

*South Dakota
Department of Labor*

South Dakota's Workforce Investment Act Annual Report

Program Year 2003

South Dakota's Workforce Development System History

As a single statewide service delivery area (SDA), the leadership and vision for South Dakota's Career Center System has come from the South Dakota Workforce Development Council (SDWDC). The SDWDC has been the driving force behind workforce development since it was first formed under the Comprehensive Employment and Training Act (CETA). This distinguished group of key state agency heads, employers, and other interested parties has guided the development of today's One-Stop delivery system in our state. The majority of employment and training programs are provided under the umbrella of the South Dakota Department of Labor, which also provides administrative support for the SDWDC. Under this structure, key employment and training programs like WIA, Wagner-Peyser, Unemployment Insurance, Job Corps, 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 sixteen member SDWDC is comprised of a majority of private sector members who represent the state's employers, labor unions, community leaders, and representatives of five state agencies including the Secretary of Labor, Secretary of Education and Cultural Affairs, Secretary of Human Services, Commissioner 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.

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

Employment Trends in South Dakota

The South Dakota labor market appears to be functioning pretty well during the recent economic down-turn based on most indicators, including population trends, labor force participation rates, unemployment, and wage trends. Two areas of concern are manufacturing and financial services jobs.

The latest decennial figures show that the state's population increased from 1990 to 2000. The count of residents increased slower than the national trend, but was still up 8.5 percent over the decade. The July 2003 intercensal population estimates shows that the number of state residents continues to increase slowly, rising 0.5 percent from the previous year to a level of 764,309.

State residents participate in the labor force at a very high rate. The latest annual Current Population Survey figures show that the South Dakota labor force participation rate was 73.4 percent in 2002. In other words, over 73 percent of all residents age 16 years and over were in the labor force, either working or looking for work. This compares to a 2002 national average of 66.6 percent. Only one other state (Minnesota) had a higher labor force participation rate than South Dakota during the reference period. The youth in the state were also active participants in the labor force. In 2002 approximately 63.3 percent of South Dakota's youth (age 16-19 years) were in the labor force. Nationally, 47.4 percent of the youth (age 16-19 years) participated in the labor force.

Although the unemployment rate remains quite low, the seasonally adjusted unemployment rose significantly to 3.6 percent in 2003. In the previous year, the annual average unemployment rate was only 3.1. Because of the rural nature of the state and close connection to the agricultural economy, South Dakota typically enjoys low unemployment rates. The recent national recession impacted the state economy, causing layoffs across all industries, but hitting the manufacturing and professional and business services industries the hardest. The layoffs started during the second quarter of 2000. The layoffs raised claims levels to higher levels, hitting a peak in 2003. The layoffs pushed unemployment significantly higher in 2001. Unemployment dropped a little in 2002, but rose again in 2003. The unemployment rate doesn't always parallel the claims counts trends, even though Unemployment Insurance claims count is a factor in the estimating methodology. For example, it is not unusual for the unemployment rate to continue to rise after the UI claims have started to drop. As layoffs diminish and job prospects increase, new entrants and reentrants start looking for work, raising the unemployment levels.

Although job opportunities were lowered during the recent economic downturn, some laid-off workers found employment with other companies. Nonfarm wage and salaried worker counts increased slightly to 378,200 in 2003, resulting in 0.2 percent growth from the previous year. Nonfarm wage and salaried workers is a count of workers at jobs by place of work, regardless of place of residence. The 2003 percentage growth was quite a bit lower than the historical annual average change of 3.1 percent from 1990 to 2000.

The construction industry and the education and health industry showed the largest annual average increases in nonfarm wage and salaried worker levels in 2003. The construction industry grew the most, increasing by 4.3 percent. The education and health industry showed significant positive change, rising 2.2 percent in 2003. The natural resources and mining industry and the professional and business services industry had the largest declines. The manufacturing; transportation, warehousing and utilities; financial activities and other services industries also dropped in 2003. The declines in the manufacturing and the professional and business services industry were related.

In addition to the annual averages, it is also possible to compare current monthly data to the same month in a previous year. Comparing the June 2004 nonfarm wage and salaried numbers to the previous June, it is apparent that the South Dakota economy is showing improvement. The total nonfarm numbers are up 3,400 for that time period. Of the major industry sectors, manufacturing, wholesale trade and retail trade were up the most, exhibiting 700 worker increases from the same month in the previous year

Although the agricultural industry does not match the nonfarm sector in direct job creation and wage trends, it is a significant part of the South Dakota economy. A recent university study of the impact of “agribusiness” in the state showed that it accounts for about 24 percent of the total value of production and services. Investment in and creation of ag-related jobs has been a recent priority within the state. There has been a steady rise in the number and size of ethanol plants in the state. Several plants are under construction or in the planning stage; they will begin production over the next few years. Since ethanol production is quite capital-intensive, not a lot of workers are hired to staff the plants. However, ethanol plants have a large economic impact because they create an additional demand for grain products and have a very large economic multiplier.

