



Workforce Investment Act  
Annual Report

Program Year 2005

## South Dakota's Workforce Development System History

South Dakota has been designated as a statewide local area with the state board assigned the responsibility to carry out the roles of the local board. This state board, the South Dakota Workforce Development Council (SDWDC), has been the driving force behind workforce development since it was first formed under the Comprehensive Employment and Training Act (CETA). This distinguished group of key state agency heads, employers, and other interested parties has guided the development of today's One-Stop delivery system in our state. The majority of employment and training programs are provided under the umbrella of the South Dakota Department of Labor, which also provides administrative support for the SDWDC. Under this structure, key employment and training programs like the Workforce Investment Act (WIA), Wagner-Peyser, Trade Act, Unemployment Insurance, Job Corps, TANF, Adult Literacy/Education, and Veterans' employment and training programs are brought together with the interests of economic development, vocational technical education, basic education, and vocational rehabilitation.

The SDWDC was formed to maintain the momentum for economic development and vitality by better connecting workforce strategies to economic needs. The 17 member SDWDC is comprised of a majority of private sector members who represent the state's employers, labor unions, community leaders, and representatives of five state agencies including the Secretary of Labor, Secretary of Education, Secretary of Human Services, Secretary of Tourism and State Development, and the Executive Director of the Board of Regents. The SDWDC members share a common purpose: to improve the services to employers and their current and future employees by streamlining the delivery of workforce and training services.

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

As a single statewide local area, key policy decisions are made at the state level by the SDWDC. However, a good deal of local control has been built into the system through the local Career Center boards. These boards, comprised by a majority business membership, have been developed in each Career Center location. The boards deal with a variety of local workforce issues ranging from alternative schools to overall long term planning for WIA. A unique blend of stable state agencies and flexible local, private, non-profit organizations effectively delivers workforce services to our employer and participant customers.

## Employment Trends in South Dakota

Although the workforce is slow growing, South Dakota residents participate in the labor force at a very high rate. The most current annual Current Population Survey figures show the South Dakota labor force participation rate was 73.7 percent in 2004. In other words, almost 74 percent of all residents age 16 years and over were in the labor force, either working or looking for work. This compares to a 2004 national average of 66.0 percent. Only two other states (Minnesota and Nebraska) had higher labor force

participation rates than South Dakota during the reference period. The youth in the state were also active participants in the labor force. In 2004, approximately 64.7 percent of South Dakota's youth (age 16-19 years) were in the labor force. Nationally, 43.9 percent of the youth (age 16-19 years) participated in the labor force.

Since the labor force participation rate is very high in South Dakota, it is not unexpected that the unemployment rate would be low. In 2004, the annual average unemployment rate was 3.8 percent. The unemployment rate remained quite low in 2005, with the rate of unemployment remaining steady at 3.9 percent. Because of the rural nature of the state and close connection to the agricultural economy, South Dakota typically enjoys low unemployment rates.

Worker growth is expected in several industries in South Dakota. Among the fastest growing industries, health care and social assistance, accommodation and food services, construction, and finance and insurance are projected to require the largest number of workers from 2004 through 2014. The health care and social assistance industry will need an additional 15,410 workers during the projections time period.

#### **South Dakota Projected Fastest Growing Industries**

<u>Industry Title</u>	<u>2004 Workers</u>	<u>2014 Workers</u>	<u>Worker Growth</u>	<u>Percent Growth</u>
Healthcare and Social Assistance	50,900	66,310	15,410	30.3%
Arts, Entertainment, and Recreation	6,120	7,710	1,590	26.0%
Professional, Scientific, and Technical Services	8,650	10,890	2,240	25.9%
Administrative and Support and Waste Management Services	12,460	15,330	2,870	23.0%
Construction	19,950	24,360	4,410	22.1%
Accommodation and Food Services	34,570	40,350	5,780	16.7%
Educational Services	6,130	7,090	960	15.7%
Transportation and Warehousing	9,460	10,800	1,340	14.2%
Real Estate and Rental and Leasing	3,630	4,140	510	14.0%
Finance and Insurance	24,210	27,290	3,080	12.7%

*Source: South Dakota Department of Labor, Labor Market Information Center*

The agriculture, forestry, fishing and hunting industry is the only industry expected to decline, with an estimated loss of 1,590 workers during the projections period. The 2004 estimate of 30,260 workers is expected to decrease by 5.3 percent, to an estimated level of 28,670 workers in 2014. Declines in this industry will be due mainly to technology improvements, as well as the outsourcing of some farm activities. This outsourcing trend will have a negative impact on the number of self-employed farmers and ranchers.

Information is also available by occupation to assess future worker needs. The South Dakota 2004-2014 occupational projections estimate worker growth by occupation. These projections indicate that many of the fastest growing occupations will require postsecondary education. Most of the fastest growing occupations in South Dakota are related to the health care field, followed by the social assistance and the computer technology fields.

### South Dakota's Projected Fastest Growing Occupations 2004-2014

<u>Occupational Title</u>	<u>2004 Workers</u>	<u>2014 Workers</u>	<u>Worker Growth</u>	<u>Percent Growth</u>
Network Systems and Data Communications Analysts	470	743	273	58.1%
Personal and Home Care Aides	989	1,486	497	50.3%
Computer Software Engineers, Applications	278	411	133	47.8%
Computer Software Engineers, Systems Software	232	341	109	47.0%
Diagnostic Medical Sonographers	190	276	86	45.3%
Physician Assistants	324	466	142	43.8%
Medical Assistants	961	1,383	422	43.9%
Dental Hygienists	423	597	174	41.1%
Social and Human Service Assistants	607	848	241	39.7%
Physical Therapist Assistants	257	360	103	40.1%
Dental Assistants	652	906	254	39.0%
Fitness Trainers and Aerobics Instructors	633	873	240	37.9%
Registered Nurses	8,885	12,005	3,120	35.1%
Network and Computer Systems Administrators	990	1,324	334	33.7%
Substance Abuse and Behavioral Disorder Counselors	433	581	148	34.2%

Source: South Dakota Department of Labor, Labor Market Information Center

The South Dakota 2005-2007 short-term occupational projections also indicate that most of the fastest growing occupations will require postsecondary education. Many of these occupations are related to the health services field.

