

SOUTH DAKOTA WORKFORCE INITIATIVES ANNUAL REPORT



2013 - 2014





PREPARING OUR **YOUTH**

Through SDWINS, the State of South Dakota has helped young people gain hands-on experience in the workforce and make better-informed career decisions.

**SOUTH DAKOTA
WINS ...**

**WHEN OUR CHILDREN ARE PREPARED TO COMPETE IN A GLOBAL,
HIGH-TECH ECONOMY.**

1. SDMyLife

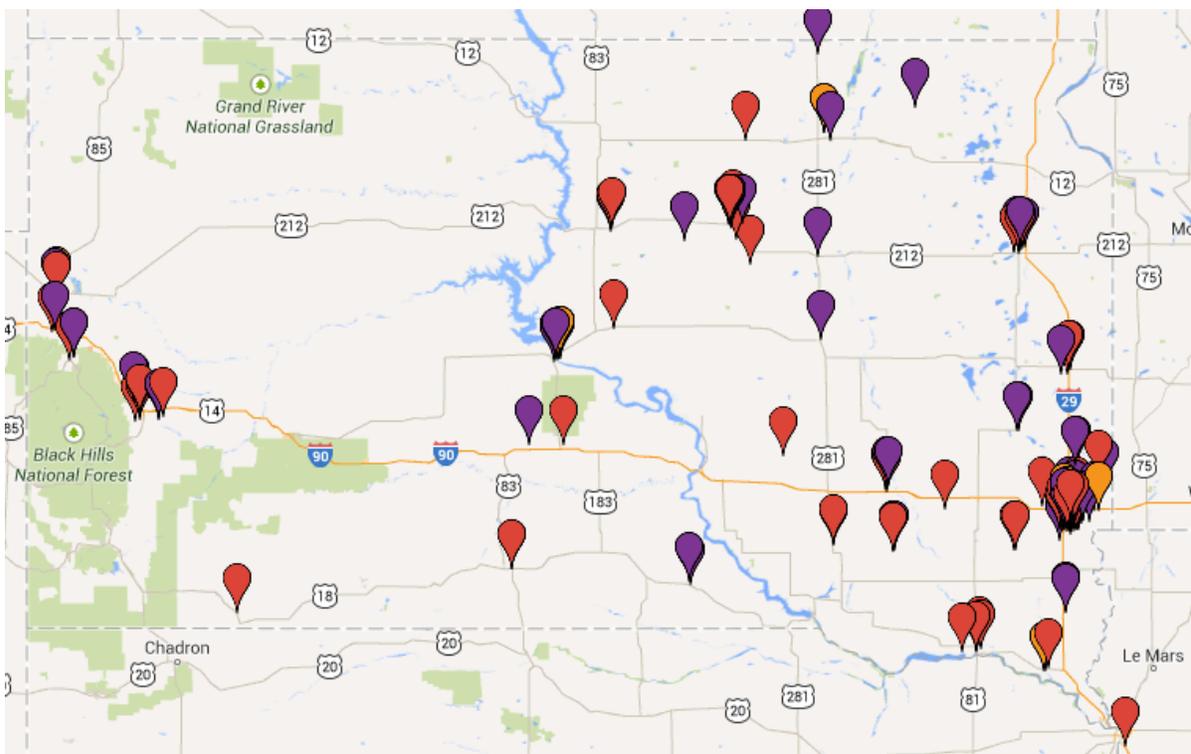
Description: SDMyLife is a website aimed at helping South Dakota students research career options. Using this site, students can take interest and ability assessments in order to learn which careers might be a good match for them. Students can explore careers and postsecondary education options, as well as build their own Personal Learning Plan to guide their high school experience.

Purpose: To provide 7th-12th grade students with resources for career and academic planning.

Goals:

- Increase usage of SDMyLife website
 - ONGOING: Student usage of SDMyLife has remained steady. The Department of Education expects to see greater usage during the 2014-2015 school year thanks to the debut of the single sign-on process which will make it easier for students to access the system both at school and away from the classroom.
- Increase business participation through SDMyLife Network in order to display more business opportunities to students.
 - ONGOING: The number of businesses using the SDMyLife Network is slowly growing.

Location of SDMyLife Network Businesses



- Use Personal Learning Plans as a tool to engage students, teachers, counselors, and parents while providing career information.
 - ONGOING: 35 percent of students in eighth and ninth grade have completed a Personal Learning Plan in the SDMylife system.
- Complete the single sign-on process, to provide greater ease of use for both students and parents and in turn increase usage of the SDMylife website.
 - COMPLETED: This work was completed for the start of the 2014-2015 school year.
- Re-develop the Personal Learning Plan tool within SDMylife so it is more user-friendly for students and school personnel.
 - ONGOING: Work has begun to revise the existing Personal Learning Plan tools available in SDMylife.

2. Career Camps

Description: Career Camps are events where students gain exposure to potential career fields. Professionals discuss what they do, why and how they entered their professions, and what working in their industry entails. Educators also provide information about what education and training is required to enter the industry.

Purpose: To provide students a chance to explore and experience potential careers in a variety of different industries.

Goals:

- Establish a one-stop website where students can access information about Career Camps.
 - COMPLETED: The website is located at www.sd.gov/careercamps.
- Market the website in order to increase awareness of Career Camps.
 - ONGOING: A link to the one-stop website will be posted to SDMylife and career camp events will be shared with Career & Technical Education teachers on a regular basis.