The agricultural industry is very important for the survival of many small communities in the state. Many rural families have both farm and nonfarm jobs. In many cases, the nonfarm jobs provide most of the income; however the farm job is what ties the family to the rural community.

South Dakota worker wage trends are also a good indicator of what is happening in the labor market, and average annual average worker pay is rising. In recent years, wage increases have been higher than the change in inflation; consequently real wages for wage and salaried workers have increased. The 2003 annual pay for workers covered by unemployment insurance (including over 90 percent of all wage and salaried workers) increased 3.2 percent from the 2002 annual pay for covered workers, reaching a level of \$27,206. In 2003, the private-sector manufacturing; wholesale trade; utilities; information; finance and insurance; professional, scientific and technical services; and management of companies and enterprises industries all had annual pay levels above \$32,000. Increasing wage trends indicate a solid demand for worker services.

Many factors impact the demand for workers in both the ag and nonag industries. As the economy slowed, demand for workers dropped significantly, with a few exceptions. Certain types of skilled workers remained in demand as businesses staffed their most

critical positions. Most healthcare occupations, teachers, and some other professional occupations have been studied and discussed in terms of shortages.

The future demand for workers is captured through occupational projections, which provide information about the future need for workers by occupation. They estimate the demand for new workers needed to fill jobs because of growth or replacement of workers leaving the work force. The SD 2002-2012 occupational projections indicate that the fastest growing occupations will require post-secondary education, with health care occupations dominating the list of the fastest growing. Only one computer occupation made the list of the fastest growing occupation. With the dot.com bust a few years ago, the forecast for computer occupations is not as optimistic as in previous projections. Occupations that require some post secondary education or training will be growing 14.6 percent over the projections period and creating around 64,000 jobs. Although many of the fastest-growing occupations require college degrees, the greatest demand for jobs will be for occupations that require basically no post-secondary education. Occupations that require only on-the-job training will be growing at a slower 12.9 percent, but will generate about 100,000 new jobs from 2002-2012.

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

Job turnover data provides another perspective on demand. 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 SD job turnover, based on Unemployment Insurance administrative records, shows a fairly high level of job turnover in many 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 go back to their classes. Also, entries increase in the spring and early summer as seasonal businesses ramp up for their busy time of the year. 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. 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 2003.

Many workers in the state have multiple jobs. In fact, SD has one of the highest rates of dual job-holding in the nation. Wage records research shows a decline in multiple job-holding as the economy slowed. In 2000, the ratio of jobs to workers peaked at 1.182. By 2003, the ratio had dropped to 1.156. The declining ratio shows that workers had fewer multiple jobs. It is apparent that fewer jobs were available, especially for workers looking for a second (or third) job.

Just as the demand for workers has slowed, so has the supply of workers. The state population is relatively slow-growing and is getting older. These factors have a negative impact on the supply of workers. The supply of new workers entering the labor market has slowed in the last few years, although it very likely that a lowered demand for workers would dampen new workers seeking jobs. According to wage record research (using administrative records) conducted in the state, there were about 61,485 new workers appearing on company payrolls in 2003 who were not on payrolls in 2002. Those workers come from many different sources, including workers moving to the state, residents previously unemployed, residents of other states commuting to SD 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 work after absences because of long-term illness, family responsibilities, etc. would make up the reentrant category.

Another important issue related to the supply of workers and workforce development is determining what happens to students after they graduate from post-secondary training. And related to that issue is whether or not the graduate found a job that is related to his/her education or training. Determining how many graduates found jobs (that are related to their training) is an important measurement for determining the success of workforce development in the state. Just about 87 percent of the diploma degree program completers found jobs, with almost 69 percent of those with jobs finding work related to their training. Over 91 percent of associate degree graduates had a job placement, and almost 64 percent of the grads with jobs found jobs in occupations related to their education. With respect to graduates of bachelor's degree and higher degree programs, around 83 percent found jobs; almost 70 percent of those with jobs were in occupations related to their educational program.

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 low population and labor force growth. As the economy picks-up and job trends become more positive, the need for an efficient labor market exchange that will match workers to jobs becomes even more critical.

Meeting the Challenges of Employment Trends in South Dakota

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

To meet the challenge of the demands of this evolving economy requires a system grounded in specific skills, educational competencies, and work experiences. South Dakota's Career Centers are the basis of this system in our state providing employers with a skilled, educated workforce and providing workers with an opportunity for economic security and self-sufficiency.

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

Working together – SD's 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 on-line 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, training, as well as a single point of contact for employment and training information.

