Nonprofit Organizations (Blind)

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Community Rehabilitation Programs (CRP) 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 and 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, the South Dakota Rehabilitation Center for the Blind and Communication Services for the Deaf.

Manner in which cooperative arrangements are established In conjunction with the Division of Rehabilitation Services, SBVI has policies and procedures in place for provider standards to establish and approve service providers. Applicants/eligible individuals 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.

Improve capacity and quality of services from CRPs 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 hours 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 CRP job development providers as a strategy designed to improve the quality of service provision for citizens with vision loss.

## f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services (Blind)

(Formerly known as Attachment 4.8(b)(4)). 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 coordination of time limited and on–going 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 agencies to coordinate funding sources and policies related to supported employment. These efforts are categorized into two areas: Formal Cooperative Agreements Informal Cooperative Efforts with Agencies

Formal Cooperative Arrangements SBVI and the Division of Rehabilitation Services 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 the Department of Labor and Regulation. 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 memorandum in place with the Divisions of SBVI and DRS. The memorandum defines how each agency's funding sources are coordinated in regard to the time limited and on–going 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 Department of Labor and Regulation Offices in the states two largest cities. When vocational

rehabilitation counselors travel, they make frequent visits to collaborate with staff from the Department of Labor and Regulation, Social Services, 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 (Blind)

(Formerly known as Attachment 4.8(b)(5)). 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 (Blind)

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 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 consumer and a member of the Board of SBVI. SBVI contributes to the Business Resource Network (BRN) by providing office space and clerical support. 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 the Labor and Regulation. This representation brings the employer/business perspective to strategic planning and Board activities.

Business Organization Involvement: The Division is working towards increasing memberships and regular involvement of staff within non–disability related organizations in efforts to connect with employers. Some examples of the organizations consist of the 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 will be developed at the local level to strengthen cross–agency partnerships and to engage businesses. This model will ensure 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. (Blind)

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 (SBVI) has implemented and participated in a number of initiatives to work with employers to benefit citizens 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.

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 and Sioux Falls. A 4th Project Search initiative is being developed in Rapid City to begin fall 2016. Other opportunities to expand Project Search sites will be explored.

## h. Interagency Cooperation (Blind)

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; (Blind)

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.

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 The South Dakota Department of Social Services/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 services for individuals with developmental disabilities; and (Blind)

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. (Blind)

State Agency Responsible for Providing Mental Health Services The South Dakota Department of Social Services/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.

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, Department of Social Services/Division of Behavioral Health, Department of Education/Special Education and the Department of Labor and Regulation.

## i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (Blind)

(Formerly known as Attachment 4.10)). 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 (Blind)

#### A. Qualified Personnel Needs. (Blind)

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 who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category; (Blind)

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 517 people were served during FFY 2015; 97% were reported to have significant disabilities. 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 FFY 2015, the ratio of counselors compared to the applicants and eligible people receiving services is an average of 74 clients per caseload. The remaining active caseload as of 10/01/2015 was an average of 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 category; and (Blind)

4 Administration 7 Field Vocational Rehabilitation Counselors Rehabilitation Center for the Blind 1 Rehabilitation Manager 1 Vocational Rehabilitation Counselor 2 Clerical Support 2 Program Specialists 6 Vocational Rehabilitation Teachers

### 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. (Blind)

The following illustrates the number of personnel who are employed by the state agency in the provision of vocational rehabilitation services, and includes current vacancies and projected vacancies in the next 5 years. The 8 projected vacancies indicated below are for personnel who are expected to retire.

Type of Position Total Positions Current Vacancies 5 year projected vacancies

Administration Current 4.0 Vacancies 0 Retirement 2.0 Counselors Current 8.0 Vacancies 0 Retirement 3 Support Staff 2.0 Current Vacancies 0 Retirement 1.0

Rehabilitation Teachers Current 5.0 Vacancies 0 Retirement 2

Rehabilitation Center Administration Current 3.0 Vacancies 0 R Retirement 2.0 Rehabilitation Center Employment Consultant Current 1.0 Vacancies 0 Retirement 1.0

## B. Personnel Development (Blind)

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; (Blind)

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 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 2015, 1 employee of the Division was pursuing a master's degree in Vocational Rehabilitation through South Dakota State University. All other counselors have achieved senior counselor status and have CRC certification.

### ii. the number of students enrolled at each of those institutions, broken down by type of program; and (Blind)

Currently 10 students are enrolled in the South Dakota State University (SDSU) master's vocational rehabilitation counseling program with ten enrolled with RSA funds. Four students graduated in May 2015 and all were sponsored by RSA funds.

### iii. the number of students who graduated during the prior year from each of theose 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. (Blind)

Four students graduated from SDSU with masters degrees in vocational rehabilitation in 2015 with credentials for CRC certification.

Newly hired rehabilitation counselors are required to have a degree that will lead towards CRC certification or, if they possess only a bachelor degree, must agree to pursue a master's degree as a condition of employment. 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 require them to become qualified vocational rehabilitation counselors within a specific time period.