### South Dakota's Projected Fastest Growing Occupations 2005-2007

<u>Occupational Title</u>	<u>2005 Workers</u>	<u>2007 Workers</u>	<u>Worker Growth</u>	<u>Percent Growth</u>
Network Systems and Data Communications Analysts	469	519	50	10.7%
Computer Software Engineers, Applications	283	313	30	10.6%
Slaughterers and Meat Packers	528	583	55	10.4%
Meat, Poultry, and Fish Cutters and Trimmers	1,855	2,039	184	9.9%
Computer Software Engineers, Systems Software	240	262	22	9.2%
Pipelayers, Plumbers, Pipefitters, and Steamfitters Helpers	286	307	21	7.3%
Physician Assistants	337	361	24	7.1%
Medical Assistants	988	1,057	69	7.0%
Personal and Home Care Aides	1,003	1,069	66	6.6%
Cost Estimators	463	493	30	6.5%
Network and Computer Systems Administrators	1,000	1,063	63	6.3%
Paralegals and Legal Assistants	398	423	25	6.3%
Pharmacy Technicians	761	808	47	6.2%
Dental Hygienists	442	469	27	6.1%

Source: South Dakota Department of Labor, Labor Market Information Center

The projections data presented thus far provided information regarding worker growth, long-term and short-term. The Career Center job openings can be used to indicate the immediate staffing needs of employers. The following table shows the occupations with more than 1,000 openings registered with South Dakota Career Centers in 2005.

## 2005 South Dakota Jobs with Most Openings

<u>Occupational Title</u>	<u>Number of Openings</u>
Laborers and Freight, Stock, and Material Movers, Hand	10,607
Slaughterers and Meat Packers	3,264
Retail Salespersons	2,626
Cashiers	2,413
Helpers--Production Workers	2,367
Construction Laborers	2,307
Customer Service Representatives	2,097
Landscaping and Groundskeeping Workers	2,042
Maids and Housekeeping Cleaners	1,917
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,706
Office Clerks, General	1,645
Truck Drivers, Heavy and Tractor-Trailer	1,602
Waiters and Waitresses	1,546
Carpenters	1,410
Nursing Aides, Orderlies, and Attendants	1,406
Telemarketers	1,100
Combined Food Preparation and Serving Workers, Including Fast Food	1,027

*Note: This list includes jobs with most openings registered with SD Career Centers*

*Source: South Dakota Department of Labor, Labor Market Information Center*

None of the jobs in the Career Center list of most job openings require postsecondary education; these types of jobs typically experience higher turnover, and thus require a large number of workers to keep them staffed. However, the large numbers reflected in this list do not accurately reflect the demand for workers. The actual demand for workers is estimated through the production of occupational projections data.

The demand for workers is measured by the 'new workers needed' statistic, which represents the hiring to meet job growth and net replacement needs. Net replacement measures the movements of workers in and out of occupations. Some become employed in a different occupation as a result of a promotion, a desire to change careers, or the loss of an existing job. Others who leave an occupation stop working altogether because they retire, move, become ill or have another reason for leaving. Individuals who change employers but remain in the same occupation (the sum of which are often referred to as 'turnover') are not included in counts of replacement needs, because job changes by these individuals have no impact on the number of openings for an occupation. As mentioned previously, high turnover rates are typical for the occupations in the Career Center list of job openings.

With respect to the occupations needing the most new workers needed, there are over 40 occupations that will require more than 100 workers per year through the year 2014. These occupations lead the list of occupations needing the most workers yearly that require some postsecondary education:

- Registered Nurses
- Teacher Assistants
- Carpenters
- General and Operations Managers

- Elementary School Teachers, Except Special Education
- Secondary School Teachers, Except Special and Vocational Education
- First-Line Supervisors/Managers of Retail Sales Workers
- First-Line Supervisors/Managers of Office and Administrative Support Workers
- Accountants and Auditors
- Farmers and Ranchers
- Executive Secretaries and Administrative Assistants
- Automotive Service Technicians and Mechanics

Although the number of farmers and ranchers is expected to decline, new workers will be needed each year to replace farmers and ranchers leaving the labor force.

Comparing the demand for workers (new workers needed) and the supply of those workers is important because it identifies where there are potential shortages in meeting the need for future workers. A job outlook rating can be used to compare the demand and supply of workers. Based on the 2004-2014 occupational projections, there are 167 occupations which have a 'favorable' or 'very favorable' job outlook. Although the job outlook rating does not directly measure shortages, it shows the occupations that will present the best job opportunities for workers. Within this list of occupations with a 'favorable' or 'very favorable' job outlook, the vast majority require some type of postsecondary training.

Occupations requiring some type of postsecondary training are expected to grow at rate of 14.2 percent, generating over 65,000 new jobs from 2004-2014. Occupations that require on-the-job training are expected to grow 11.9 percent, generating about 100,000 new jobs for the same time period. 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.