Services and activities are promoted and made available to the various segments of the workforce. Youth, adults, dislocated workers, veterans, disabled individuals, and older workers all have the opportunity for full access to WIA through the Career Centers. Accommodations are easily made to allow any individual to benefit from services that may be appropriate. The following services are available at certified 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
- Older Worker Training
- Occupational Skill Training
- Alternative School enrollment
- GED/Adult Education
- TANF
- Aptitude/Interest/Basic Skill Assessment
- Resource Room
- Job Search Assistance Workshops
- Vocational Rehabilitation
- Labor Market Information
- Basic Skills Remediation

- America's Career Kit
- Worker's Compensation information
- Workforce Investment Act Training Provider information
- Alien Labor Certification
- Labor and employment law

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 and NAFTA-TAA assistance
- Veterans' Training
- Temporary Assistance to Needy Families (TANF)

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 eventual employment.

Youth programs include the following:

- **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.
- **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.
- **Summer Opportunities:** Summer Opportunity Programs must meet all WIA program requirements (assessments, employability plans, work readiness and work sustainment skills, and performance measures). Academic competencies are reinforced through applied learning. Programs expose youth to the current and emerging technologies. Postsecondary training options demonstrate various career advancement routes. South Dakota broke the activity into two types of programs based on developmental readiness for the ages of youth served.
 - Programs for youth ages 14 and 15 spotlight careers that younger youth are not typically familiar with. Youth try their hand at activities using real tools of the trade and the responsibilities of being employed in different career areas.
 - Programs for youth ages 16 and 17 provide authentic skill development for an occupational area. Local employers co-sponsor and co-teach occupational skills in a wide variety of related jobs within an occupation.
- **Department of Corrections:** Occupational assessments with job preparation and retention skills programs for youth just prior to returning to their home community.
- **Stipends:** Awards for youth who complete the required program goals and then participate in additional career exploration.
- **Career opportunities:** Funds that would cover the expenses associated with participation in career-related training sponsored by other agencies; i.e., the AGC sponsored Construction Trades Academies, ICA sponsored Youth Business Adventure, SDSMT sponsored Youth Engineering Adventure, etc.

The locals expanded services by paying registrations for WIA eligibles 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.

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.

WIA encourages postsecondary education opportunities for youth. The funds provide postsecondary training in two types of situations.

- Allow high school youth to take a postsecondary course that would provide credit for high school graduation and jump-start their attaining an advanced education degree.
- Allow a high school graduate to participate in DOL approved postsecondary programs leading to employment in high demand/high wage occupations.

Enhancing Programming for Recruiting Youth Transitioning out of Foster Care

Working with the state Office of Child Protection Services within the Department of Social Services (DSS), programming for youth readying to age out of foster care began to evolve. DSS sponsored a joint training session for local level providers from each agency and contracting agency. Training regarded what youth must know when starting postsecondary training. After returning to each local community, the local providers from each agency were required to have a local planning meeting. The meeting was to outline how youth would access information on postsecondary planning between the two providers.

WIA funded Alternative Schools	School Districts Served
Advance High – Pierre	Pierre and Ft Pierre
Aim High – Madison	Madison, Chester, Coleman-Egan, Rutland, Howard, and Oldham-Romona
Aspire High – Beresford	Southeast Area Educational Cooperative (Alcester-Hudson, Beresford, Canton, Centerville, Elk-Point/Jefferson, Gayville-Volin, Irene, Viborg, and Wakonda)
BH Ed Connection – Spearfish	Spearfish and Belle Fourche
GM Alt School – Redfield	Redfield and Turtle Creek residential setting
Joe Foss – Sioux Falls	Sioux Falls
NOVA – Watertown	Watertown
Pride High – Huron	Huron
Rapid City Academy – Rapid City	Rapid City
Reach High – Sioux Falls	Brandon Valley, Harrisburg, and West Central
Second Chance – Mitchell	Mitchell
SElect High – Brookings	Brookings, Duebrook, and Sioux Valley
SE High – Vermillion	Vermillion
Southern Hills Ed Consortium – Custer & Hot Springs	Custer, Hot Springs, Hill City, Oelrichs, and Edgemont
Strive High – Dell Rapids	Dell Rapids, Garretson, Tri-Valley, and Baltic
Sturgis Academy	Sturgis, Newell, Lead-Deadwood
Zenith – Wagner	Wagner

Summer Youth Opportunity Programs

Media & Design Camp / Aberdeen

Educational and training requirements needed in media and design occupations

Technology Camp / Aberdeen

Building computers and robots, digital photography, and introduced to GPS

Protective Services / Mobridge

Career awareness activities for careers in the Protective Services field

Pathways to the 21st Century / Brookings

Science, aerospace, aviation, transportation, computers, robotics, health occupations, engineering, business, other technology fields, and also learn about themselves

Intro to A+ / Custer

Hardware construction and troubleshooting with community linkages

Video Production / Hot Springs

Introduction to all aspects of live and recorded broadcasting

TEK Camp / Huron

Exposure to a variety of technology related fields

ExplorIT Camp / Pierre

Computer Technology, robotics, and associated careers/skills

Careers Camp / Pierre

Career opportunities, employment skills and applied academics

CyberWorld Camp / Rapid City

Web development, GPS, PDAs, computer software applications, building computers and Robots