3. Critical Need Teaching Scholarship

Description: During the 2013 Legislative session, Senate Bill 233 provided for \$1.5 million in one-time funds to be allocated to the Education Enhancement Trust Fund to be used for the purposes of funding a Critical Need Teaching Scholarship program.

Purpose: To provide financial support to teacher education candidates enrolled in critical teaching need occupations that include: 1) K-12 Special Education, 2) High School Math or Science, and 3) High School Career and Technical Education.

Goals: The program is designed to meet two primary goals, and a total of 19 students were awarded scholarships through this program for FY2015 as shown in the table below.

- Encourage more postsecondary students to pursue teaching careers in the high need areas.
 - ONGOING: Endowed funds will make it possible for the Scholarship Board to make scholarship awards to eligible students in future years.
- Encourage graduates from these programs to remain in South Dakota after graduation to teach in school districts in the state.
 - ONGOING: The Scholarship Board has the authority to modify the critical need fields based on school district demand in future years.

Critical Teaching Needs Scholarship Awards FY2015

Institution	HS Math	HS Science	HS CTE	K-12 Special Education	Total
DSU	1	0	0	3	4
Mount Marty	3	0	0	0	3
SDSU	2	0	5	0	7
USD	1	2	0	2	5
Total	7	2	5	5	19

4. Early College Experiences: Online Advanced Placement Courses & Dual Credit Courses

Online Advanced Placement

Description: The College Board Advanced Placement (AP) program provides high school students with college-level curriculum and exams which help prepare them for the rigors of college coursework. Many colleges throughout the United States offer college credit for students who score three or higher on their AP exam.

In South Dakota, a program called Learning Power makes seven AP courses available across the state via an online delivery system. There is no cost to the student, and the only cost for the local district is course materials. With this program, students in more rural areas have the same access to AP courses as students in larger districts.

Currently, 284 students are registered for the seven different online AP courses for the 2014-2015 school year.

Purpose: To prepare students for achievement in both postsecondary education and their careers.

Goals:

- Expand participation in online AP Courses and reinstate financial aid for schools that cannot provide AP opportunities.
- COMPLETED: Current enrollments in the Learning Power program max out the appropriated funds for this program. This program serves as a complement to the dual credit program and provides students with another option for potentially earning college credit based on their postsecondary plans.

Students Passing AP Exam with Score of 3 or Higher 2012-13

Course	Total Tests	Pass Rate	National Pass Rate
AP Biology	38	71.05%	55.60%
AP Calculus	44	81.82%	57.70%
AP Chemistry	41	56.10%	54.50%
AP English Language and Composition	78	38.46%	57.60%
AP English Literature and Composition	82	46.34%	55.00%
AP Physics	25	68.00%	60.00%
AP Statistics	29	62.07%	56.90%
LP Program Totals	337	56.08%	56.76%

Dual Credit

Description: Dual credit is an opportunity for high school students to enroll directly into college courses while still in high school, simultaneously earning credits for both their high school diploma and postsecondary degree or certificate. These courses are taught by the postsecondary institution’s faculty members. Students are able to take both on-campus and online classes, including general education and career and technical education courses.

Purpose: To prepare students for achievement in both postsecondary education and their careers.

Goals:

- Create additional dual credit programs at both the technical institutes and Board of Regents universities.
 - COMPLETED: Students in South Dakota are able to enroll in dual credit courses at both technical institutes and Board of Regents universities at a reduced rate of \$40 per credit hour.
- Increase student participation in statewide reduced tuition dual credit program.
 - ONGOING: Through the Governor's Dual Credit Program approved during the 2014 legislative session, dual credit coursework is available to high school students in grades 11-12 at a significantly reduced rate of \$40 per credit. Students are responsible for the cost of the course credits and any required textbooks or related course materials. Registration numbers for Fall 2014 alone have greatly surpassed the expected number of credit hours for the entire 2014-15 school year. As of September 2014, juniors and seniors in the state had registered for more than 4,400 credit hours, significantly outpacing the estimated 2,000 credits for the entire academic year.

5. College Readiness Coursework K12

Description: South Dakota universities determine a student's eligibility for college level courses based on ACT English and mathematics sub-scores. Students with an 18 or higher in English and a 20 or higher in mathematics can register for college level coursework. Students whose ACT scores are below this must take college readiness coursework. Online college readiness courses are offered at no-cost to students through the South Dakota Virtual School. This coursework is tailored specifically to the student's skill level, and if successfully completed, will allow students to bypass post-secondary remedial courses and enter directly into a college level course.

Purpose: To provide opportunities for students to take course components in which they may need remediation while still in high school.

Goals:

- Identify deficiencies prior to the student leaving high school.
 - ONGOING: During the 2013-2014 school year, students from 52 school districts registered for 156 math, reading and English online College Readiness courses through the South Dakota Virtual School. 58.82 percent of students who have taken the placement test have passed.

- Expand face-to-face remedial coursework opportunities in school districts and provide additional options to students, including granting high school credit or completion in remedial coursework.
 - ONGOING: Beginning in the 2014-2015 school year, a portion of the funds appropriated for remediation will be used to bring remedial courses directly to the schools as face-to-face courses. Approximately 800 registrations are available to students at no-cost, either through virtual school or via districts implementing the curriculum in a face-to-face setting.
- Increase the number of students meeting ACT benchmark scores so as to avoid remedial coursework.
 - ONGOING: Method Test Prep is a free online test preparation tool available through SDMyLife that helps students build math, reading, science, English and ACT test prep skills. Research has shown that students who use Method Test Prep 15 minutes a day can improve their ACT scores by as much as three points.