## Meeting the Challenges of Employment Trends in South Dakota

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

There are basically three factors that will determine whether or not an adequate number of workers are available for occupations requiring postsecondary education. Making sure there are enough workers trained 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 these postsecondary programs. Second, it is important that 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. Because all three factors impact the supply of workers, the number of enrolled students in and graduates of educational programs will have to be higher than the projected demand for new workers. In some cases, the enrollment and graduate levels have to be substantially more.

The South Dakota Follow-up Project provides information on the placement outcomes for public educational and training programs. Based on the 2005 graduate report, 80 percent of the public university graduates originating in South Dakota were still found in the state six months after graduation; 36 percent of the university graduates who were not from South Dakota remained in the state. Just about 90 percent of the diploma degree program completers found jobs, with almost 68 percent of those with jobs finding work related to their training. Over 92 percent of associate degree graduates had a job placement, and almost 69 percent of the graduates with jobs found jobs in occupations related to their education. With respect to graduates of bachelor's degree and higher degree programs, around 84 percent found jobs; almost 68 percent of those with jobs were in occupations related to their educational program.

Other factors need to be examined in determining whether or not an adequate number of workers are available for occupations that do not require postsecondary education. South Dakota's population is relatively slow-growing and is getting older, which can have a negative impact on the supply of workers, especially the supply of younger workers. Currently, according to wage record research (using administrative records) conducted in the state, there were about 66,693 new workers appearing on company payrolls in 2005 who were not on payrolls in 2004. 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.

Since the number of residents in the younger age groups are projected to decline, the supply of younger workers will probably also go down. Besides the declining total pool of younger workers, there is another factor which impacts the number of younger workers available. A large share of young high school students are no longer thinking of jobs right after high school, but are selecting college, regardless of their interest or aptitudes. This trend also has a negative impact on the supply of workers for certain types of jobs that do not require post-secondary education.

In addition to the issue of a declining number of younger workers, 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. Job exits peaked in the fourth quarter of 1999, but had dropped to the lowest level in years by the fourth quarter of 2004, and then increased slightly for the fourth quarter of 2005.

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 important students and other career decision-makers have access to career information so they can make informed choices about occupations they are interested in and have the aptitude for.

Related to the importance of career information to helping eliminate career choice mismatches is the use of career ladders to move workers to their highest potential. It is important workers with the potential for career advancement be given access to education and training which allows them the move to a higher-level job. For example, a worker hired as a nursing assistant, but with the interest and aptitude for a practical nurse career, should be provided with that opportunity.

In addition, it is important workforce development and economic development be a joint strategy. Workforce development should aim to provide workers with the education and skill sets needed by businesses. Economic development efforts should concentrate on businesses whose staffing needs match the South Dakota demographics, as well as improve career opportunities for South Dakota workers whose education and skill sets are underutilized. Such opportunities may also draw more skilled and educated workers from bordering states, further boosting the South Dakota workforce.

Implementing an effective workforce development strategy will be a primary requirement for continued economic growth in the state. Effectively matching worker skills to employer needs will be a key step in that strategy. Worker mismatches and the resulting turnover are counter-productive during times of low population and labor force growth. As job trends become more positive, the need for an efficient labor market exchange that will match workers to jobs becomes even more critical.

## Working together – South Dakota Career Centers

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

South Dakota has made considerable strides in utilizing technology to link related workforce services and bring them closer to the public. A broad range of information is currently available to customers through Internet access. The general public can self-register for services, access labor market information, use South Dakota's SDWORKS online system along with America's Job Bank, check out approved training providers and their levels of performance, and access resume packages and other valuable tools.

For employers, the system is able to offer relevant labor market information, a ready pool of job applicants, a referral and screening system, training programs, and a single

point of contact for pertinent employment and training information. The system is able to respond quickly to the needs of the employer community.