Crime Camp / Mitchell

Provide students with exposure to a variety of science related fields

Career Exploration Academy / Winner

Careers in a rural community

Digi-Do-Tell Camp / Watertown

Multi-Media learning

Rascal Robot / Watertown

Synthesis of an electro-mechanical device

Creative Computer Skills / Yankton – Vermillion

Creative computer-skills

Partnering with WIA and STW

Construction Connections / Aberdeen, Rapid City, Vermillion, and Sioux Falls

Introduction to all aspects of building trades

Ozzy Outdoors / Watertown

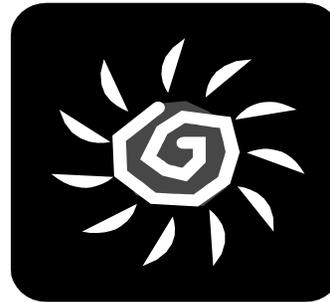
Environmental Awareness

Building Girls! Camp / Pierre

Building and Landscaping trades

Girls DiscoverIT / Pierre

Computers and robotics



Adult Training Programs

Adult training programs provide services to persons age 18 and over 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 training 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.
- **Customized Skills Training:** This type of training is designed for high demand occupations. Customized training is training: (a) designed to meet the special requirements of an employer (including a group of employers); (b)

- conducted with a commitment by the employer to employ or in the case of incumbent workers, continue to employ an individual on successful completion of the training; and (c) the employer pays for not less than 50 percent of the cost of the training. Such training may be an on-going project or a one-time project to fulfill a particular demand.
- **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 good 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 that 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. Most programs are provided through the state technical institutes.

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:

- **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 that 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. 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 good 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.

Customized skills training is designed for high demand occupations. Customized training is training: (a) designed to meet the special requirements of an employer (including a group of employers); (b) conducted with a commitment by the employer to employ or in the case of incumbent workers, continue to employ, an individual on successful completion of the training; and (c) the employer pays for not less than 50 percent of the cost of the training. Such training may be an on-going project or a one-time project to fulfill a particular demand.

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, the South Dakota Department of Labor 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 service to over 400 individuals. The project has provided related instruction for occupations as diverse as electrician, 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.

- **Teacher Initiative** - South Dakota has experienced a shortage of qualified teachers for math, science, music and special education. The Workforce Development Council approved use of 15% Funds to design an initiative to help the state meet this specialized need. Financial assistance is made available to eligible adults and dislocated workers who choose to major in one of the identified disciplines and teach in the state following graduation.

- **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 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

1. Transportation Assistance;
2. Health Care Services;
3. Child Care Assistance;
4. Training-Related Clothing;
5. Lodging Assistance.

Adult and Dislocated Worker Supportive Services

1. Transportation Assistance;
2. Health Care Services;
3. Child Care Assistance;
4. Training-Related Clothing;
5. Lodging Assistance;
6. Job Search Allowance;
7. Relocation.

Career Learning Centers of South Dakota

South Dakota's career learning centers work closely with Career Centers and the Department of Labor to provide education and training services that meet the needs of local employers.

The centers 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 career learning center 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.

Aberdeen (57402-4730) Aberdeen CPC 420 South Roosevelt	Brookings (57006-3841) Brookings CLC 1310 S Main Ave Suite 400	Huron (57350-2406) Cornerstones CLC 159 4 th Street SW
Madison (57042-0027) Madison CLC 120 SW 2 nd Street	Mitchell (57301) Cornerstones CLC 1321 N Main	Mobridge (57601) Aberdeen CPC 318 East 1 Avenue
Pierre (57501-2431) Pierre Right Turn 124 East Dakota	North Sioux City (57049) Southeast Job Link 300 Streeter Drive	Rapid City (57701-4178) CLC of the Black Hills 730 East Watertown Street
Redfield (57402-4730) Aberdeen CPC 17267 3 rd Street West	Sioux Falls (57105-9306) Turning Point 1401 West 51 st Street	Sioux Falls (57104) Turning Point 908 N West Avenue
Vermillion (57069-0351) Southeast Job Link 1024 West Cherry	Watertown (57201) Watertown CLC 120 28 th Avenue SE	Yankton (57078) Southeast Job Link 904 West 23 rd St Suite 108

Success Stories

Outstanding Partner Zonta Club of the Black Hills

A member of the Zonta Club was teaching one of the evening classes at the CLC. While preparing for her classes, Diane Cleveland would visit with CLC staff about what the center was really all about. These visits prompted a commitment from the Zonta Club.

Zonta asked if they could contribute their talents by organizing a conference for CLC participants preparing for the workforce. This led to a successful program titled "Your Attitude is Your Altitude". Topics covered included establishing credit; rights and responsibilities in the workplace; customer service; time management; and health concerns. The final presentation was dressing for success. This was a style show using CLC participants as models.

Zonta not only provides talent from club members but also puts cash on the line. The club has contributed funds to assist participants in need with GED testing fees. A total of 51 participants have benefited from these contributions.