6. Grants to High School for Career & Technical Education

Description: In February 2014, 12 school districts were awarded a combined total of over \$8.5 million to assist in developing Career & Technical Education (CTE) programs and strengthening programs that already exist. The funds will help middle schools and high schools partner with each other, other school districts, postsecondary institutions, and those in the industry.

Purpose: To grow and expand access to quality secondary CTE programs.

Goals:

- Increase the number of regional and industry partnerships through the use of grant dollars and ensure alignment with postsecondary/business needs.
 - ONGOING: CTE grant award winners were specifically tasked with addressing a number of priorities within their grant projects, including regional participation, a direct connection to South Dakota workforce needs, cooperation with postsecondary institutions, partnerships with local business and industry, and a systems approach.
- Assist schools in achieving the goals of their grant project to create models that can be shared with other districts statewide.
 - ONGOING: The Department of Education will support districts in offering regional CTE opportunities and in leveraging additional grant dollars to

expand industry partnerships and alignment to postsecondary programs with schools outside of the grant winners.

7. University Student Success

Description: The Regental system established a number of programs to help students successfully complete developmental courses, better track student behaviors that adversely affected completion, and provide clearly defined pathways for timely graduation.

Purpose: A series of initiatives were designed to meet the Regental system mission to: 1) improve student success and retention, and 2) increase the number of university graduates.

Goals:

- Pilot a series of remedial course re-design efforts to improve student retention for underprepared and at-risk students.
 - COMPLETED: Data from 2013 demonstrates students enrolled in these courses are achieving similar success rates to their counterparts taking traditional entry-level coursework. Participating campuses continue to offer these co-requisite options for FY2015 with the goal of improving retention, saving students time toward degree completion, and reducing the expense associated with remedial coursework.
- Implement an early alert system to draw upon multiple indicators for identifying at-risk students before they drop-out.
 - COMPLETED: The implementation of the Starfish software solution has been successful in connecting students with faculty, student affairs professionals, and other staff on campus to work in a coordinated effort to provide early interventions when multiple flags are identified.
- Promote the establishment of a clearly defined set of pathway programs for undecided students.
 - COMPLETED: The Guided Pathways to Success initiative attempts to provide a clearly defined roadmap to ensure students enroll in coursework that meets their career needs. A sizable number of students continue to enter their postsecondary career as undecided, and institutions have established degree tracks for these students that further prescribe coursework aligning with their career interests.

8. Internship Opportunities

Description: The Department of Labor and Regulation (DLR) works closely with the state's colleges, universities, and technical schools, so employers have access to recent graduates. Employers can post internships, and DLR will promote them to ensure they are filled by quality applicants eager to apply what they learned in the classroom.

Purpose: To promote a single location for employers to post internships and for students to search internships that provide meaningful work experience, giving students exposure to possible career opportunities.

Goals:

- Increase the number of businesses listing internships on the DLR website.
 - ONGOING: In 2013, a total of 76 entities listed 642 internships. The number of internships listed nearly doubled (up 95 percent) compared to 2012.
- Share and collect more internship information from postsecondary institutions for the DLR website.
 - COMPLETED: Through weekly communication, DLR created a method to list all internships posted by the Board of Regents and the State Technical Institutes. There are more internships posted now than ever recorded in the history of SDWORKS.
- Increase the number of people who are using the DLR website to identify internship opportunities.
 - ONGOING: DLR's local office staff will continue to promote the site to students and list internships from businesses and post-secondary educators. In 2013, there were 7,025 referrals to internships, up 32 percent compared to 2012.

9. Dakota Seeds

Description: Internships are a great way to help fill temporary workforce needs and establish a pipeline for permanent employees. Internships also enhance a student's education by providing work experience in their chosen career pathway. Dakota Seeds supports internships for high school and postsecondary students in the high-need areas of science, technology, engineering, math, accounting, and manufacturing.

Nearly one third of Dakota Seeds interns accept full-time positions with the companies providing their internship.

Purpose: To encourage South Dakota employers to create internships in order to develop full-time employees to meet their future workforce needs.

Goals:

- Provide funding to assist with wages.
 - ONGOING: Dakota Seeds will cover up to one-half of the qualified position's wages, up to \$2,000 per intern.
- Connect students with internship opportunities.
 - ONGOING: Through partnership with the Department of Labor and Regulation, students can find internships and employers can post internships in one location using the SDWORKS database.



TRAINING FOR **SKILLED JOBS**

Through SDWINS, the State of South Dakota has created additional education and training opportunities in areas of high need and demand.

**SOUTH DAKOTA
WINS ...**

**WHEN OUR WORKFORCE IS QUALIFIED AND PREPARED FOR ALL
TYPES OF CAREERS.**

10. Technical Institute Distance Education:

Description: Lake Area Technical Institute (LATI) offers a Precision Machining online program. This program has had outstanding industry support and has significantly decreased the time needed for students to travel to/from campus. As a result of the online machining program, a model for online delivery was created and has been used at other technical institutes in the state.

Purpose: To provide Technical Institute Distance Education programs for potential workers who do not have access to skilled training due to their current work schedule, other obligations, or geographic location.

Goals:

- Increase number of trained welders and machinists.
 - COMPLETED: To date, 14 students have enrolled in the LATI program, and currently nine of those students are continuing to pursue their degree. Two additional students have enrolled for the 2014-2015 school year. Critical Needs Workforce Scholarships have been awarded to support additional welders and machinists. Dual credit courses in manufacturing have been made available to high school students.
- Increase geographic reach of welding and machining training programs.
 - COMPLETED: In addition to the online program, welding programs have been established at all four technical institutes.

