

South Dakota Adult Education and Literacy Program Quarterly Report (April 2021-June 2021)

Site: Cornerstones Career Learning Center, Inc.	Prepared by: Kim Olson	Date: 8/30/21
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Assessment

- **Local providers will submit, with each quarterly report, a list of students who post-tested before the minimum number of instructional hours: ABE=40 hours; ASE=30 hours; ESL=60 hours. Explanations will need to accompany the list of exceptions. The state will monitor to ensure compliance with applicable state and federal requirements.**

Local agency administrators must approve, monitor, track, and document—both to the state and in the learner’s file—the students for whom the instructors seek exceptions; the exceptions to the rules may not become the norm for post-testing (*AEFLA Policy Manual §10.2.2-J*).

Data Quality

- **Submit a copy of your agency Dashboard with a narrative detailing the anomalies**
- **Submit LACES Tables 1, 2, 2A, 3, 4, 4A, 4B, and 6**

Director’s Comments (please address accomplishments, challenges, problems, needs, and/or suggestions):

Explanations for any posttest deviations are noted in Laces in the participant note section.

Data Health –

Students Enrolled – Actual vs Target

This chart is frustrating for several reasons.

1. We are never given a specific target only the number we imagine in our heads and that number is not on this dashboard.
2. The labels of NRS Fundable and Non-NRS Fundable are not accurate since we had to use AEFLA funding to serve all the people counting on that table.
3. When you look at students enrolled actual it is heart retching for us but I try not to dwell on it with staff since they are struggling to provide so many services to the participants that we do have and the staff are all getting tired and burned out.
4. COVID is going to have a long term impact on data and historical data comparisons. I hope it doesn’t take all the years that it took before to build our student numbers. I am noticing that we are 29% down from FY19.

4th Quarter	FY21	FY20	FY19
Enrolled to Date	476	675	671
NRS Fundable Enrolled to Date	243	343	377
Non NRS Fundable Enrolled To Date	233	369	294

5. I have looked at this year as a “great experiment”. I wanted to see if we reduce the number of students that teachers are serving what impact that will have on the other performance indicators. It is something we have hypothesized about for some time but didn’t have a way to experiment to see.

- a. I do understand that there are so many variables in this experiment that it would be unwise to hypothesize about related to outcomes but we do have some things that we are reviewing.
 - i. Students that are enrolled in Distance and are not taking a class with a regular instructor have a poor retention rate compared to students that are dual enrolled. This will be a serious discussion item with staff.
 - ii. ESL numbers have been affected by COVID and possibly the ensuing program changes.
 - iii. ESL students that come into an office for class, even if their instructor is online, may be more connected than other ESL students. We will continue to look at this.
 - iv. We are able to offer more classes more times throughout the day in a more cost effective manner.
6. Neither Becki nor I can ever seem to recreate a matching number for what our dashboard says for Non NRS Fundables vs what our query figures show in this category.

Level Completion by EFL

1. We did alright here when you look at table 4 compared to the dashboard.
2. I would like to note that ABE L4 & L5 are screwed for us. We had 9 people from Pearl Creek finish their GED recently and we used the Provisional assessment to make the reenrollment happen. We have 7 more that completed. Those students would not show in this Dashboard.
3. The post test rate increased in every program location and the overall program increase was 20% while the state had an overall increase of 11%.

Post Test Eligibility by EFL

1. I am heartened by the fact that we had students needing post tests.

Post Test Percentage Rate by EFL Current FY

1. This year our agency has a 46% post test rate compared to 26% last year at this time.

Post Test Percentage Rate by Past Two Fiscal Years

1. This dashboard says that our average post test rate for this FY is 46% but it also says that our average post test rate for previous FY is 26% but that 26% must be a combination rather than the post test rate. Not sure we can glean much from this. But I do believe that the students completing the GED without a post test have an impact on this.

Student Alerts

1. Interesting to note that this dashboard indicates that we have 17 students eligible to post test. Last fiscal year at this time it was 44. That may be a good sign for the changes we have made in program delivery.

Other Notes

1. We have added another new table to this report. That table shows retention rate by class type. It is interesting to look at.
2. It still looks like our time from Intake to assessment is much lower than previous years even with COVID and the assessment obstacles presented.