Outstanding WIA Youth Program Second Chance Alternative High School

Team work and partnership are the watchwords at Second Chance Alternative High School. Working to ensure the success of every student, and to prepare them to meet the requirements of "No Child Left Behind", Second Chance integrates technology and "real-world" applications to help students understand the importance of the material.

Working together with the Career Center and CLC the alternative school provides employability classes that focus on the transition into the world of work and exploration of post-secondary educational opportunities.

Second Chance also partners with others for information and guidance on many issues of importance to their students. Davison County Extension agents address health and nutrition. Local bankers provide financial management help. Area counselors work with students on making good choices, in particular choices concerning drugs and alcohol. County Health and Mitchell Area Safe House offer information on their services.

Developing a sense of community and leadership is a key component. Students participate in a local service club and participate in fund raisers that help young people and others.

Outstanding WIA Adult Program Medical Reimbursement Specialist Program

The Medical Reimbursement Specialist Program, developed in the summer of 2003, was a collaborative effort between the South Dakota Career Center in Rapid City and the Career Learning Center of the Black Hills. Their objective was to be on the cutting edge of one of the fastest growing occupations in the area.

This effort totally revamped three related training programs into 416 hours of intense training. To date, 42 students have been enrolled in the program with a success rate exceeding 90% placed in training-related employment. Starting wages have ranged from \$9.00 to \$13.50 per hour.

The success of the program is a result of the focus on producing a competent professional employee. Course work and instruction methods have been carefully designed to ensure complete comprehension of very technical and specific medical material. Classroom activities are directed to occupational skills and obtaining a locally recognized certificate and the realization this is just the beginning of the student's life long learning in their career of choice.

Outstanding Professional Staff Person Priscilla Noble



Priscilla's Pre-Employment Opportunities (PEO) training is in a class by itself. It is obvious Priscilla brings a boundless energy and excitement to every training session and is able to get everyone energized about their potential. Her bright cheery disposition and positive outlook on life is truly contagious.

Priscilla Noble is the pre-employment instructor at the CLC. She treats every session as if it is her first, with enthusiasm and encouragement. Many in her programs are required to be in the class and are not happy to be there. Within a few minutes they realize they not only are going to learn about some critical information – but that she really cares.

Priscilla gets teased by co-workers that every client walking through our doors is “wonderful”. Her nickname has come to be the Butterfly Lady because she demonstrates how participants can experience a personal metamorphosis through preparation, training, and a bright outlook for the future.

Outstanding Youth Participant Kendra Gerdes

At the time Kendra made an appointment with the CLC she was 20 years old and a single mother. Her job, where she made \$5.75 per hour, had just significantly cut her hours. She knew she had to have further training if she was going to provide for her family. Kendra enrolled in the Adult Education and Literacy Program at the CLC and soon tested at the required level for consideration for selection to the Medical Insurance Billing

Program. At the time she was the youngest person to be accepted. To further improve her situation she also enrolled in the Even Start Family Literacy Program and participated in Parents as Teachers.

During this active time of studying, holding part-time employment, and being a mother, Kendra's father became seriously ill. She managed to continue at the CLC and help care for her father at the same time.

One week before she completed her training at the program Kendra was called for a second interview with the Rapid City Regional Hospital and hired. She has been able to leave her part time job to concentrate on her new career and a better life for her daughter.

Outstanding Adult Participant Jason Chytka



Jason Chytka had indicated an interest in post secondary training in HVAC at a technical institute. In working with the Division of Rehabilitation Services, the Career Center, and Southeast Job Link, Jason determined this would not necessarily be the right direction. Further assessments led to welding as an option. A welding program was arranged locally by DRS and the Career Center. Jason showed steady improvement in his skills and passed the certification test.

His welding skills were not the only skills improving. Jason participated in Adult Basic Education classes to build up his math abilities. In four months Jason improved his scores by over four grade levels. Jason was eager to put his newly developed skills to use. The Career Centers in Yankton and Mitchell partnered to develop an On-the-Job Training program with Petro Steel in Corsica.

The programs have given Jason the chance to realize his dream of becoming welder. He started training as a shy but willing learner. He has never bragged about his accomplishments nor used his disability as an excuse. Hard work and personal motivation has helped him to realize his personal and employment goals

Outstanding Large Business-
Brookings Medical Clinic

The Brookings Medical Clinic has shown their interest in working with the local Career Center and CLC in helping WIA participants move into good jobs.

The Brookings area had recently experienced several significant worker dislocations. The skills of this group of dislocated workers were not readily transferable to other jobs in the community. Many had indicated an interest in office work but did not have any office experience or training. Using the CLC training programs, clerical and computer skills training were provided.

The Brookings Medical Clinic took a chance on one graduate of the clerical/computer skills program. The clinic was pleased with the skills that the person brought to the job after a short training program with the CLC. This opened the door for additional employment offers to many of the recently dislocated workers.