11. Welding & Manufacturing Program at Mitchell Technical Institute

Description: In order to meet demand of South Dakota businesses, the state must train more welders.

Purpose: To address the state's shortage of welders in order to meet demand of South Dakota businesses.

Goals:

- Train more welders.
 - COMPLETED: Mitchell Technical Institute's (MTI) first-ever Associate of Applied Science degrees in Welding and Manufacturing Technology were awarded to nine students in May 2014. This represents a 100 percent completion rate of the Fall 2012 degree-seeking cohort. All nine have

secured full-time employment, either before or immediately upon graduating. In addition, MTI awarded nine one-year diplomas to students who opted to exit the program in May 2014, most to pursue immediate employment in the welding industry. Seven students will return in Fall 2014 for the Advanced Manufacturing component. Demand for the program has increased as its profile has grown. It is expected that MTI will increase the program size to allow acceptance of 40 first-year students in Fall 2014.

12. Welding Education at Mike Durfee State Prison

Description: South Dakota's Corrections system can use innovative means to provide skills to inmates that will benefit the inmate, as well as society. It is in the state's interest to have these citizens become successful, productive members of society.

Purpose: To address the shortage of welders in South Dakota while providing tangible skills to inmates to reduce recidivism.

Goals:

- Train more welders in Springfield.
 - COMPLETED: Starting July 1, 2012, the welding program expanded from 48 to 96 completion slots per year.
- Reduce recidivism of program participants.
 - ONGOING: At 12 months post release from prison in CY2012, 11 of the 52 inmates who completed the welding program had recidivated, which equates to 21.2 percent.

The overall 12 month recidivism of males released in CY2012 was 26.7 percent.

- Provide inmates with steady, gainful employment upon release.
 - ONGOING: Various welding businesses in South Dakota have visited the welding program and spoken to graduating classes about welding careers and employment opportunities. Positive feedback has been received from these employers regarding the program.

13. Technical Institute Grants

Description: These grants will help the technical institutes ensure students can train on the same equipment they will use in the real world.

Purpose: To ensure graduates in high workforce need areas are well-prepared to enter their selected industry.

Goals:

- Ensure state of art equipment is available at technical institute programs through regular equipment updates and develop a long-term plan for equipment upgrades and evaluate on a yearly basis.
 - ONGOING: \$4.8 million was awarded to the four technical institutes in the state to purchase major equipment upgrades in a variety of industry sectors.
- Increase incentives for enrollment in high workforce need programs.
 - ONGOING: Each of the technical institutes will receive \$125,000 per year for the next three years [\$1.5 million total] to support students who enroll in historically under enrolled programs (meaning there aren't enough students entering the programs to meet South Dakota's workforce needs). The scholarships will be made available in 20 technical institute programs across five high-demand industries starting with the 2014-2015 school year. Because each area of the state has different industry needs, the technical institutes will award scholarships in under-enrolled programs connected to their regional workforce needs. Workforce need areas will be reviewed annually and scholarships will be adjusted accordingly.

■ 14. National Career Readiness Certificate

Description: The National Career Readiness Certificate (NCRC™) is an industry-recognized, portable, evidence-based credential issued by ACT that certifies essential skills needed for workplace success. The NCRC can be used as a staffing tool for screening, hiring and promotion, and targeting employee training and development.

Purpose: To provide high school students the opportunity to obtain the National Career Readiness Certificate.

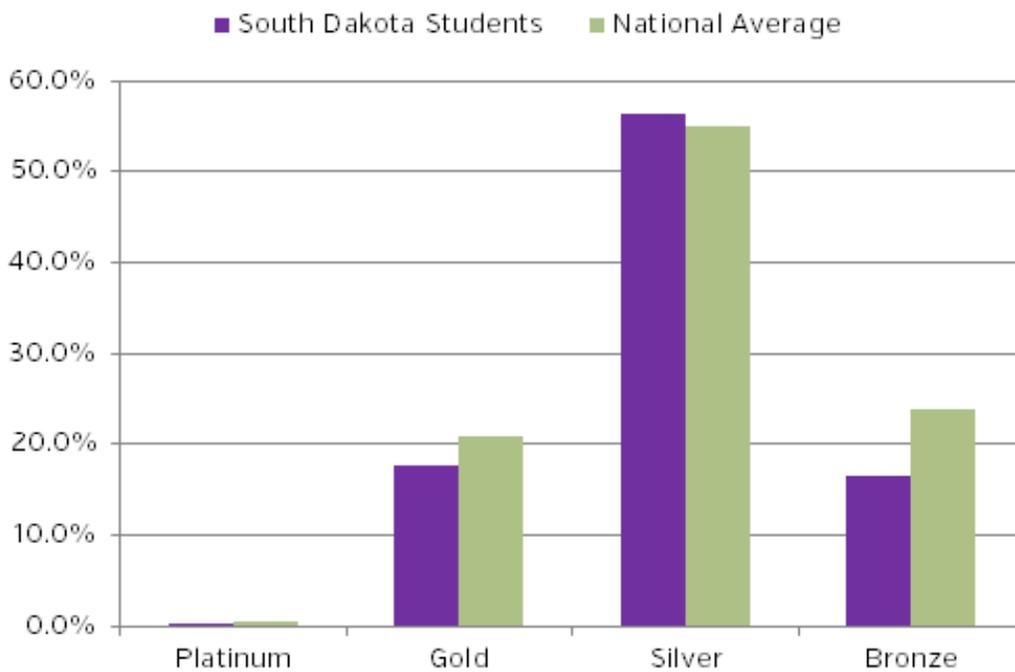
Goals:

- Offer the NCRC to 3,200 high school junior and senior students in order to assess students for employment capability and provide certification for increased employability.
 - ONGOING: In the 2013-2014 school year, 6,212 assessments were completed, with a total of 2,085 students participating from 53 schools.