## 2. Plan for Recruitment, Preparation and Retention of Qualified Personnel (Blind)

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 Bureau of Human Resources web site and by advertising in the state's newspapers. Job announcements are also shared with the Board of SBVI and the state Tribal Vocational Rehabilitation Programs.

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, and video conferences on topics such as: Motivational Interviewing & Person Centered Thinking; Recognizing Personality Disorders; Developing Business Strategies; Marketing Your Services and Program; Identifying Hidden Addictions & How to Work with these Individuals; Disability specific training related to employment & accommodations; DLR Programs & Services for Job Seekers; Beyond the Boomer – Aging in Place; Self–Employment "Creating a New Venture;" Compassion Fatigue; Ethical Issues VR Professionals Encounter; The Disability Determination Process; What WIOA Means for Service Providers; Employment for Individuals with Diverse Backgrounds; Reasonable Accommodations in the Workplace; Americans with Disabilities Act; Transition from school to work; Pre–Employment Transition Services

Web based training is also available for a variety of topics including: Ethics Topics specific to blindness and low vision Supported Employment – Person Centered Planning, Job Development, Job Placement and Job Coaching Strategies Labor Market Information Disability specific topics Americans with Disabilities Act (ADA) Working with offenders Department of Labor and Department of Education Webinars

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, the South Dakota Bureau of Human Resources 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. 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 the State Department of Labor and Regulation 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 3 counselors in the next five–year period based personnel turnover trends and data on those eligible for retirement in this time period. South Dakota State University (SDSU) offers a master's 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.

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 (1/4). 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 (Blind)

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) 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 (Blind)

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 the Bureau of Human Resources, the Division has established minimum state standards for secretarial, rehabilitation counselors, senior rehabilitation counselors and program administrator positions. These standards are reviewed periodically in light of changing personnel needs, labor market supply and training resources. These are generic job classifications within the state Bureau of Human Resources 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 one of a kind 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 Specialists 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 are required to have a degree that will lead towards CRC certification or, if they possess only a bachelor degree, must agree to pursue a master's degree as a condition of employment. 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 require them to become qualified vocational rehabilitation counselors within eight years. Based on this requirement, the following illustrates the completion date anticipated for counselors in the next five years: – Hire date in 2015; target date to complete CSPD standards by 2023; – Hire date in 2016; target date to complete CSPD standards by 2024; – Hire date in 2017; target date to complete CSPD standards by 2025; – Hire date in 2018; target date to complete CSPD standards by 2026; and – Hire date in 2019; target date to complete CSPD standards by 2027.

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

a. meet the standards for Senior Vocational Rehabilitation Counselor;

b. meet the standards for Senior Vocational Rehabilitation Counselor but are not CRC certified;

c. meet the standards for Vocational Rehabilitation Counselor;

d. have been employed by the Division for a minimum of six months; and

e. 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. Seven of the eight SBVI counselors are CRC certified. The remaining counselor is taking master's level coursework through SDSU and is in an approved plan for pursuing 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. (Blind)

Cooperation with other entities in state government such as the Department of Labor and Regulation (DLR), the Department of Health, and the Department of Education 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 on line 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, other nationally–recognized entities via web based training. The State Bureau of Information and Technology and Bureau of Human Resources provide assistive technology training for employees with disabilities who utilize assistive technology on the job.

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.

SBVI works with the state's Native American Vocational Rehabilitation Projects and the Native American Independent Living Project 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.

## 4. Staff Development. (Blind)

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. System of staff development (Blind)

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 2015, 1 employee of the Division was pursuing a master's degree 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 System (ACES). 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 ACES 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 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.

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. The SBVI Assistive Technology Instructor is available for technical assistance and training via video conferencing, Skype and Face Time in addition ton onsite training.

### B. Acquisition and dissemination of significant knowledge (Blind)

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.

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 Department of Education Special Education Program, Department of Labor and Regulation 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, Department of Labor and Regulation and the Bureau of Human Resources. 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. Consumer 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 (Blind)

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. 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 (Blind)

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 Department of Education, Special Education Program, Department of Labor and Regulation 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 (Blind)

(Formerly known as Attachment 4.11(a)).

### 1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those: (Blind)

#### A. with the most significant disabilities, including their need for supported employment services; (Blind)

As a core partner in the WIOA Unified State Plan, SBVI 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 the subsequent planning process to assure that the workforce needs of the state to include individuals with disabilities are addressed. 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. Employer Public Outreach Education This category is composed of specifically identified needs to educate employers, participants in work environments, and the public regarding the abilities and capacities of persons with the most significant disabilities. This category of needs pointed to a need

to change the larger social context in which vocational rehabilitation services were to be received by persons experiencing blindness or low vision and who were most significantly disabled. The WIOA changes reinforce the need for extending public and business education to more deeply align the service culture and its decision points with those of the public at large and the business community.

2. Assistive Technology Staff and clients and public continue to recognize the importance of technology in the VR process to assist those who are blind or have low vision to compete in the open labor market. This is a need much referenced in Board meetings, public forums and also staff needs assessment. In the past two years the South Dakota legislature has increased the state's capacity to respond to both communications and technology needs and the narrative needs of the state have intensified in this dimension of service as a result.