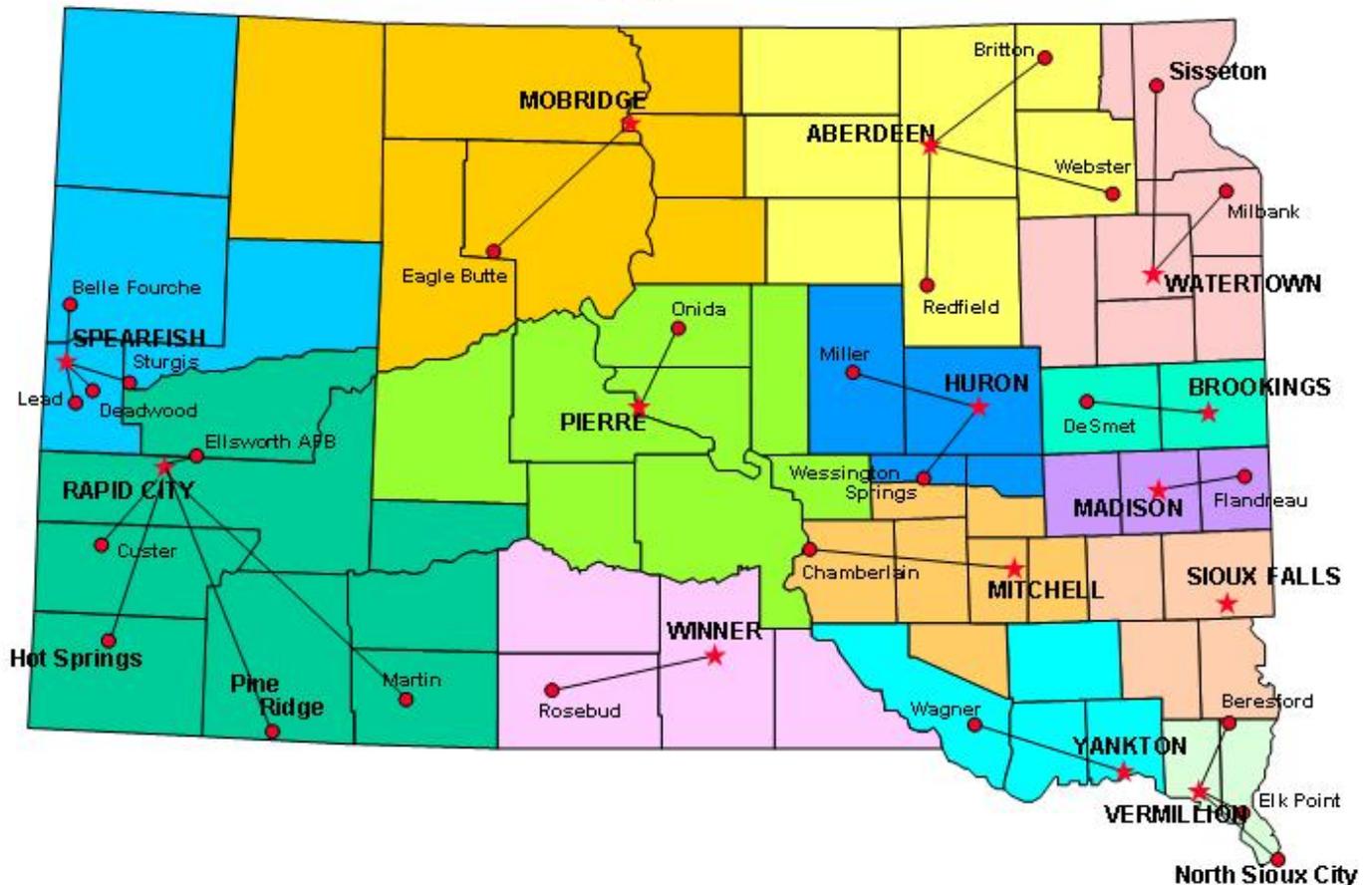
Job seekers also have ready access to labor market information, employment opportunities, unemployment insurance, employment guidance and counseling, and training, as well as a single point of contact for employment and training information.

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

- Labor Exchange
- Veterans' Employment Programs
- Unemployment Insurance
- Job Corps Recruitment and Placement
- Alien Labor Certification
- Dislocated Worker Retraining
- Adult Training Programs
- Youth Training Programs
- Food Stamp E&T
- Occupational Skill Training
- Labor Market Information
- Older Worker Training
- TANF
- Aptitude/Interest/Basic Skill Assessment
- Resource Room
- Job Search Assistance Workshops
- Vocational Rehabilitation

# South Dakota Career Centers (14)

## Satellite Offices (4) and Itinerant Sites



### Service Delivery – Business Services

Employers are critical to the success of South Dakota's Career System. Business services are available through the 14 certified Career Centers, four satellite offices, and itinerant sites located throughout the state.

Employer services include:

- Computerized Job Matching
- Training Services Including Basic Skills, Re-Training, and Skills Upgrading
- Welfare-To-Work and Work Opportunity Tax Credits
- Rapid Response
- Clerical Skills Testing
- Free Access to Career Centers to Recruit, Interview, and Screen Applicants
- Resources on Labor and Employment Law
- Veterans' Services
- Alien Labor Certification

Employers can also access employment services through the Internet at [www.sdjobs.org](http://www.sdjobs.org). Employers can list a job opening, search for applicants, and obtain information about issues related to doing business in South Dakota. By entering this site, a customer is able to access:

- Current and Historical Labor Market Information
- Unemployment Insurance (UI) Information
- New Hire Reporting
- SDWORKS
- America's Job Bank
- America's Career Kit
- Workers' Compensation Information
- Workforce Investment Act Training Provider Information
- Alien Labor Certification
- Labor and Employment Laws

The South Dakota Department of Labor (SDDOL) Career Center offices created customized Business Outreach Plans for their communities and outlying service areas. The purpose of the plans created is to become better service providers to the business communities the Career Centers serve.

Career Center managers and staff are now more concentrated on marketing the programs and services offered by SDDOL, establishing new business contacts, and maintaining and expanding existing contacts throughout each office's service area.

The Business Outreach Plans are providing a higher quality of services to both businesses and the job seekers of South Dakota. It has taken a well-working system and transformed it into an optimal system. Some of the highlights of effective Business Outreach Plans developed for the South Dakota Career Center System include:

- Developing and strengthening existing partnerships with entities engaged in business development and worker supply;
- Actively listening to the needs of employers;
- Providing businesses with resource rooms at the local Career Centers;
- Assisting businesses in filling their staffing needs;
- Emphasizing Career Center customer service on a continuous basis;
- Training the workforce for today's business needs; and,
- Working closely with business to address youth employment issues.

These are but a few of the creative ideas Career Center offices have created over the past year. These strategies will continue to expand and/or change as the business communities' needs change. The Business Outreach Plans have re-energized office managers and staff members because the specific details are outlined concisely with a 'road map' of how to accomplish the set goals.