3. There are numerous challenges that we continue to face that impacted numbers served and performance this year.
 - a. Losing staff due to not being competitive with wages.
 - b. Struggling to recruit new staff.
 - i. how much time is waste interviewing people that want to negotiate a much higher wage when offered a position even when we are clear from the beginning what the wage is. We even go so far as to confirm the wage when we set up the interview and during the interview. If we could pay more, we definitely would.
 - ii. ghosting - people who accept positions and then back out as late as the afternoon of the day before they are supposed to start or may not even show up to start. We do have contact with them during the weeks prior to them starting. The worst part is that this practice sets us back a month or more in trying to fill that position and we have already sent out rejection letters to the other people interviewed.
 - c. Staff being out due to COVID related issues or family medical issues.
 - d. Not being able to offer the same open classroom environment for students.
 - e. Students not having access to technology for online learning. We have been able to overcome much of this now.
 - f. Needing to maintain COVID safety procedures for students and staff has meant that we cannot have as many people in classroom or in the building at the same time in most locations.
 - g. Students and staff fears related to having face-to-face classes and online learning.
 - h. Not knowing how to recruit for new students when we don't know from week to week or even day to day what we can offer students in terms of classes or even face-to-face intakes before we can even start to identify and address technology access and familiarity. Our more synchronized online instructional schedule has helped with this.
 - i. This list continues to grow. . .

Post Testing Rate

4th Q	Current FY	Previous FY	Difference
Huron	36%	22%	13%
Mitchell	74%	31%	44%
Aberdeen	45%	30%	15%
Vermillion	45%	35%	11%
Yankton	49%	22%	27%
Combine	46%	26%	20%
State	42%	31%	11%

SITE Reports --

Aberdeen

As reported by staff -

Things working well:

- ~Students are used to meeting online and actually have preferred to do it this way.
- ~We are now getting more calls for GED and ESL classes.
- ~The students are beginning to get on Burlington English more.
- ~The students are becoming very helpful to each other during class and welcome each other when class begins. They talk about their days and invite each other to do things together.
- ~I have been invited to come to a monk ceremony for one of my Karen student's son.
- ~The attendance has been more at a steady level.
- ~Class numbers have risen for the ESL classes and the GED.
- ~We are able to continue doing our testings with the covid regulations still in place.
- ~Pearson Vue testing has been going well. We have full computers on our Thursday afternoons. We test one Thursday a month.
- ~We have been able to loan out a tablet to two of our students so they are able to get to class on zoom.
- ~We got a good percentage of our students post tested for end of fiscal year.

Things not working as well:

- ~There are still a few students that won't get on Burlington English.
- ~Our GED morning class is having problems getting students to come to class.
- ~ Office was having internet issues toward the end of June.
- ~The attendances starting dropping toward end of year.
- ~Becky citizenship class's attendance also began dropping beginning of June.

Other significant things going on: ESL and GED

- ~We had an online reading for family first that went well. It was a mommy and me storytime.
- ~We have been doing citizenship class that started April 6th. Rebecca averages 8-10 students per night. It is on Monday, Tuesday, and Wednesday nights from 6p to 730p. One student did get her citizenship during this time. Senator Thune spoke with the class for one of the nights. The students were able to ask him questions via zoom. She will be doing mock interviews to end out the class on June 23rd.
- ~The afternoon ESL that Jennifer teaches is doing well with having attendance and students from other areas joining.

~We continued doing BEST Plus in person following the COVID guidelines. Masks were provided if they didn't bring one.

~Students are asking for additional work when we aren't having class.

~ We are getting a lot of referrals by word of mouth so the students are happy with the classes and have family and friends sign up.

~Jennifer has added extra games to the classes to keep the interest. We do bingo, trivia, and drawing instructions games. They want to stay longer after class is over to participate.

~A volunteer started in our office doing 20 hours a week answering phones and helping out around the office. Her name is Tori Kettler.

~Jennifer participates in Chamber of Commerce meetings and United Way meetings. These are all done online.

~Rebecca participates in Aberdeen Area Diversity Coalition and the Chamber Workforce and Education Committee which is also online.