3. Job Placement Supports This category includes perceived needs for more job placement services, job coaches, frequently references specific rural placement challenges. In this category of needs are expressed through 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 service sector to the employment sector. Finally the need for specialized skills in placement supports for persons with blindness or low vision arose in both this category and also the 'Provider Training Category'.

4. Transition Services In the general VR program, transitions picked up narrative weight because of the legislative changes and considerable conversation gathering around this topic, the impact has been less intense for SBVI. Transitions remains, however, an important service need, but the volume of students with blindness and or visual impairments makes this more of a student–by–student need. That said the emphasize in this category will be to assist shifting the agency into full compliance with the new requirements of WIOA

5. Benefits Work Incentives This need emerged from commenters who expressed misconceptions or misinformation regarding work incentives and also from public forums where people were discussing their needs with regards to information about SSA programs and benefits. 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. Employer Public Outreach Education This category is composed of specifically identified needs to educate employers, participants in work environments, and the public regarding the abilities and capacities of persons with the most significant disabilities. This category of needs pointed to a need to change the larger social context in which vocational rehabilitation services were to be received by persons experiencing blindness or low vision and who were most significantly disabled. The WIOA changes reinforce the need for extending public and business education to more deeply align the service culture and its decision points with those of the public at large and the business community.

2. Assistive Technology Staff and clients and public continue to recognize the importance of technology in the VR process to assist those who are blind or have low vision to compete in the open labor market. This is a need much referenced in Board meetings, public forums and also staff needs assessment. In the past two years the South Dakota legislature has increased the state's capacity to respond to both communications and technology needs and the narrative needs of the state have intensified in this dimension of service as a result.

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5. Benefits Work Incentives This need emerged from commenters who expressed misconceptions or misinformation regarding work incentives and also from public forums where people were discussing their needs with regards to information about SSA programs and benefits.

## B. who are minorities; (Blind)

The Needs of Individuals with Disabilities who are Minorities and/or have been Unserved or Underserved 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. In addition, as part of the CSNA, SBVI submitted its 911 data to for an impartial analysis intended, in part, to determine if the patterns of service in SBVI suggested underserved or underservice for any individuals, including minorities. The following needs indicate areas of concerns that arose from these assessment inquiries.

1) Employer Public Outreach/Education There were numerous requests for public education targeted to language and cultural sensitivity as needed to better serve unserved or underserved. Similarly people articulated a need to create an enhanced culture based understanding of the challenges of people who live in contexts other than the mainstream culture in South Dakota. The tone of the narrative responses in this assessment pointed to the need to change the larger social/economic context in which vocational rehabilitation services were to be received by persons experiencing blindness or low vision and who were had the most significant disabilities.

2) Services for Native Americans This category refers to the need for services to Native Americans living on the reservations or within the Indian Nation boundaries as well as services to those Native Americans who were not living within the reservations. Collaboration, local education events, information/ referral, economic development, more appropriate provider services, and cultural awareness represent some of the needs expressed under this category. Many of the expressions of need through the scope of this statewide assessment have referred to the need for job opportunities and economic development within the Indian Nations and this conversation may find more traction as part of the WIOA alignment process.

3) Transition Services Disengagement rates for high school exiters remain disproportionately high for high school dropouts, exiters labeled ED, American Indians, and Hispanic persons. The combined impact of both the WIOA systems change and this persistent service challenge keeps the needs for the transition response high for the 2017 service considerations with respect to minorities, hard to serve and un–served. 4) Self–Advocacy Skills This need category references expressions of

need to assist minority persons with the most significant disabilities to effectively represent their own needs in social and works settings. Additionally the Department of Human Services has a self–advocacy emphasis in its current strategic plan. A caution was added to these expressions of need for self–advocacy skills by the representative of 121 Programs on the SBVI Board. The person stated that Native American individuals may have a very different perception and practice when it comes to the value and means of 'self–advocacy'.

5) Cultural Understanding There was a broad spread of expressions regarding the need for South Dakota citizens to better understand the implications and requirements of the cultures of the minorities who share the state. This depth of this need is also reinforced by the strength of the first need category "Employer Public Education/Outreach". For both VR programs in South Dakota, many of the necessary responses to the impediments faced by minorities, un–served and underserved exceed the scope of the VR service system. Overall respondents suggested a need for VR to help represent as best possible the minority disability perspective in the larger, human service and workforce systems.

## C. who have been unserved or underserved by the VR program; (Blind)

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## D. who have been served through other components of the statewide workforce development system; and (Blind)

South Dakota enters 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 Council. In addition to the methods of identifying needs described elsewhere in this attachment, SBVI personnel partner with the state workforce system at the local level through consultation on an individual case basis and by attending and presenting at statewide workforce conferences. SBVI currently participates on the Core Partner Alignment Consortium WIOA Implementation and Planning Group to assure the shifts in emphasis in the statewide vision and goals meet the needs persons with disabilities and in alignment with the resources and opportunities of the greater South Dakota economic community.