## Service Delivery – Job Seekers

South Dakota Career Centers, under WIA, ensure employment and training services to the universal customer. Once job seekers are assessed as needing occupational or skills training, one or more of the following program options may be available to them:

- WIA Adult Training
- WIA Youth Training
- WIA Dislocated Worker
- TAA Assistance
- Veterans' Training
- Temporary Assistance to Needy Families (TANF)
- Job Corps

Services offered to job seekers through the Career Center system include the following:

- Computer Access to South Dakota's Job Bank, America's Job Bank, Resume Preparation Tools, and Labor Market Information
- Job Referrals
- Veterans' Services
- Job Search Assistance
- Job Skills Workshops
- Skills Testing
- Career Counseling
- Connection to Educational Opportunities
- Vocational Assessment
- Job Training Opportunities

## WIA Youth, Adult, and Dislocated Worker Programs

Non-competitive funds are provided to local Career Centers for their job training and education programs designed to assist individuals seeking employment.

Individualized services focused on a thorough assessment and development of an employment plan allows for customer choice.

Funding for competitive projects is used to contract for services offered by approved service providers, school districts, and business partners.

## Youth Training Programs

Youth training programs provide services to low-income youth ages 14 through 21. Programs are designed to prepare youth who are facing serious barriers to employment for participation in the labor force. This includes opportunities for assistance in attainment of a high school education with preparation for further education and occupational exploration, and training for employment.

- **Occupational Skills:** Educational and job skills program designed to provide youth with basic education, vocational assessment, career exploration, job search, job retention, job specific skills, and life-coping skills.

The local Career Centers expanded services by paying registrations for WIA participants eligible to attend career activities sponsored by other agencies, provided transportation to review postsecondary educational settings, and revamped their summer programs. They are discovering that with these new programming options, youth are interested in pursuing more services under WIA and remaining in programs.

- **Department of Corrections:** Occupational assessments with job preparation and retention skills programs for youth just prior to returning to their home community.

Each local Career Center receives an allocation to provide the following training options:

- **On-the-Job Training (OJT):** training by an employer for a participant who is engaged in productive work to develop the knowledge and skills essential to the performance of the job.
- **Work Experience Activities:** designed for the participant to gain knowledge of demands of the work place and good work habits which can assist the participant in obtaining unsubsidized employment.
- **Occupational Skills Training:** activity is tailored to meet specific needs of the participant based on aptitude, interests, and basic skills. It provides an educational program, which leads to higher wages and high demand occupations. This activity may be long- or short-term occupational training normally done in a classroom environment with a qualified instructor.

### **Alternative School Training**

Individual service strategies outline basic skills remediation if needed, course credits to be achieved, identification of an employment goal, and necessary life skills. Services must include preparation for postsecondary education and connect to the Career Center system. The sites must meet the Department of Education's accreditation requirements.

<b>WIA funded Alternative School Locations</b>	<b>School Districts Served</b>
Advance High <i>Pierre</i>	Pierre and Fort Pierre
Aim High <i>Madison</i>	Madison, Chester, Coleman-Egan, Rutland, Howard, and Oldham-Ramona
Black Hills Education Connection <i>Spearfish</i>	Spearfish and Belle Fourche
George Mickelson Alternative School <i>Redfield</i>	Redfield and Turtle Creek residential setting
Joe Foss High School <i>Sioux Falls</i>	Sioux Falls
NOVA <i>Watertown</i>	Watertown
Pride High <i>Huron</i>	Huron
Rapid City Academy <i>Rapid City</i>	Rapid City
Reach High <i>Sioux Falls</i>	Brandon Valley, Harrisburg, and West Central
Second Chance <i>Mitchell</i>	Mitchell
SElect High <i>Brookings</i>	Brookings, Deubrook, and Sioux Valley
Southeast High Alternative <i>Vermillion</i>	Vermillion and Elk-Point-Jefferson
Southern Hills Education Consortium <i>Hot Springs</i>	Custer, Hot Springs, Hill City, Oelrichs, and Edgemont
Strive High <i>Dell Rapids</i>	Dell Rapids, Garretson, Tri-Valley, and Baltic
Sturgis Academy <i>Sturgis</i>	Sturgis, Newell, Lead-Deadwood
Zenith High <i>Wagner</i>	Wagner
Star Academy <i>Custer</i>	Approved residential education district



WIA effectively teaches youth the skills needed to balance parenting, education, and work.

The State of South Dakota puts \$450,000 general funds into the SDDOL Alternative School programming. Both WIA funds and state funds must be matched by local district funds. The funds are to provide WIA required assessment and employability planning for non-economically disadvantaged youth, although the youth must have the WIA recognized barriers to attend the SDDOL affiliate alternative high schools. Each employability plan is to document the student's individual barrier and the related programming to assist the youth in overcoming the barrier to completing their education and obtaining employment.

The following table demonstrates the number of youth participating in WIA programming through SDDOL affiliate Alternative High Schools.

**South Dakota Department of Labor Affiliate  
Alternative High Schools  
July 1, 2005, through January 2006**

SITE	PY05 GOAL TO SERVE	Follow- Up	WIA	NON WIA
Advance - Pierre	70	30	53	66
AIM - STRIVE Madison	116	11	27	57
ASPIRE - Beresford				
BH Education Connection	69	25	24	39
G.Mickelson - Redfield	55	6	18	30
J. Foss - Sioux Falls	131	39	44	83
Nova - Watertown	85	118	80	154
Pride - Huron	85	16	37	37
RC Academy - Rapid City	158	27	28	134
Reach - VOA - Sioux Falls	80	5	25	50
Southeast High Alt	57	2	17	38
Second Chance - Mitchell	86	29	25	31
Select High - Brookings	84	28	39	33
Southern Hills Consortium	55	9	18	41
Sturgis Academy - Sturgis	70	22	16	61
Zenith - Wagner	49	9	6	34
<b>TOTALS</b>	<b>1,250</b>	<b>376</b>	<b>457</b>	<b>888</b>
<b>Total WIA &amp; Non WIA Served</b>			<b>1,345</b>	

**Recognized Barriers at Point of  
Registration:**

Dropout	998
Basic Skills Below 9th Grade	658
Below Grade Level	702
Individual with Disabilities	145
Homeless	65
Runaway	53
Offender	338
Foster Care	106
Pregnant of Parenting	167
Required Additional Assistance to Complete School & Obtain Employment	1,116
Male	737
Female	727

**Educational Achievements:**

Number of Credits Earned	3,111.75
Number of High School Graduates For Year	416

## Adult Programs

Adult training programs provide services to persons age 18 and older with a priority of service given to low-income individuals and recipients of public assistance. These programs lead to increased employment, higher earnings, and reduced welfare dependency.