The Brookings Medical Clinic continues to give CLC graduates an opportunity for entry level positions with movement to more advanced areas.

Outstanding Small Business
M & P Transport



The South Dakota Career Center in Yankton and Southeast Job Link have been working to better serve local employers. One small employer has been especially good to work with.

M & P Transport runs a fleet of 120 tractor-trailers all over the country. They dispatch loads, collect fees and provide timely delivery services. This requires a wide range of skills for their day to day business.

The Career Center and Southeast Job Link have worked with Bernie Cleates, HR manager for M & P, to consider WIA participants. M & P Transport agreed and has provided training and a good work climate for the success of WIA participants.

With such a large fleet of trucks there is a steady need for qualified mechanics. The company utilizes their staff of highly skilled mechanics to help WIA participants learn the business first hand. With proper training and a chance the company has demonstrated their commitment to WIA participants.

Success Stories from the press

Capital Journal, Pierre, SD

“Students make house, woman’s outlook brighter”

By Heather Mangan – Capital Journal Staff

Caroline Sorensen’s house is a little brighter these days.

Earlier this summer, the house’s blue paint was peeling off. Now it has a rich tan paint job, with burgundy trim.

However, Sorensen is more excited about who painted her house than its color. “I’m very grateful. It’s just unbelievable,” she said.

More than 40 students from Riggs High School and The Right Turn Inc. painted Sorensen’s house. The students scraped, primed and painted during the week of June 14th. The project was a joint effort of the Retired & Senior Volunteer Program and the Youth Involvement Program. Students and senior citizens worked together throughout the year on various community projects. “It’s been a good intergenerational program,” said Katie Nagle of RSVP. “They have learned a lot from each other. It kind of tears down stereotypes.”

The students did the labor for this project and RSVP volunteers made cookies for them to have while they worked. Sorensen is a volunteer for RSVP and had wanted to have her home painted. She couldn’t afford to have a professional paint it, nor could she do it herself.

“It was something that needed to be done,” she said.

RSVP asked Sorensen if she would let a group of students paint her house. She thought this would be a good way to show the community what good things students can do. “I’m glad the good youth are getting publicity,” she said.

Capital Journal, Pierre, SD

‘Never give up on the goal’

Right Turn graduate vows to stay true to her course

By Mary Gales Askren – Capital Journal Staff

One Right Turn graduate spoke poignantly on Thursday night about the way lessons she has learned will enable her to emulate the example set by Meriwether Lewis and William Clark when they made their daunting trip through uncharted territory at the behest of President Thomas Jefferson.

“They experienced setbacks, upset canoes, grizzly bears, 3,000 herd of buffalo thundering across the plains, lack of food and sleep, and even loss of life for some

members of their party,” said Kerie Stuth, an inmate at the South Dakota Women’s Prison who received a general equivalency diploma at graduation exercises

“But they experienced courage, stamina, determination, faith and the willpower to never give up on the goal that they envisioned.”

Stuth said that in completing programs through The Right Turn, she and other graduates were also challenged to reach their goals. Speaking for herself, she said that after making mistakes, she can now see a way to accomplish her dreams.

“I choose to confront the grizzly bears that may come into my life, and will not shrink away with fear and take the easy path. And when I hear the thunder of 3,000 buffalo pounding negative thoughts into my mind, trying to sway me off of my path, I will stay true to my course with determination and inner strength of character,” Stuth said. She said that she intends to surround herself with supportive family and friends, and to find joy in service to others.

Madison Daily Leader, Madison, SD

STRIVE High alternative school celebrates 15-year anniversary

The first alternative school program in South Dakota celebrated its 15th year of service with several speakers, commencement ceremonies for the 2004 graduating class of 17, and Governor Mike Rounds proclaiming April 30, 2004 as STRIVE High Alternative School Day in South Dakota.

STRIVE High Alternative School opened its doors in 1989, as the first alternative school program in South Dakota, and received statewide and national recognition for its approach to delivering high school instruction to “at risk” students in an alternative setting.

STRIVE High is one of two alternative schools operated by the Madison Area Career Learning Center, with AIM High located in Madison.

STRIVE High has students in attendance from Dell Rapids, Colman-Egan, Baltic, Garretson and Tri-Valley school districts. Each district sponsors students to the program and assists in establishing an education plan for the students’ success.

STRIVE High and AIM High are both 12-months, year-round programs. Students receive, in addition to their academic classes for high school completion, extensive career development instruction, including decision-making and assistance following their exit after high school completion.

The student-to-teacher ratio is 10 to 1, to enhance the individual assistance to students’ needs, and upon successful completion of graduation requirements, students return to their sponsoring school district to graduate with their former classmates.

The alternative school program operated through the Madison Area Career Learning Center is a partnership with the South Dakota Department of Labor. Students referred to

alternative school programs must be referred by a sponsoring school district and progress through an admission process.

STRIVE High and AIM High are two of the 16 alternative school programs sponsored by the Department of Labor across South Dakota.