1. Employer Public Outreach/Education In addition to the new legislation of WIOA, both the South Dakota Governors Employment Works initiative and the Department of Human Services strategic plan currently place a strong emphasize on activities that will have an impact on the Work Force System. This impact is targeted in part in increasing the effectiveness of interactions between SBVI and employers who seek work force talent. These employer and workforce outreach and education activities have been identified as needs at many levels of this tri–annual needs assessment.

2. Skilled Employment Training There were requests for the work force system to generate and offer more specialized skill training opportunities for people with disabilities. The Performance Indicators of WIOA recognize and support this broader systems need. This specific needs message has the capacity to impact the larger WIOA system of realignment. <P

## E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services. (Blind)

Individuals who are youth with disabilities and students with disabilities including as appropriate their need for pre–employment transition services (PETS) or other transition services SBVI in coordination with the Division of Rehabilitation Services conducted a statewide survey to establish a baseline of availability of the core pre–employment transition services from which strategies will be developed in response to areas in the state and in school districts where access to some or all services is less than sufficient given the vision of the state. Survey results indicated that between 67% and 74% of the South Dakota schools surveyed were estimated to be able to provide all 5 core

services to ½ or more of their students with disabilities. Between 26% and 33% could provide these core services to less than half their students with disabilities. Given the goal of meeting the PET needs of all students of transition age, the results of this survey will be integrated into the larger Unified plan to establish a strategy for continuously improving access to the 5 core PET services across the state of South Dakota.

## 2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and (Blind)

Assessment of the need to establish, develop or improve Community Rehabilitation Programs. The CSNA surveys and forums gave evidence that the public and SBVI staff are looking for additional, enhanced resources to serve their clients through the provider world (Community Rehabilitation Programs). The data indicates that there is a staff perception that some change is needed in the provider service configuration to continue to effectively serve blind and visually impaired consumers. The needed changes expressed tended to revolve around specific training for CRP staff regarding blindness and visual impairment and a greater variety of job placement options. The various responses regarding needs identified for the Community Rehabilitation programs are not collected in one dedicated goal but rather distributed throughout the SBVI goals and strategies.

## 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 . (Blind)

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2. Job Placement Supports This category includes perceived needs for more job placement services, job coaches, and frequently references specific rural placement challenges. The need for specialized provider skills in placement supports for persons with blindness or low vision was

expressed in this category. 3. Provider Training Provider training is understood in this assessment in two dimensions; those training needs identified by parties other than the provider and the training needs identified by the providers themselves as articulated through an assessment survey conducted by the South Dakota VR Agencies. Staff identified additional training needed for providers on job placement, and working with individuals with the most significant disabilities. On the other side, providers did request additional training and guidance in working with people with blindness and low vision. Additional training topics requested by providers included Accessing Hidden Job Market, Marketing to Employers, Assistive Technology, Autism Supports/Training, Benefits Work Incentives, and Brain Injury.

4. Include an assessment of the needs of individuals with disabilities for transition career services and pre–employment transition services, and to the extent to which such services are coordinated with transition services provided under the Individuals with the Individuals with Disabilities Education Act.

Technically SBVI continued to increase the number of students who are individuals who are students and receiving services under IEP at application in 2015. The numbers as such do not represent a trend as much as a simple snapshot of the state of 12 students. The true point of assessment and need is at the individual level rather than at any level of statistical validity or finding. As noted in a previous section of this CSNA, the burden of the 2017 Unified state plan strategy, in improving services to students with disabilities at transition age for both South Dakota agencies will concentrate on the need to level access to the core PET services across the state. Counselor's and transition liaisons who participated in the 2015 PET Survey also expressed a the need to work with specific schools in assisting those schools strengthen their focus on transition services and partnering with VR counselors in a timely manner with regards to the IEP/IPE coordinated services.

# k. Annual Estimates (Blind)

(Formerly known as Attachment 4.11(b)). Describe:

## 1. The number of individuals in the State who are eligible for services; (Blind)

According to the 2013 Cornell University Disability Status Report there are approximately 10,700 South Dakota citizens with a visual disability between the ages of 16 and 74. Approximately 4,900 or 48.2% of people between the ages of 21 to 64 are working full time/full year employment. Among the six types of disabilities identified in the American Community Survey (ACS), the highest full–time/full–year employment rate was for people with visual disabilities. For the same age group of 21 to 64, the citizens in the category of visual disabilities ranked 2nd highest in the employment rates of working–age people at 61.5%. SBVI is roughly estimating that approximately 3,900 or 38.3% of working–age people with a visual disability in South Dakota who are not working may be eligible for services. This number would increase if those working with a visual impairment could benefit from vocational rehabilitation services to retain employment.

## 2. The number of eligible individuals who will receive services under: (Blind)

### A. The VR Program; (Blind)

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 152 to 233 over the past several years. In FY 2015, SBVI provided services to 517 people with 200 people found eligible for services during this year. During FY 2017, 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 549 eligible citizens will receive services.

### B. The Supported Employment Program; and (Blind)

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; (Blind)

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 (Blind)

SBVI is currently able to provide services to all people eligible for the vocational rehabilitation program. The following table shows an estimate of the number of citizens to be served and the estimated cost of services for FY 2017 based on current data.