Adult programs include the following:

- **Intensive Services:** Individuals who are unable to obtain suitable employment after receiving core level services may be referred for intensive services. These are activities designed for the individual to learn about the labor market, receive employment guidance, and set a plan leading to suitable employment. Allowable activities include: assessment, employment counseling, employment planning, pre-vocational services, and case management.
- **Service Provider Training:** This training is from a community-based educational/job skills program designed to provide participants with job specific skills, vocational assessment, career exploration, basic education, job search skills, job retention skills, and life-coping skills.

### **Success Story:**

Delaine, a WIA participant and a Medical Coding Graduate, stopped in the CLC of the Black Hills last week to give us an update on her current employment status. She is living in Pierre and working for Medical Associates. She recently was promoted to a management type of position in the office. She is making \$18/hour plus benefits. She is planning to take our Medical Coding II distance course to prepare for the National Certification. She could not say enough about what she gained at the CLC of the Black Hills and the difference it has made in her life and her three children's lives.

- **Postsecondary Individualized Skill Training:** Formal classroom training provided by the approved training providers leading to higher wages and high demand occupations.

Each local Career Center receives an allocation to provide the following training options:

- **On-the-Job Training (OJT):** Training by an employer for a participant who is engaged in productive work to develop the knowledge and skills essential to the performance of the job.
- **Work Experience Activities:** Designed for the participant to gain knowledge of the world of work and to develop effective work habits, which can assist the participant in obtaining unsubsidized employment.
- **Individualized Skills Training:** Activity is tailored to meet specific needs of the participant based on aptitude, interests, and basic skills. It provides an educational program leading to higher wages and high demand occupations. This activity may be long- or short-term occupational training normally done in a classroom environment with a qualified instructor.

## Dislocated Worker Programs

Dislocated Worker Programs provide basic readjustment and retraining services for workers unemployed as the result of a business closure or mass layoff. Rapid Response is conducted by the state, which initiates a plan of action in response to worker dislocations.

Each local Career Center has access to WIA funds to provide the following opportunities:

- **Rapid Response and Basic Readjustment:** Assistance in preparing for job transition. This service includes assessment, provision of labor market information, employment planning, and other work readiness activities.
- **On-the-Job Training (OJT):** Training by an employer for a participant who is engaged in productive work to develop the knowledge and skills essential to the performance of the job.
- **Individualized Skills Training:** Activity is tailored to meet specific needs of the participant based on aptitude, interests, and basic skills. It provides an educational program leading to higher wages and high demand occupations. This activity may be long- or short-term occupational training normally done in a classroom environment with a qualified instructor. Most programs are provided through the state technical institutes.
- **Work Experience Activities:** Designed for the participant to gain knowledge of the world of work and to develop effective work habits. This activity is very limited and may not be appropriate for most dislocated workers.

## Service Delivery – Job Training

Service provider training is from a community-based educational/job skills program designed to provide participants with job specific skills, vocational assessment, career exploration, basic education, job search skills, job retention skills, and life-coping skills.

Special projects funds are for statewide workforce investment activities authorized in WIA, regardless of whether the funds were allocated through the youth, adult, or dislocated worker funding streams. Special project funds are also to be used for SDWDC costs, audits, staff, overhead, or other administrative costs.

15% Special Projects include the following:

- **Apprenticeship** – A successful partnership has developed between private sector business and government through the Apprenticeship Project. Working with the USDOL – Bureau of Apprenticeship and Training, SDDOL has connected with the business community to help provide related instruction for registered apprentices.

The state has worked with 10 businesses and associations to provide related instruction to 468 individuals. The project has provided related training for industries as diverse as electrical, sheet metal, plumbing, general contracting, meat packing, computer technology, and dental.

This project is helping to fill a need for well-trained, highly qualified individuals, resulting in recognized certifications.

- **Dakota Corps/Teacher Initiative** – These programs allow students financial access to outstanding postsecondary education, while encouraging them to remain in state upon graduation working in critical need occupations. SDDOL has designated current critical need occupations as: Teaching K-12 music, special education, or foreign language; teaching high school math or science; or Licensed Practical Nurse, Registered Nurse, or in other allied health care fields.
- **Inmate Carpentry Apprenticeship Program (ICAP)** - The ICAP program is intended to help correctional inmates successfully return to society. A partnership between the Department of Corrections, the Housing Development Authority, and the Department of Labor has been established to link with the South Dakota Home Builders Association. This joint effort has implemented a building trades curriculum that provides skills that are needed in the construction industry. Combining these skills with appropriate guidance and counseling strives to reduce recidivism and ensure the success of the returning inmate.

## Service Delivery – Supportive Services

The intent of WIA is to assist individuals to overcome barriers to employment. South Dakota recognizes training may not address other issues that can make the road to self-sufficiency difficult. The judicious use of supportive assistance can be an integral component of a comprehensive plan of service.