~Comfort's night GED attendance has about 5 steady students.

~Jennifer has had a few calls for 16 and 17 year olds to join GED. The students had been struggling to do their work and keep up online with the high school.

~Comfort likes the curriculum so she feels one step ahead of the students. She would like more plan time.

~We have had good communication with the teachers from our other towns that we are sharing students with. The students are adapting well with having new teachers too.

~We watched many webinars for various teaching methods. They were Burlington English and COABE.

Trainings:

~Jennifer did Google trainings, Webinar on essential education through brain games, webinar on GED online, webinar on working with computers and teaching, webinar on distance learning strategy, and webinar on modeling hybrid learning.

~Jennifer and Rebecca certified and recertified for Pearson proctoring.

HURON

Reported from Becki Lemke –

Participated in "Distance Education Strategies & Solutions" training on 4/23/21.

Staff attended a series of Burlington English online training sessions to deepen their understanding of the instructional tools and the features of the reporting system.

Held AE-IDP in Huron May 5-7 and facilitated Study Circle following training.

Continued to conduct monthly orientation for GED students.

Started training new employee Charles Thomason. Charles will be teaching GED classes starting in August. His training is ongoing.

Received a ProLiteracy National Book Fund grant to secure additional materials for GED and ESL instruction. Books were delivered to Huron and are being distributed to satellite offices for use with students. We are required to report on our use of materials and their impact on our students and overall program as part of this grant award.

Developed STAR training for Summer Summit and worked in conjunction with Jane Meyer to create multiple STAR lesson planning templates to share with STAR teachers in South Dakota.

Engaged in multiple conversations with staff regarding the class schedule for FY22. We discussed the need to continue offering virtual classes to maximize our potential to both reach students who need our services and to offer the number of classes needed to provide leveled instruction. We also discussed the viability of offering face-to-face classes in some program locations and the possibility of piloting hybrid classrooms where the teacher has face-to-face students in the classroom while teaching to online students at the same time. We are continuing these conversations and working to accommodate the needs of students and instructors as often as possible. The tentative schedule for August 2021 would offer 7 GED classes running from 8:30 AM to 7:30 PM and 10 ESL classes running from 10:00 AM to 8:00 PM Monday-Wednesday.

Interest in our program remained high this quarter, even though enrollments typically drop off as we approach the summer months and the end of school. 28 students enrolled in April (13 GED and 15 ESL), 28 enrolled in May (14 GED and 14 ESL), and 13 enrolled in June (3 GED and 10 ESL).

MITCHELL

As reported by staff –

GED - Classes continued on Zoom. Attendance for the morning math class remains steady. Two of the morning math students scored likely to pass on the GED Ready. The afternoon reading class participation has increased.

Two students have utilized the Tech Lending program for the GED class and the distance program.

The office has been open to students - several have come in to use the computer lab.

We continue to reach out to students - GED & ESL that have stopped out.

We have had discussions regarding the ESL population and how to get them back into the classroom. Several students only have their cell phones and it is difficult to view for class. We will explore hosting community outings to discuss what we offer and bring potential students together.

Family First Initiative

We contacted several community groups to help create new relationships for services we offer. In particular, the Family First classes were impacted immensely by this outreach.

We have served 283 people and instructed for over 70 hours. We have brought Financial Literacy, Digital Literacy, and BYAG to more communities through the use of Zoom and in-person classes. The challenge that we had involved connectivity to the internet in some areas. Students had to sign on several times due to connectivity issues.

Created relationships with the new Department of Labor employees by working with Devon to create a challenge for them to sign up participants in the Family First classes. I gave prizes for each person that signed up that was referred by them. I encouraged them to remind their referrals to attend the morning of the class. They signed up over 10 referrals. We gave away a prize for the person that had the most people actually attend.