## 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. (Blind)

For Title I, Part B Vocational Rehabilitation, a total of 549 eligible citizens will be served at a case service cost of $1,381,833.

# I. State Goals and Priorities (Blind)

The designated State unit must:

## 1. Identify if the goals and priorities were jointly developed (Blind)

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. (Blind)

Goal 1: Develop outreach methods so that referral sources, businesses and citizens who are blind or visually impaired are aware of the unique services provided by SBVI.

Goal 2: Improve earnings, benefits, and career advancement for citizens with vision loss.

Goal 3: Ensure those who participate in Vocational Rehabilitation have access to an array of services through the workforce system that support career pathways and result in optimal employment outcomes.

Goal 4: Strengthen the agency's ability to provide quality services to citizens with vision loss who have barriers to employment.

Goal 5: Provide quality transition services to youth with vision loss that facilitate movement from school to post–secondary education and/or successful employment.

## 3. Ensure that the goals and priorities are based on an analysis of the following areas: (Blind)

### A. The most recent comprehensive statewide assessment, including any updates; (Blind)

The goals, priorities and strategies are based on the most recent comprehensive statewide needs assessment.

### B. the State's performance under the performance accountability measures of section 116 of WIOA; and (Blind)

Performance accountability measures will be addressed once the baseline measures can be established.

### C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107. (Blind)

RSA Monitoring Review Reports, Annual Report Cards, consumer 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 (Blind)

Describe:

### 1. Whether the designated State unit will implement and order of selection. If so, describe: (Blind)

#### A. The order to be followed in selecting eligible individuals to be provided VR services. (Blind)

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 justification for the order. (Blind)

N/A

#### C. The service and outcome goals. (Blind)

#### D. The time within which these goals may be achieved for individuals in each priority category within the order. (Blind)

N/A

#### E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and (Blind)

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. (Blind)

N/A

## n. Goals and Plans for Distribution of title VI Funds. (Blind)

### 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. (Blind)

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: (Blind)

### A. the provision of extended services for a period not to exceed 4 years; and (Blind)

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. (Blind)

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 (Blind)

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. (Blind)

Prepare job seekers to make informed decisions about career pathways based on demand and labor market information. Provide staff training and continuing education in areas of need that are specific to blindness or visual impairment including assistive technology and alternative skills of blindness. Work with businesses to determine opportunities available to job seekers with vision loss.

## 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. (Blind)

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. (Blind)

Plan and participate in activities that target businesses to educate them on the capabilities of people who are blind or visually impaired. Annually conduct two or more 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. Strengthen extended services to assure successful employment for clients with the most significant disabilities.

## 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). (Blind)

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. Strengthen mentoring opportunities between students and adults who are blind or visually impaired. Collaborate with the SD School for the Blind and Visually Impaired and public schools to improve access to pre–employment transition 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. (Blind)

Increase utilization of South Dakota Rehabilitation Center for the Blind to improve skills of clients of SBVI, including alternative techniques and vocational services. 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.

## 6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA. (Blind)

Performance accountability measures will be addressed in the Board of SBVI annual report and future goals and strategies will be developed to address performance measures once data is available for the performance accountability measures as stipulated in section 116 of WIOA.

## 7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities. (Blind)

Educate staff and clients on programs and services offered through other entities including the Department of Labor and Regulation, the South Dakota Department of Education 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: (Blind)

### A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment; (Blind)

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 (Blind)

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. Performance accountability measures will be addressed in the Board of SBVI annual report and future goals and strategies will be developed to address performance measures once data is available for the performance accountability measures as stipulated section 116 of WIOA.

### 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. (Blind)

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.

## p. Evaluation and Reports of Progress: VR and Supported Employment Goals (Blind)

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: (Blind)

### A. Identify the strategies that contributed to the achievement of the goals. (Blind)

Goal 1: Improve the earnings, benefits, and career advancement for consumers served by SBVI.

Strategy 1.1: Increase utilization of South Dakota Rehabilitation Center for the Blind (SDRC) to improve skills of consumers served, including alternative techniques and vocational services: Program participation for SDRC services increased from 175 participants in FY 14 to 223 participants in FY 15. SDRC implemented new approaches for assistive technology training to increase participation.

Strategy 1.2: Improve the quality of job development services to SBVI consumers 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. In addition, the Division provides training on topics related to accommodations for clients with vison loss as part of seminars and conferences to providers along with staff of SBVI.

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 have increased referrals for benefits specialist services from 5 client referrals in FY 13 to 12 client referrals in FY 15. Counselors 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): 2015: AT training was provided to SBVI staff through by DakotaLink, and through web based seminars. Staff utilize the AT Specialist at the SD Rehabilitation Center for training regarding specific topics related to assistive technology. A session specific to vision loss was held during the annual vocational rehabilitation Fall Conference. This session included information from an optometrist and certified low vision therapist on how to interpret information on eye reports and addressing functional limitations for vison loss.

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): SBVI has consistently exceeded performance levels for all six Standard 1 Performance Indicators including in FY 2014 & FY 2015.