Technology, math and science for girls

Incorporating local funds and a Women's Education Equity grant with Workforce Investment Act funds, a technology camp was developed targeting 14 year-old girls entering ninth grade. The concept was to encourage girls to take science, math, and technology courses throughout their high school years. The girls, in groups of two and three, built computers and loaded the operating systems. This included learning about circuitry and soldering. The girls then built robots using Legos Mindstorm systems. The computers were used to program the robots to complete an obstacle course. The letter below is from a parent of a girl who attended.

To whom it may concern,

I want to take this opportunity to thank you for funding this very worth while technology class. It was a wonderful opportunity for these young ladies to learn about technology. I would encourage you to continue with this.

I was impressed with the diversity of the young ladies who attended this camp. These young ladies came from vastly difference back grounds. Some achieve high academic success and others have to work hard and struggle with school. Economic and racial diversity was also present. In spite of these differences I saw a bond develop among these girls in the one week they had together. It was impressive.

I also saw that some of these young ladies have not worked with groups and have a difficult time adapting to team concepts. Programs like this will go a long way in teaching these young ladies about working in groups.

I am very happy that my daughter was given the opportunity to be a part of this experience. Mrs. Fluth is to be thanked for that. She took the time to approach these girls and encourage them to experience this. She is a wonderful teacher that obviously has an ability to touch these girls.

Thank you.

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 who 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 meet 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. In other words, we expect a big bang for the buck.

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 is 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 very productive for the program and beneficial to participants and the state.

Cost of Program Activities

		Total Federal Spending
Adults		1,673,637
Dislocated Workers		737,580
Youth		2,667,225
Rapid Response (up to 25%) ' 134 (a) (1) (A)		35,902
Statewide Required Activities (Up to 15%) ' 134 (a) (2) (B)	Total Federal Outlays (Include program costs. Also include administrative costs as appropriate)	720,429
Statewide Allowable Activities ' 134 (a) (3)	Program Activity Description	Total Federal Outlays (Program Only)
	Apprenticeship Initiative	54,996
	ICAP	60,603
	ABE Activities	21,185
	Teacher Initiative	99,776
	SDWORKS	33,909
	Youth Development Program	80,854
	Transition Specialist	10,829
	Outreach and development	231,850
Total PY Programmatic Federal Outlays		6,428,777

WIA Annual Report Data

State Name: SD

Program Year: 2003

Table A: Workforce Investment Act Customer Satisfaction Results

Customer Satisfaction	Negotiated Performance Level	Actual Performance - Level - American Customer Satisfaction Index	Number of Surveys Completed	Number of Customers Eligible for the Survey	Number of Customers Included in the Sample	Response Rate
Participants	79	80.3	1,285	1,924	1,924	66.8
Employers	76	82.6	600	7,634	680	88.2

Table B: Adult Program Results At-A-Glan

	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	71	76.9	484
			629
Employment Retention Rate	79	88.6	482
			544
Earnings Change in Six Month	2,100	3,239	1,762,190
			544
Employment and Credential Rate	47	62.9	215
			342

Table C: Outcomes for Adult Special Populations

Reported Information	Public Assistance Recipients Receiving Intensive or Training Services		Veterans		Individuals With Disabilities		Older Individuals	
Entered Employment Rate	63.1	41	74.3	26	68.1	62	67.9	19
		65		35		91		28
Employment Retention Rate	80.8	42	96	24	91.5	65	90	18
		52		25		71		20
Earnings Change in Six Months	4,200	218,382	5,484	137,094	2,441	173,281	741	14,815
		52		25		71		20
Employment and Credential Rate	48.1	13	61.1	11	62.2	28	60	9
		27		18		45		15

Table D: Other Outcome Information for the Adult Program

Reported Information	Individuals Who Received Training Services		Individuals Who Only Received Core and Intensive Services	
Entered Employment Rate	79.3	233	74.9	251
		294		335
Employment Retention Rate	90.9	240	86.4	242
		264		280
Earnings Change in Six Months	3,119	823,494	3,352	938,696
		264		280

Table E: Dislocated Worker Program Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	73	82.6	637
			771
Employment Retention Rate	88	94.5	607
			642
Earnings Replacement in Six Months	89.5	82.3	6,672,997
			8,105,192
Employment and Credential Rate	52	73	268
			367

Table F: Outcomes for Dislocated Worker Special Populations

Reported Information	Veterans		Individuals With Disabilities		Older Individuals		Displaced Homemakers	
Entered Employment Rate	81.3	52	67.5	27	67	65	66.7	2
		64		40		97		3
Employment Retention Rate	96.7	58	89.3	25	92.9	52	100	2
		60		28		56		2
Earnings Replacement Rate	90.7	710,666	90.7	252,846	80.4	489,754	222.2	16,252
		783,123		278,701		608,831		7,314
Employment And Credential Rate	63.6	21	71.4	15	67.4	29	0	0
		33		21		43		2