YANKTON

As reported by staff –

GED

- Math class numbers remained steady through most of the quarter. (Numbers dipped at the end due to summer travel, etc.)
- Most Fast Track students have scored “likely to pass” on their GED Ready tests in all or almost all subjects. One student earned her GED, and one passed a subtest and scheduled additional tests. One fast track student is attending class from a laptop from our technology lending library.
- I partnered with DLR to “pilot” the PREP program. This student earned her GED.
- I taught two “Creating and Safeguarding Passwords” trainings for Family First.
- The TSTM group lead a T3 training.
- I met with the library to discuss a possible partnership on tech classes.
- I experimented with different types of technology to use in the classroom, both for online and hybrid teaching.

ESL

- Debi had over 400 student hours in her classes in April, May, and June.
- Starlyn’s class attendance stayed steady throughout the 4th quarter.
- End of the year testing has been going well. We should hit our goals in most levels. Debi was able to post test more than 25 students in June.
- Many students really like online learning, but others have been asking when we will be able to have face-to-face classes again.

Family Engagement

- Debi helped with two bilingual storytimes this quarter. Debi and Royce worked with the Vermillion and Yankton libraries to provide an online Pashto/English storytime in April. Debi worked with the Yankton library to provide a Spanish/English storytime in person at the Yankton library in June.

VERMILLION

As reported by staff -

GED:

Did a bit of subbing for other teachers in the months I'm not teaching Fast Track (Apr/June).
Otherwise, taught another section of SS / RLA Essay in May.
Had one political science professor visit, to tell us "How the US Constitution is Like the iPhone 7"
Two economics professors visited as well, to answer questions and talk about econ topics.
Several new local students; all ready to test, just need to be coaxed in to do so.
Of our other students, one is just one test away.
Elk Pt student has had their cancer return :(

ESL:

Continuing to teach 7pm Basic class.
Class composition is currently 2 Karen, 4-5 Mexicans, 2-8 Guatemalans. Attendance in the latter group really fell off when the weather (and daylight) improved during class (most of them work construction).
Worried now that we won't be getting many international students this fall, either, at USD.
Down to one ESL student locally, and she is just about ready to pass out of **TABE**. (i.e. she could pass the GED easily)
BEST'd some students for other sites.

Family First:

Taught a 2-hr class about Digital Security in Spanish. Taught two, 2-hour sections of Technology, Ethics, and Safety (mostly about Digital Citizenship and Digital Footprint).

Family Engagement:

The event described in the last report was actually released in this quarter, April 13. (Pashto/English storytime and Ramadan-themed lantern suncatcher craft)
On June 30th we had our second: another storytime in the same vein, but a Spanish book "Where is the Green Sheep?" and a craft where the kids made green sheep out of a paper plate and tissue paper.

Marketing/Outreach:

Ongoing marketing for Family First, emails and flyers.
DLR has been FB marketing for us, which is nice.
Had a real Renaissance of our relationship with DLR now that the office is under new management.
We're very excited about the PREP program.
Met with Skyler Erikson, Principal at Elk-Point Jefferson, to discuss our program.

Professional Dev.

Attended webinars about Teaching Skills That Matter
Mock citizenship interview training (if that was 3rd quarter, forgot to note it)

DISTANCE

As reported by staff -

Distance Education

During Quarter 4 (April - June 2021), the Distance Education program received 44 new referrals for the GED portion of the program. Our students are found throughout many programs across South Dakota.

- Cornerstones (Huron, Yankton, Vermilion, Mitchell, Aberdeen)
- Career Learning Center of the Black Hills
- SouthEast Tech (Burlington English only)
- Sitting Bull College
- Madison DLR
- Lakes Area Tech
- The Right Turn

There were 76 students who logged time in GED Academy and 4 students with hours logged in Burlington English. The total number of study hours logged in Quarter 4 was 760 hours (or 253 hours/month). The same period of time from last April to June resulted in 698 study hours (233 hours per month).

Year-to-Year Quarter 4 Comparison

Month	Active Students	Total GED A. Hours	Month	Active Students	Total GED A. Hours
April 2020	31	100	April 2021	56	283
May 2020	29	135.12	May 2021	56	281
June 2020	30	119.6	June 2021	44	206

Between the two study tracks we now offer (GED® and ESL), approximately 95% of our Distance students use GED Academy and 5% use Burlington English.