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: In FY 2015 staff increased 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 radio ad promoting SBVI services in Lakota for Native Americans was distributed to radio stations covering Tribal lands resulting in an increase of referrals in these areas.

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. In FY 2015, SBVI invited the Board of Vocational Rehabilitation, the Statewide Independent Living Council, the Department of Human Services and other disability related organizations, including Tribal organizations to participate in the gathering at Sinte Gleska University in Mission, SD. This gathering offered the opportunity to share information and develop a stronger network for service delivery on the Rosebud Reservation. SBVI participated in the National Disability Awareness Month event hosted by the Oun'iyekiyapi Vocational Rehabilitation Services, Cheyenne River Sioux Tribe. 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 a number of other entities.

Strategy 2.4: Annually review and update outreach materials and procedures that staff utilize to promote services to referral sources, employers and other entities: Additional outreach materials were developed and disseminated to staff with instructions for marketing services to health care providers and employers. The Board of SBVI public relations committee participated in recommending materials and training methodologies including new brochures targeting transition age youth which are being developed.

Goal 3: Ensure that Vocational Rehabilitation consumers 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 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.

Strategy 3.2: Increase the provision of independent living and social skills training when necessary to VR consumers 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. FFY 2015 marks the seventh year that SBVI has partnered with the Board of SBVI to conduct a consumer satisfaction survey using the SBVI Client Satisfaction Questionaire–8 (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. The survey was sent to 168 people who received services from VR and were closed during the past year. Seventy–one surveys were returned for a response rate of 42%. The overall consumer satisfaction mean was very high at 29.54 out of a possible 32, with a standard deviation of 4.1. Survey participants were asked directly “In an overall, general sense, how satisfied are you with the service you received?” 94% of survey participants indicated they were very satisfied with the service they received from SBVI. Responses from the survey illustrate that SBVI improved substantially from past years by providing services to people that were perceived as positive, effective and satisfying.

Strategy 3.3: Promote access to programs and services in the statewide workforce investment system: SBVI works with the Department of Labor and Regulation (DLR) through a memorandum of understanding that outlines roles and responsibilities of vocational rehabilitation and other programs in the state workforce investment system. Bi–weekly meetings were held with SBVI managers and managers from DLR in 2015 to discuss and implement strategies for further collaboration. Training is conducted for audiences at the annual vocational rehabilitation conference to offer the opportunity for the audience to learn about DLR services.

Strategy 3.4: Serve at least 5 individuals in Supported Employment to ensure services are comprehensive and have long term supports: Training was 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 9 SBVI consumers in FY 2015.

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 2015 SBVI joined the Division of Rehabilitation Services and the Directors of the 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 (LNI) held in Rapid City.

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 staff 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 is working closely with the Oglala American Indian Vocational Rehabilitation Program during a lapse in their federal funding to assure continued services for Native Americans with disabilities on the Pine Ridge Reservation. SBVI is traveling to provide a weekly staff presence in Kyle and Pine Ridge office locations to educate people on State VR services and take applications for those interested in services.

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 on to address cultural and linguistic needs of diverse populations was delivered through collaboration with local agencies and the Tribal VR Programs.

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, and SBVI Transition Week, which provide students with valuable experience and skills needed to move from school to employment: Eighteen youth with vision loss participated in FY 2015 transition activities. An agreement with the South Dakota School for the Blind and Visually Impaired addresses transition services for students with vision loss on a statewide basis.

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 are being provided to SBVI transition age youth. The SBVI Assistant Director serves on the School for the Blind and Visually Impaired Advisory Council.

### B. Describe the factors that impeded the achievement of the goals and priorities. (Blind)

All goals were achieved in FY 2015, and all strategies contributed to achieving the goals are outlined. There were no factors that impeded the achievement of goals.

## 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: (Blind)

### A. Identify the strategies that contributed to the achievement of the goals. (Blind)

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 consumer'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. (Blind)

All goals were achieved in FY 2015, and all strategies contributed to achieving the goals are outlined. There were no factors that impeded the achievement of goals.Performance: In FY 2015 nine SBVI consumers received supported employment services. Services included job placement, job coaching, employment follow along, and other services needed to support and maintain those consumers in their chosen employment in an integrated setting.

## 3. The VR program's performance on the performance accountability indicators under section 116 of WIOA. (Blind)

The State Unified Plan requires partner agencies to describe actions that will be taken if performance falls short of expectations. The Rehabilitation Act provides remedies and plans for state agencies that do not achieve required performance standards. The Division of SBVI achieved all goals and strategies described in the FFY 2013 State Plan attachments 4.11(c)(1) and 4.11(d). SBVI exceeds all standards and indicators in the Rehabilitation Act in that there is an evaluation of progress implemented to improve the effectiveness of the vocational rehabilitation program and a Quality Assurance Plan is in place to address performance through a variety of activities on an ongoing basis.

Performance outcomes of both vocational rehabilitation programs in South Dakota (general and blind) are summarized for and discussed with the Workforce Development Council in addition to the state rehabilitation councils (Board of SBVI and Board of Vocational Rehabilitation).