Supportive services may include the following:

### Youth Supportive Services

- Transportation Assistance
- Health Care Services
- Child Care Assistance
- Training-Related Clothing
- Lodging Assistance

### Adult and Dislocated Worker Supportive Services

- Transportation Assistance
- Health Care Services
- Child Care Assistance
- Training-Related Clothing
- Lodging Assistance
- Job Search Allowance
- Relocation

## **Adult Education and Family Literacy program**

The South Dakota Department of Labor officially became the sponsoring agency for Adult Education and Literacy (AEL) and the GED Testing Program on July 1, 2001. AEL is an umbrella for Adult Basic Education, Adult Secondary Education, GED preparation, English as a Second Language, and Family Literacy.

### **Adult Education and Literacy (AEL)**

AEL instruction is designed to teach persons 16 years of age or older to read, write, complete and problem solve, and speak English and to substantially raise their educational level. The purpose of the program is to expand the educational opportunities for adults and to establish programs that will enable all adults to acquire basic skills necessary to function in society and allow them to secure post secondary and skill training that will enable them to become more employable, productive, and responsible citizens, as well as allowing them to continue their education to at least the level of completion of secondary school.

Adult Basic Education is located in the following communities in South Dakota.

- Aberdeen
- Brookings
- Huron
- Isabel
- Kyle
- Madison
- Meadow
- Mission
- Pierre
- Rapid City
- Sioux Falls
- Sturgis
- Vermillion
- Watertown
- Yankton

### **Success Story**

A WIA Adult Participant/GED preparation student found a job at Watertown Box. He is continuing to attend GED classes when he is not working. One night at class, he asked the teacher if she had corrected his papers correctly because he wasn't used to getting good scores on his reading work. That was his hardest subject when he was in school and now he understands more than he thought possible.

## **General Educational Development (GED) Testing Center**

GED Testing Centers are located in the following communities in South Dakota:

- Aberdeen
- Agency Village
- Brookings
- Huron
- Kyle
- Lower Brule
- Madison
- Marty
- Pierre
- Rapid City
- Mission
- Sioux Falls
- Sky Ranch
- Springfield
- Sturgis
- Watertown
- Yankton

## **English as a Second Language (ESL)**

ESL is offered to speakers of other languages looking to improve their English speaking, math, reading and writing literacy skills. Civics education is included to assist students in understanding and utilizing a variety of systems within western culture.

Free classes are offered to those adults showing 1-94 identification and possessing picture identification. Citizenship classes are offered to all seeking to become U.S. citizens.

ESL programs are located in the following areas in South Dakota.

- Aberdeen
- Brookings
- Huron
- Pierre
- Rapid City
- Sioux Falls
- Watertown
- Yankton

## **Family Literacy**

Family Literacy embraces the intergenerational links which can interrupt the cycle of illiteracy. By teaching the parents and grandparents how to increase their academic skills, it allows them to be a child's first teacher.

Family Literacy programs are located in five areas in South Dakota.

- Aberdeen
- Huron
- Pierre
- Rapid City
- Sioux Falls

## SDDOL Affiliated Career Learning Centers

South Dakota's Career Learning Centers (CLC) work closely with Career Centers and SDDOL to provide education and training services that meet the needs of local employers.

The CLCs enroll students from a wide range of backgrounds including those who are underemployed, economically disadvantaged, welfare recipients, high school dropouts, dislocated workers, and older workers. The curriculum in a CLC is individualized, self-paced, and open entry/exit. Career Specialists determine the individual client's interests, aptitudes, abilities, and motivation. Then an employability plan is prepared to address that participant's education and job training needs. Participants not only learn how to look for a job, they also learn job retention skills so they know what employers expect.

Career Center staff also offer counseling based on assessments to clients on such topics as budgeting, alcohol and drug abuse, personal hygiene, and self-esteem. Participants who complete Career Center programs are ready to enter the workforce as highly motivated and productive employees

In addition to services supported through the WIA, most CLCs also offer services for which they charge. These may include writing resumes, offering computer training courses, providing customer training services, or providing some type of training for businesses.

The CLCs also work with other organizations and agencies including Career Centers, Social Services, Vocational Rehabilitation, Corrections, local school districts, the state's technical institutes, higher education, court services, Experience Works, AARP, mental health agencies, and local businesses.

### Directory of SDDOL Affiliated Career Learning Centers

**Aberdeen**(57402-4730)  
Career Planning Center  
420 S. Roosevelt St.

**Brookings**(57006-3841)  
Brookings CLC  
1310 S. Main Ave. Suite 104

**Huron**(57350-2406)  
Cornerstones CLC  
33 3<sup>rd</sup> St. Suite 202

**Mitchell** (57301)  
Cornerstones CLC  
1321 N. Main Ave.

**Pierre** (57501-2431)  
The Right Turn  
124 E. Dakota

**Rapid City** (57701-4178)  
CLC of the Black Hills  
730 E. Watertown St.

**Sioux Falls** (57104)  
Volunteers of America  
1401 W. 51<sup>st</sup> St.

**Vermillion** (57069-0351)  
Southeast Job Link  
1024 W. Cherry

**Watertown** (57201)  
Watertown CLC  
2001 9<sup>th</sup> Ave. SW Suite 100

**Yankton** (57078)  
Yankton CLC  
1200 W. 21<sup>st</sup> St.



CLCs provide individualized and group career exploration activities. The photo shows students learning about career opportunities in the various types of power plants (gas, coal, wind, etc.).