Table G: Other Outcome Information for the Dislocated Worker Program

Reported Information	Individuals Who Received Training Services		Individuals Who Received Core and Intensive Services	
	Entered Employment Rate	82.8	304	82.4
367			404	
Employment Retention Rate	95	266	94.2	341
		280		362
Earnings Replacement Rate	85	2,986,207	80.3	3,686,790
		3,513,720		4,591,472

Table H: Older Youth Results At-A-Glance

	Negotiated Performance Level	Actual Performance Level	
		Entered Employment Rate	65
Employment Retention Rate	76	85.7	150
			96
Earnings Change in Six Months	2,100	3,699	414,340
			112
Credential Rate	40	50.3	83
			165

Table I: Outcomes for Older Youth Special Populations

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
	Entered Employment Rate	83.3	15	0	0	45	9	63.5
	18		1		20		126	
Employment Retention Rate	80	8	0	0	83.3	10	88.1	89
		10		1		12		101
Earnings Change in Six Months	3,329	33,288	0	0	3,419	41,026	3,927	396,628
		10		1		12		101
Credential Rate	68.4	13	0	0	30	6	52.5	74
		19		1		20		141

Table J: Younger Youth Results At-A-Glance

	Negotiated Performance Level		Actual Performance Level	
	Skill Attainment Rate	66		82.3
	1,174			
Diploma or Equivalent Attainment Rate	44		55.1	178
				323
Retention Rate	59		66.2	243
				367

Table K: Outcomes for Younger Youth Special Populations

Reported Information	Public Assistance Recipients		Individuals Disabilities		Out-of-School Youth	
	Skill Attainment Rate	81	94	83.3	135	79.6
116			162		583	
Diploma or Equivalent Attainment Rate	41	16	74.5	38	54.4	124
		39		51		228
Retention Rate	73.7	14	63.9	39	67.4	190
		19		61		282

Table L: Other Reported Information

	12 Month Employment Retention Rate		12 Mo. Earnings Change (Adults and Older Youth) or 12 Mo. Earnings Replacement (Dislocated Workers)		Placements for Participants in Nontraditional Employment		Wages At Entry Into Employment For Those Individuals Who Entered Employment Unsubsidized Employment		Entry Into Unsubsidized Employment Related to the Training Received of Those Who Completed Training Services	
	Adults	83.3	454	2,898	1,579,468	2.1	10	3,683	1,782,744	77.5
545			545		484		484		151	
Dislocated Workers	92.2	545	85.2	6,109,857	0.6	4	5,131	3,268,144	86.7	202
		591		7,173,581		637		637		233
Older Youth	86.1	99	3,941	453,174	1	1	2,857	297,143		
		115		115		104		104		

Table M: Participation Levels

	Total Participants Served	Total Exiters
Adults	1,533	688
Dislocated Workers	1,320	804
Older Youth	268	168
Younger Youth	1,207	682

Table N: Cost of Program Activities

Program Activity		Total Federal Spending
Local Adults		\$1,673,637.00
Local Dislocated Workers		\$737,580.00
Local Youth		\$2,667,225.00
Rapid Response (up to 25%) 134 (a) (2) (A)		\$35,901.00
Statewide Required Activities (up to 25%) 134 (a) (2) (B)		\$720,429.00
Statewide Allowable Activities 134 (a) (3)	Apprenticeship Initiative	\$54,996.00
	ICAP	\$60,604.00
	ABE Activities	\$21,185.00
	Teacher Initiative	\$99,776.00
	SDWORKS	\$33,909.00
	Youth Dev. Programs	\$80,854.00
	Transition Specialist	\$10,829.00
	Outreach and Dev.	\$231,850.00
Total of All Federal Spending Listed Above		\$6,428,775.00

WIA Annual Report Data

State Name: SD

Program Year: 2003

Table O: Summary of Participants

Local Area Name: South Dakota Workforce Investment Board	Total Participants Served	Adults	1,533
		Dislocated Workers	1,320
		Older Youth	268
		Younger Youth	1,207
	Total Exiters	Adults	688
		Dislocated Workers	804
		Older Youth	168
		Younger Youth	682

		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	79	80.3
	Employers	76	82.6
Entered Employment Rate	Adults	71	76.9
	Dislocated Workers	73	82.6
	Older Youth	65	69.3
Retention Rate	Adults	79	88.6
	Dislocated Workers	88	94.5
	Older Youth	76	85.7
	Younger Youth	59	66.2
Earnings Change / Earnings Replacement in Six Months	Adults(\$)	2,100	3,239
	Dislocated Workers	89.5	82.3
	Older Youth (\$)	2,100	3,699
Credential / Diploma Rate	Adults	47	62.9
	Dislocated Workers	52	73
	Older Youth	40	50.3
	Younger Youth	44	55.1
Skill Attainment Rate	Younger Youth	66	82.3
Description of Other State Indicators of Performance			
Overall Status of Local Performance	Not Met	Met	Exceeded
	1		16