*Former performance indicators information below:

The Federal Government measured vocational rehabilitation agency performance in part by using six “Standard 1” performance indicators. SBVI has exceeded all six of the Standard 1 indicators for the past eleven years (FY 2004 thru FY 2015). These indicators are the Division’s “report card”. SBVI is the only vocational rehabilitation agency for the blind in the nation to meet or exceed all six Standard 1 indicators throughout this time span. SBVI Performance in case closures have consistently exceeded national and/or peer averages in employment outcomes, average hours worked, and integrated supported employment.

Standard 2: The ratio of the percent of individuals with a minority background to the percent of individuals without a minority background exiting the program who received VR services.

Indicator 2.1: Minority Background Service Rate– SBVI served less than 100 individuals from minority backgrounds so cannot apply the performance level of .80 prescribed by RSA. According to the 2010 census, South Dakota’s minority (non–white) population was 14.1%. The largest minority group in South Dakota involves American Indians from nine South Dakota Tribes making up approximately 9% (8.8% – 2010 U.S. Census) of the state’s total population. In FY 2015, 12% of SBVI closures were comprised of individuals of American Indian descent, and 19% of all closures reported coming from a minority background, which exceeds census data for minorities in the population of the state.

Baseline measures have not been developed to address performance accountability indicators under section 116 of WIOA.

## 4. How the funds reserved for innovation and expansion (I&E) activities were utilized. (Blind)

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 FY2015 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: Consumer 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, RSA sponsored training, and consumer conventions; 7: Education and outreach to promote the capabilities of citizens with vision loss and service offered by SBVI; 8: Workshop registration and travel expenses for consumers' attendance at state conventions of consumer 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. (Blind)

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. (Blind)

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.

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; 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.

In June 2015, the 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.

## 2. The timing of transition to extended services. (Blind)

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 in order 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.

## Certifications (Blind)

Name of designated State agency or designated State unit, as appropriate **South Dakota Service to the Blind and Visually Impaired**

Name of designated State agency **South Dakota Department of Human Services**

Full Name of Authorized Representative: **Gloria Pearson**

Title of Authorized Representative: **Cabinet Secretary, Department of Human Services**

**States must provide written and signed certifications that:**

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** **Yes**

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , 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; **Yes**

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* , the Rehabilitation Act, and all applicable regulations , 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;** **Yes**

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; **Yes**

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. **Yes**

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. **Yes**

7. The **Authorized Representative listed above** 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; **Yes**

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; **Yes**

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. **Yes**

## Footnotes (Blind)

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**Certification 1 Footnotes**

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

**Certification 2 Footnotes**

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

**Certification 3 Footnotes**

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a)

of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

## Additional Comments on the Certifications from the State (Blind)

# Certification Regarding Lobbying — Vocational Rehabilitation (Blind)

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

## (Blind)

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

## (Blind)

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

## (Blind)

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance (Blind)

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-

LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **South Dakota Department of Human Services**

Full Name of Authorized Representative: **Gloria Pearson**

Title of Authorized Representative: **Cabinet Secretary**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

# Certification Regarding Lobbying — Supported Employment (Blind)

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

## (Blind)

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

## (Blind)

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

## (Blind)

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

## Statement for Loan Guarantees and Loan Insurance (Blind)

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **South Dakota Department of Human Services**

Full Name of Authorized Representative: **Gloria Pearson**

Title of Authorized Representative: **Cabinet Secretary**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

# Assurances (Blind)

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: (Blind)

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: (Blind)

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: (Blind)

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. (Blind)

### b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. (Blind)

The designated State agency or designated State unit, as applicable **(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. (Blind)

### 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). (Blind)

### 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. (Blind)

The designated State agency allows for the local administration of VR funds **No**

### f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. (Blind)

The designated State agency allows for the shared funding and administration of joint programs: **No**

### g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. (Blind)

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? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

### 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. (Blind)

### i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act . (Blind)

### j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act. (Blind)

**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. (Blind)**

**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. (Blind)**

**m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act. (Blind)**

## 4. Administration of the Provision of VR Services: (Blind)

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. (Blind)**

**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 . (Blind)**

**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? (Blind)**

Agency will provide the full range of services described above **Yes**

**d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act. (Blind)**

**e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act. (Blind)**

**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. (Blind)**

**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. (Blind)**

**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. (Blind)**

**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 (Blind)**

**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**
- **ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).**

**(Blind)**

## 5. Program Administration for the Supported Employment Title VI Supplement: (Blind)

**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. (Blind)**

**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. (Blind)**

**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. (Blind)**

## 6. Financial Administration of the Supported Employment Program: (Blind)

**a. 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. (Blind)**

**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. (Blind)**

### 7. Provision of Supported Employment Services: (Blind)

**a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act. (Blind)**

**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**
- **ii. 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.**

**(Blind)**

### Additional Comments on the Assurances from the State (Blind)

# VII. Program-Specific Requirements For Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its

Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

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* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

# Appendix 1. Performance Goals for the Core Programs

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 WIOA.

**Instructions:Performance Goals for the Core Programs**

Each State submitting a Unified or Combined 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 adjusted levels of performance for the indicators for each of the first two years of the plan.