Many of the CLC staff participated in a Career Development Technician program developed by the South Dakota Career Counselors Association and patterned after the national apprenticeship program. The following areas were covered:

- Communicate Professional Knowledge
- Communicate With Client Directly and through the Expression of Attitude
- Assessment/Individual Planning
- Program Design and Delivery
- Relationship to Community
- Administrative Skills
- Workforce Preparation
- Career Exploration
- Resource Development
- Employer Relations

## Success Stories

Christopher stopped in to visit with Pride High teachers Jonna Reid and Wayne Fenner. Chris had earned his high school diploma in Fall 2003. A member of the Army National Guard for 3 1/2 years, Chris recently helped build a medical clinic in rural Nicaragua to replace one which had been destroyed by a hurricane. Chris is scheduled to attend a Primary Leadership Development Course in Utah to become a Sergeant. Chris says he will most likely make the Army National Guard his career. When he is not fulfilling Guard responsibilities, Chris is currently living and working as a glazier with his brother in Sioux Falls.

Another recent graduate, Bret K, stopped in the same day to share news about his successful first semester at Mitchell Technical Institute, where he is studying to become a Computer Systems Technologist. Bret said he is earning As in two of the courses he is currently taking—Technical Writing and Psychology. He said the courses are easy because they're not much different from the courses he took as a senior at Pride High.

One youth has completed his GED and also completed the welding program. He is now employed with a local company using his welding skills and working 45 hours a week at \$13.00 an hour. The employer seems to be pleased with his skills and abilities.

## South Dakota's WIA Performance Indicators

South Dakota has established operating procedures for data collection and handling to ensure the quality and integrity of the data. The WIA data collection and compilation process is completely automated. Written and verbal instructions are provided to staff that collect and compile the data.

Performance data submitted on federal reports are verified and validated by state staff. The process involves checking the accuracy of a sample of the computerized records. The data verification process is the verification of the accuracy of keyed entries by their comparison with the original source(s) to identify and correct errors. Data validation involves checking the accuracy of the data entered into the computerized data base and the source documentation of the data. South Dakota is committed to continuous improvement of its information and data system.

State WIA staff conduct annual desk audits and/or on-site evaluations of workforce investment activities by program for each service provider. A comprehensive and thorough review will document effective practices being utilized by local offices. It will identify training and/or technical assistance needs of staff. Evaluations result in establishing and implementing methods for continuous improvement in the efficiency and effectiveness of the statewide workforce investment system in improving employability for job seekers and competitiveness for employers.

The evaluation process includes a self-evaluation by the service provider. A review by state staff of the administrative, procedural, programmatic, and financial aspects of the service provider assesses the extent to which the provider is complying with federal regulations and guidelines. State staff review program data for verification and validation. Program goals and progress toward meeting and/or exceeding performance standards are reviewed.

State staff provide an overview of the results/recommendations of the evaluation during an exit meeting with the local program administrator and staff. A written report of

deficiencies and a plan for correcting deficiencies is provided within 30 days of the evaluation review. Technical assistance is provided when applicable.

Following are statements regarding the cost of workforce investment activities relative to the effect of the activities on the performance of the participants as required in WIA section 136(d)(2)(c):

South Dakota WIA activities have been conducted in a manner that is fully compliant and consistent with our Unified Plan for Workforce Investment. The state's SDWDC has ensured all funds have been used appropriately and for the stated purpose of WIA for eligible youth, adults, and dislocated workers.

Activities have been designed to meet the individual needs of participants. Customer choice is the key principal to program success. At times, customer choice has prompted a greater mix of services to assist the participant in meeting his/her specific educational and occupational goals. As such, the programs have been quite flexible and creative in helping individuals utilize available WIA tools leading them to successful outcomes consistent with their individual service strategy.

The SDWDC truly believes WIA funds are an investment that need to be carefully weighed for the greatest return to the participant, the community, the state, and ultimately to the nation. In treating these resources as investment capital, we are careful to be prudent but demanding with our ventures. The state exercises great care in delivering high quality services at the most reasonable cost.

The state expects a high level of motivation from participants and service providers alike. This high level of personal energy working together creates a positive environment. This generates a platform for the delivery of core, intensive and training services that are productive.

The SDWDC utilizes its expertise to allocate funds for activities with the expectation that all customers, both job seekers and employers, will be served. This methodology also capitalizes on the use of the latest technology and use of effective service providers. A review of WIA performance for the program year suggests the state has invested its resources wisely. The return on the WIA investment in South Dakota has been productive for the program and beneficial to participants and the state.

## Cost of Program Activities PY05

		<b>Total Federal Spending</b>
<b>Local Adults</b>		<b>1,564,052</b>
<b>Local Dislocated Workers</b>		<b>540,055</b>
<b>Local Youth</b>		<b>2,068,076</b>
<b>Rapid Response</b> <small>(Up to 25%) WIA Section 134(a)(2)(B)</small>		<b>48,997</b>
<b>Statewide Required Activities</b> <small>(Up to 25%) WIA Section 134 (a)(2)(B)</small>		<b>259,837</b>
<b>Statewide Allowable Activities</b> <small>WIA Section 134 (a)(3)</small>	<b>Program Activity Description</b>	
	<b>Apprenticeship Initiative</b>	<b>65,423</b>
	<b>ICAP</b>	<b>47,578</b>
	<b>ABE Activities</b>	<b>24,362</b>
	<b>Teacher Initiative</b>	<b>33,492</b>
	<b>Dakota Corp</b>	<b>400,000</b>
	<b>Training Coordinator – RTEC</b>	<b>43,000</b>
	<b>Education and Workforce Development Summit</b>	<b>5,000</b>
<b>Total of all Federal Spending Listed Above</b>		<b>5,099,872</b>