- Increase counselor, parent, and student awareness and understanding of the NCRC through marketing.
 - ONGOING: Promotional materials will be provided to students, parents, and businesses to help each group better understand the value of the NCRC. School districts will receive support materials to help them understand how the NCRC will be used as part of the state accountability system.

- Increase the number of businesses that recognize the NCRC.
 - ONGOING: Recognizing the value of the NCRC and its purpose is crucial as more students and NCRC holders present this certification as an additional credential when applying for employment. The Department of Labor and Regulation’s (DLR) local offices will perform these outreach activities. DLR staff will schedule visits with local businesses in the communities in which the NCRC is administered to high school students.

Level of NCRC Certificate Attained by Students



“The NCRC gives Riggs’ students a great resource in their toolbox as they leave high school. Our students understand the value of documented proof of their skills in a competitive world market.”
 – Bobbi Brown, Counselor at T.F. Riggs High School in Pierre

15. Community Development Block Grant Workforce Training

Description: Community Development Block Grant (CDBG) Workforce Training funding may be utilized by cities and counties, frequently working in conjunction with local technical institutes or other education centers, to implement training programs to address current workforce needs in their area. The workforce training must primarily serve (at least 51 percent) individuals who meet low-to-moderate income requirements.

Purpose: To utilize CDBG Public Service funding to provide job training for individuals who meet the low-to-moderate income requirements so these individuals can advance themselves in the workforce.

Goals:

- Assist cities and counties, working in conjunction with local technical institutes and other educational centers, in implementing new training programs to address the current workforce needs in their area.
 - ONGOING: In 2013, a total of \$64,072 in training dollars were approved and funded for 41 projected welding trainees.
- Work with the six planning districts to market the program.
 - ONGOING: Governor's Office of Economic Development's (GOED) business development representatives work closely with the planning districts to promote and market the CDBG program.

16. Workforce Development Program

Description: The Governor's Office of Economic Development's Workforce Development Program provides grants to assist companies with up to 50 percent of costs associated with training new and existing employees. The program focuses on technical training skills which results in a pay increase of at least 50 cents per hour after the training is complete. Grant amounts vary, but typically range between \$500 to \$1,000 per employee, and require a wage of at least \$11.00 per hour.

Purpose: To provide financial assistance in training employees in technical skills.

Goals:

- Strengthen the skills and abilities of South Dakota's workforce.
 - ONGOING: In 2013, the Workforce Development Program awarded over \$1.2 million to support the training of 1,517 employees.



IMPROVING ACCESS TO **RURAL HEALTHCARE**

Through SDWINS, the State of South Dakota has expanded the capacity to train and recruit healthcare providers.

**SOUTH DAKOTA
WINS ...**

WHEN EVERY CITIZEN OF OUR STATE - NO MATTER WHERE HE OR SHE LIVES - HAS ACCESS TO THE SAME QUALITY HEALTHCARE.

17. Increase Primary Care Physicians in Rural South Dakota

Description: Building and sustaining South Dakota's healthcare workforce, particularly in rural South Dakota, continues to be difficult. Trends such as the retirement of baby boomers, increased healthcare utilization, and more specialization of professionals challenge the South Dakota healthcare systems' ability to maintain the level and quality of service with fewer primary care providers. South Dakota needs to make sure we are getting adequate numbers of healthcare students in the pipeline and that we have capacity in training and education programs.

Purpose: To expand the state's education capacity to prepare additional primary care providers for rural areas.

Goals:

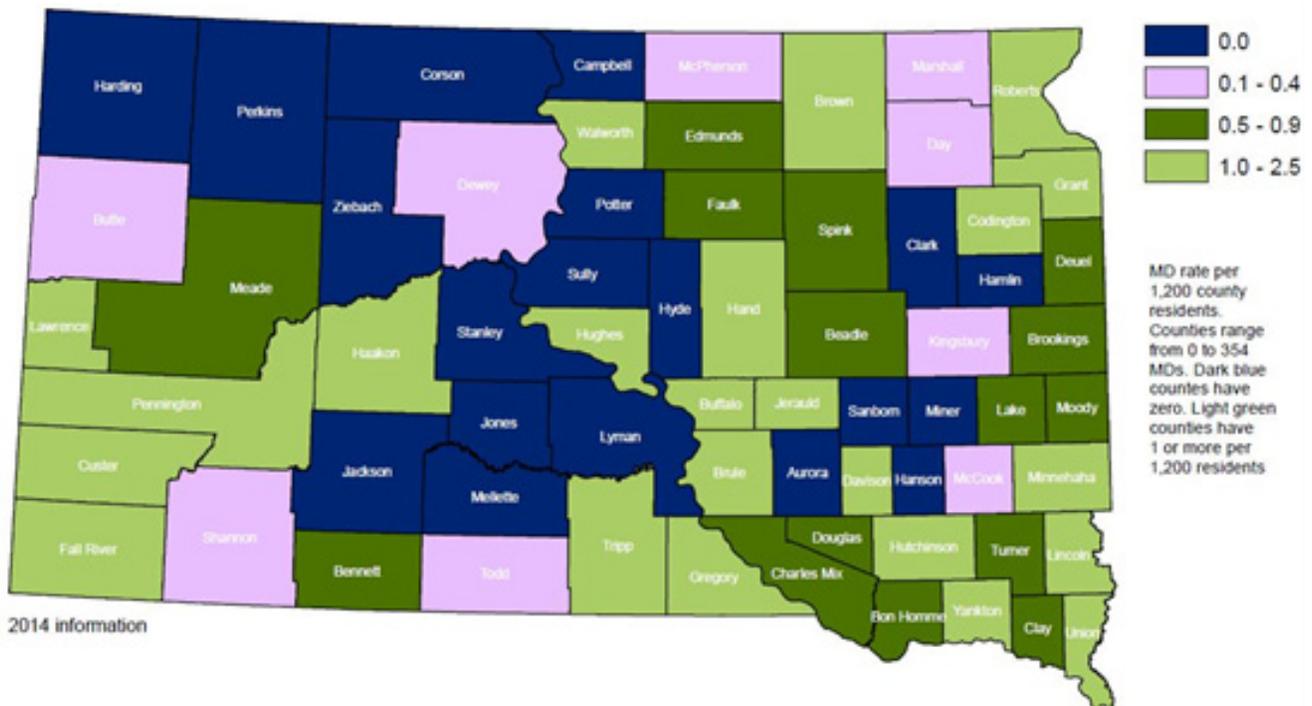
- Increase the University of South Dakota's Sanford School of Medicine (SSOM) capacity.
 - COMPLETED: Starting with the 2015 class, the SSOM class size will expand by an additional 11 students per year (44 total students). Combined with increased class size two years ago (four students per year/16 total), this means by 2019, South Dakota will have 60 more medical students being trained in our state – that is historic.
- Implement a rural track to provide selected third-year medical students with an extended experience in rural communities.
 - COMPLETED: The Frontier and Rural Medicine (FARM) program was established in 2012 to provide third-year medical students with a nine-month clinical training in a rural community. As of June 1, 2014, two FARM classes/cohorts have been selected. The first class of six medical students started their FARM experience in Summer 2014. Participating communities include Milbank, Mobridge, Parkston, Platte, and Winner.
- Increase the number of South Dakota primary care physician graduates locating in South Dakota and specifically in communities of 10,000 or less.
 - ONGOING: The Office of Rural Health will continue to offer the Recruitment Assistance Program for physicians. This program provides qualifying physicians an incentive payment in return for three continuous years of practice in an eligible rural community. In addition, the FARM program will continue to offer third-year medical students a nine-month clinical training in a rural community. The Rural Experiences for Health Professions Students (REHPS) program will also continue to offer medical students a four-week rural immersion opportunity each summer.

- Identify possible third-year SSOM campus locations to accommodate a possible expanded SSOM class size for FY2015.
 - COMPLETED: A request for information (RFI) was issued in the spring of 2013 to existing SSOM campus locations regarding their ability to take additional students to support a larger class size. Based on the response to the RFI, the Board of Regents received \$1.1 million in their FY2015 budget to expand the SSOM class size by 11 students per year (44 students total), beginning with the 2014-2015 class.

- Encourage collaboration between primary care residence programs and programs like the Rural Experience for Health Professions Students.
 - ONGOING: A workgroup of key stakeholders was formed to address rural experience opportunities. Efforts are underway to encourage partnerships with REHPS, FARM, and Indian Health Services (IHS).

- Encourage development of primary care residences in South Dakota.
 - ONGOING: The Oversight Committee for the Primary Care Task Force will continue to explore this recommendation.

**Total Primary Care Physician Distribution
in South Dakota Counties**
963 Primary Care MDs in South Dakota



18. Increase South Dakota physician assistants and nurse practitioners in rural South Dakota

Description: South Dakota is projected to need thousands of additional healthcare providers in the near future as the state's population ages and significant numbers of current providers approach retirement. This problem is particularly acute in rural areas where one of the most pressing issues is the maldistribution of health professionals.

Physician assistants (PAs) and nurse practitioners (NPs) are a vital component to the delivery of healthcare in South Dakota, particularly in rural areas.