# Table 1. Employment (Second Quarter after Exit)

| Program | PY 2016 Proposed/ Expected Level | PY 2016 Negotiated/ Adjusted Level | PY 2017 Proposed/ Expected Level | PY 2017 Negotiated/ Adjusted Level |
|---|---|---|---|---|
| Adults | 60.00 | Baseline | 62.00 | Baseline |
| Dislocated Workers | 63.00 | Baseline | 64.00 | Baseline |
| Youth | 47.00 | Baseline | 49.00 | Baseline |
| Adult Education | Baseline | Baseline | Baseline | Baseline |
| Wagner-Peyser | 61.00 | Baseline | 63.00 | Baseline |
| Vocational Rehabilitation</ | Baseline | Baseline | Baseline | Baseline |

User remarks on Table 1

## Table 2. Employment (Fourth Quarter after Exit)

| Program | PY 2016 Proposed/ Expected Level | PY 2016 Negotiated/ Adjusted Level | PY 2017 Proposed/ Expected Level | PY 2017 Negotiated/ Adjusted Level |
|---|---|---|---|---|
| Adults | 56.00 | Baseline | 58.00 | Baseline |
| Dislocated Workers | 59.00 | Baseline | 60.00 | Baseline |
| Youth | 45.00 | Baseline | 46.00 | Baseline |
| Adult Education | Baseline | Baseline | Baseline | Baseline |
| Wagner-Peyser | 84.00 | Baseline | 84.00 | Baseline |
| Vocational Rehabilitation | Baseline | Baseline | Baseline | Baseline |

User remarks on Table 2

## Table 3. Median Earnings (Second Quarter after Exit)

| Program | PY 2016 Proposed/ Expected Level | PY 2016 Negotiated/ Adjusted Level | PY 2017 Proposed/ Expected Level | PY 2017 Negotiated/ Adjusted Level |
|---|---|---|---|---|
| Adults | 5,100.00 | Baseline | 5,200.00 | Baseline |
| Dislocated Workers | 6,300.00 | Baseline | 6,400.00 | Baseline |
| Youth | 2,500.00 | Baseline | 2,600.00 | Baseline |
| Adult Education | Baseline | Baseline | Baseline | Baseline |
| Wagner-Peyser | 5,000.00 | Baseline | 5,200.00 | Baseline |
| Vocational Rehabilitation | Baseline | Baseline | Baseline | Baseline |

User remarks on Table 3

## Table 4. Credential Attainment Rate

| Program | PY 2016 Proposed/ Expected Level | PY 2016 Negotiated/ Adjusted Level | PY 2017 Proposed/ Expected Level | PY 2017 Negotiated/ Adjusted Level |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Adults | 25.00 | Baseline | 25.00 | Baseline |
| Dislocated Workers | 20.00 | Baseline | 20.00 | Baseline |
| Youth | 30.00 | Baseline | 30.00 | Baseline |
| Adult Education | Baseline | Baseline | Baseline | Baseline |
| Wagner-Peyser | n/a | n/a | n/a | n/a |
| Vocational Rehabilitation | Baseline | Baseline | Baseline | Baseline |

User remarks on Table 4

## Table 5. Measureable Skill Gains

| Program | PY 2016 Proposed/ Expected Level | PY 2016 Negotiated/ Adjusted Level | PY 2017 Proposed/ Expected Level | PY 2017 Negotiated/ Adjusted Level |
|---|---|---|---|---|
| Adults | Baseline | Baseline | Baseline | Baseline |
| Dislocated Workers | Baseline | Baseline | Baseline | Baseline |
| Youth | Baseline | Baseline | Baseline | Baseline |
| Adult Education | 39.00 | Baseline | 40.00 | Baseline |
| Wagner-Peyser | n/a | n/a | n/a | n/a |
| Vocational Rehabilitation | Baseline | Baseline | Baseline | Baseline |

User remarks on Table 5

## Table 6. Effectiveness in Serving Employers

| Program | PY 2016 Proposed/ Expected Level | PY 2016 Negotiated/ Adjusted Level | PY 2017 Proposed/ Expected Level | PY 2017 Negotiated/ Adjusted Level |
|---|---|---|---|---|
| Adults | Baseline | Baseline | Baseline | Baseline |
| Dislocated Workers | Baseline | Baseline | Baseline | Baseline |
| Youth | Baseline | Baseline | Baseline | Baseline |
| Adult Education | Baseline | Baseline | Baseline | Baseline |
| Wagner-Peyser | Baseline | Baseline | Baseline | Baseline |
| Vocational Rehabilitation | Baseline | Baseline | Baseline | Baseline |

User remarks on Table 6

## Table 7. Combined Federal Partner Measures

| Measure | PY 2016 Proposed/ Expected Level | PY 2016 Negotiated/ Adjusted Level | PY 2017 Proposed/ Expected Level | PY 2017 Negotiated/ Adjusted Level |
|---|---|---|---|---|
| | | | | |

User remarks on Table 7

# Appendix 2. Other State Attachments (Optional)