Student engagement has been cultivated and promoted through the use of monthly challenges, student self assessments and surveys, 1-on-1 coaching, and student contacts and technical support. GED Academy student accounts are made “inactive” by not logging any hours for over a 2 week period or not responding to contact attempts. Students can get their accounts reactivated by contacting the Program Coordinator as long as a current TABE or Best Plus is on file.

Fiscal Year 2020-2021 Data				
	Reportables to Date	Participants to Date	Total Enrolled	Participant Percentage
Aberdeen				
1 st Quarter	31	22	53	41.5%
2 nd Quarter	46	34	80	19%
3 rd Quarter	65	49	114	43%
4 th Quarter	77	64	141	45%
Huron				
1 st Quarter	18	15	33	45%
2 nd Quarter	33	36	69	52%
3 rd Quarter	51	64	115	56%
4 th Quarter	55	84	139	60%
Mitchell				
1 st Quarter	20	10	30	33.3%
2 nd Quarter	22	21	43	49%
3 rd Quarter	31	25	56	45%
4 th Quarter	40	27	67	40%
Vermillion				
1 st Quarter	6	6	12	50.0%
2 nd Quarter	4	9	13	69%
3 rd Quarter	6	10	16	63%
4 th Quarter	11	11	22	50%
Yankton				
1 st Quarter	37	26	63	41.3%
2 nd Quarter	32	40	72	56%
3 rd Quarter	43	50	93	54%
4 th Quarter	50	57	107	53%
Program TOTAL	233	243	476	51.1%
State				
1 st Quarter	560	513	1073	47.8%
2 nd Quarter	677	791	1468	54%
3 rd Quarter	860	1072	1932	55%
4 th Quarter	962	1368	2330	59%

Fiscal Year 2019-2020 Data				
	Reportables to Date	Participants to Date	Total Enrolled	Participant Percentage
Aberdeen				
1 st Quarter	50	52	102	51.0%
2 nd Quarter	71	83	154	54%
3 rd Quarter	108	96	204	47%
4 th Quarter	109	99	208	48%
Huron				
1 st Quarter	64	65	129	50.4%
2 nd Quarter	70	107	177	60%
3 rd Quarter	111	123	234	53%
4 th Quarter	115	126	241	52%
Mitchell				
1 st Quarter	27	15	42	35.7%
2 nd Quarter	30	28	58	48%
3 rd Quarter	45	35	80	44%
4 th Quarter	52	36	88	41%
Vermillion				
1 st Quarter	4	16	20	80.0%
2 nd Quarter	2	19	21	90%
3 rd Quarter	7	21	28	75%
4 th Quarter	9	23	32	72%
Yankton				
1 st Quarter	48	33	81	40.7%
2 nd Quarter	54	48	102	47%
3 rd Quarter	71	58	129	45%
4 th Quarter	84	59	143	41%
Program TOTAL	369	343	675	50.8%
State				
1 st Quarter	730	610	1340	45.5%
2 nd Quarter	954	935	1889	49%
3 rd Quarter	1242	1240	2482	50%
4 th Quarter	926	1406	2482	57%

Retention By Class 4th Quarter				
ESL Classes	Reportables	Participants	Total	% Retained
Advanced Afternoon	9	21	30	70%
Advanced Evening	7	18	25	72%
Basic Evening	20	21	41	51%
High Beginner Afternoon	5	15	20	75%
High Beginner Evening	6	17	23	74%
High Intermediate Evening 2	9	17	26	65%
Low Beginner Evening	20	31	51	61%
Low Beginner Morning	12	23	35	66%
Low Intermediate Evening	8	15	23	65%
Freeman	0	4	4	100%
Total	96	182	278	65%
GED Classes	Reportables	Participants	Total	% Retained
Fast Track	11	24	35	69%
Math 1 Morning	11	20	31	65%
Math 1 Evening	11	22	33	67%
Math Afternoon	9	15	24	63%
Reading Afternoon	3	9	12	75%
Reading Morning	1	12	13	92%
Social Studies	8	11	19	58%
Pearl Creek	0	12	12	100%
Total	54	125	179	70%
Distance Ed	Reportables	Participants	Total	% Retained
	109	61	170	36%



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_____ Date Received Exceptions List/Justification (if applicable) Widgets/Narrative NRS Tables