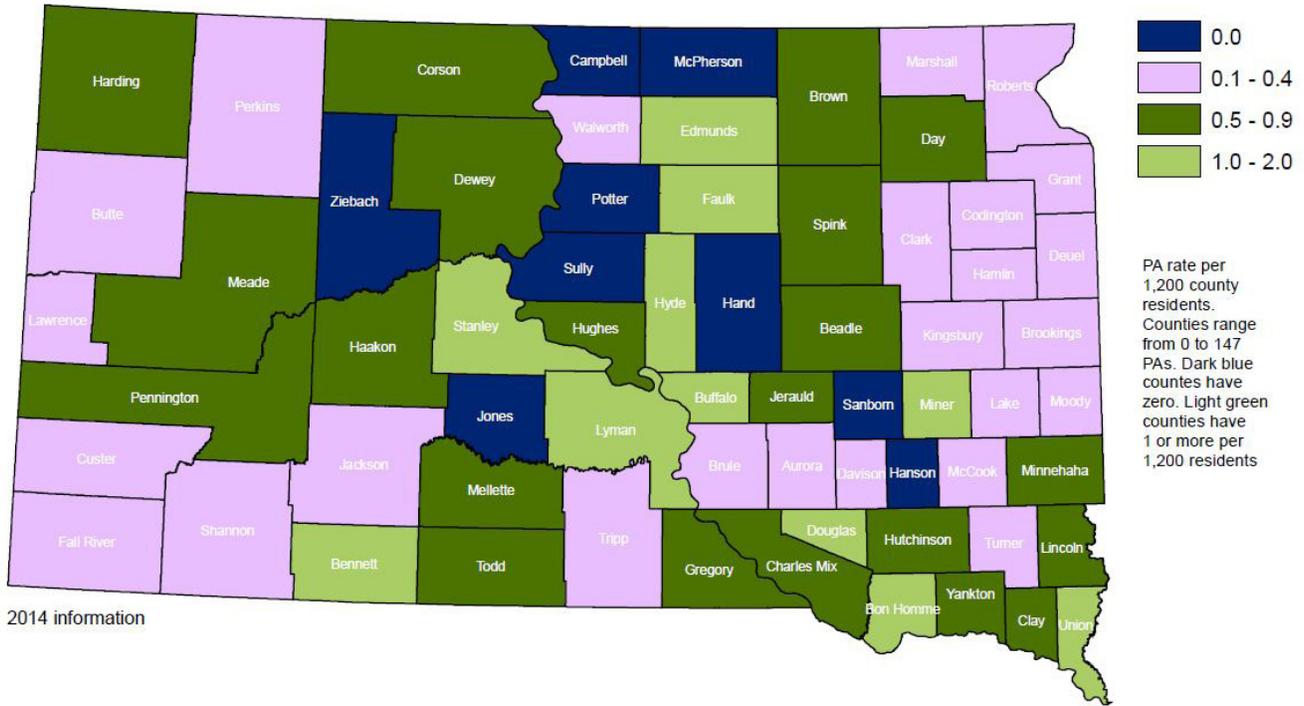
Purpose: To expand the state's education capacity to prepare additional primary care providers with a strong emphasis on rural areas.

Goals:

- Increase the capacity of the PA program and accept more in-state residents.
 - COMPLETED: Beginning with the 2013 school year, the PA program at the University of South Dakota was expanded from 20 students (10 resident/10 non-resident) to 25 students (20 resident/5 non-resident).
- Increase the number of South Dakota PA graduates locating to a community of 10,000 or less.
 - ONGOING: The Office of Rural Health (ORH) will continue to offer the Recruitment Assistance Program for physician assistants. This program provides qualifying PAs an incentive payment in return for three continuous years of practice in an eligible rural community. The Rural Experiences for Health Professions Students (REHPS) program will also continue to offer PA students a four-week rural immersion opportunity each summer. In FY2014, funding was provided to support payments to South Dakota providers serving as preceptors to PA students. Comparing the first rotation (October-November) of the PA Class of 2014 to the same rotation for the PA Class of 2013, there was a 38.5 percent increase in the number of South Dakota providers serving as PA preceptors. This funding will continue.
- Increase the number of South Dakota nurse practitioner graduates locating to a community of 10,000 or less.
 - ONGOING: ORH will continue to offer the Recruitment Assistance Program for nurse practitioners. This program provides qualifying NPs an incentive payment in return for three continuous years of practice in an eligible rural community. The REHPS program will also continue to offer NP students a four-week rural immersion opportunity each summer.

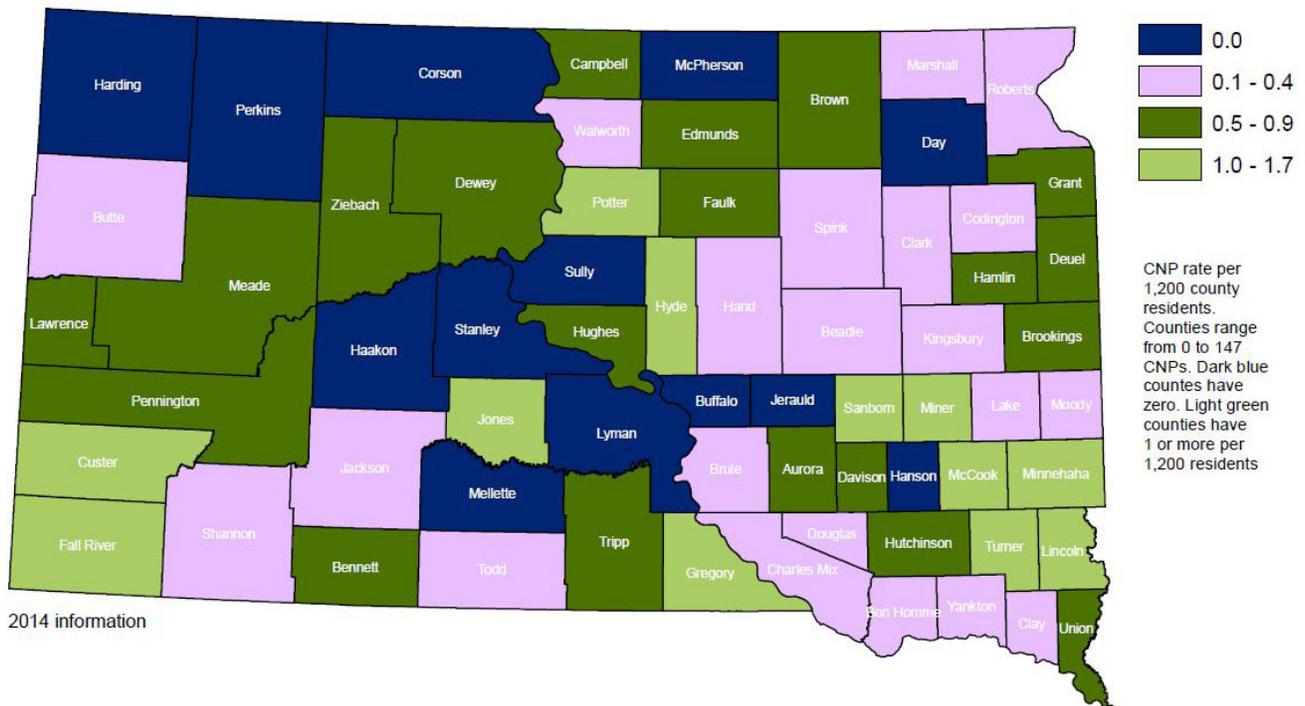
- Seek funding for payments to South Dakota providers serving as preceptors for NP students in FY2015 budget.
- COMPLETED: The Board of Regents received \$260,000 in their FY2015 budget to support payments to South Dakota providers serving as preceptors to NP students.

**Physician Assistant Distribution
in South Dakota Counties**
469 Physician Assistants in South Dakota



Certified Nurse Practitioner Distribution in South Dakota Counties

515 Certified Nurse Practitioners in South Dakota



19. Provide Rural Healthcare Recruitment Programs

Description: The State of South Dakota offers programming to assist in recruiting and retaining healthcare professionals. However, hospitals, nursing homes, and other healthcare facilities in rural South Dakota need to be able to offer greater incentives to successfully recruit professionals.

Purpose: To assist in recruiting and retaining healthcare professionals by providing payment incentives to attract more providers to rural South Dakota.

Goals:

- Increase capacity for health professionals to participate in recruitment programming.
- COMPLETED: In 2012, Governor Dugaard signed legislation expanding the Recruitment Assistance Program to include all primary care providers (family medicine, general medicine, internal medicine, OB/GYN, pediatrics, dentists, pediatric dentists, PA, NP, CNM). In addition, this legislation enhanced the Rural Healthcare Facility Recruitment Assistance Program (RHFRAP) to encourage practice in rural locations. Eligible occupations for the RHFRAP program include: dietitian or nutritionist, nurse (LPN or

RN), occupational therapist, respiratory therapist, laboratory technologist, pharmacist, physical therapist, paramedic, medical technologist, and radiologic technologist.

- Increase number of communities utilizing recruitment programming.
 - ONGOING: The Office of Rural Health (ORH) will continue to offer and support the Recruitment Assistance Program as well as the Rural Healthcare Facility Recruitment Assistance Program. ORH will promote these programs at conferences, conventions, meetings, etc. as well as through websites, newsletters, direct mailings, and so on.
 - ONGOING: ORH will enhance efforts to promote community and facility incentive for programming already in place.
 - ONGOING: Primary care education programs will partner with Dakota Roots to promote the return of healthcare providers to South Dakota.
 - ONGOING: ORH will establish community promotion programming to assist in development of “recruitable” communities.

ORH is currently partnering with the Governor’s Office of Economic Development to enhance their “Ready to Partner” effort to include a healthcare component. In addition, ORH is developing a webpage that will provide healthcare facilities tools and resources to assist with recruitment and retention efforts.

20. Promote Rural Health Experiences for Students

Description: The more exposure to rural healthcare experience that can be provided to students, the more confident they are in their abilities to practice in that setting. Providing expanded opportunities for healthcare students to gain experience working in rural communities makes them more familiar with the rewards and challenges of rural healthcare, which in turn can help with recruitment and long-term retention of healthcare providers.

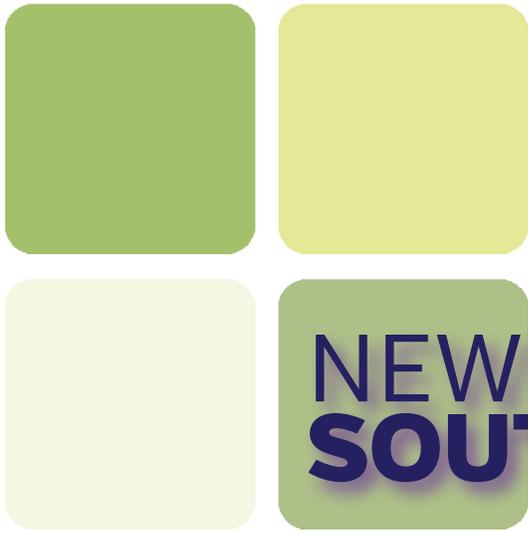
Purpose: To provide and promote quality rural health experiences to students.

Goals:

- Increase the number of quality rural health experiences for students enrolled in primary care post-secondary educational programs.
 - ONGOING: The Frontier and Rural Medicine (FARM) program will continue to offer third year medical students a nine-month clinical training in a rural community. The Rural Experiences for Health Professions Students (REHPS) program will also continue to offer medical students a four-week rural

immersion opportunity each summer. Funding for REHPS is now provided through the Office of Rural Health (ORH).

- The Department of Health will establish a clearinghouse for rural health experiences for primary care post-secondary educational programs.
 - ONGOING: ORH is currently partnering with the Yankton Rural Area Health Education Center (AHEC) to develop a clinical clearinghouse system to match students with facilities with regards to rural experiences.
- Expand and enhance opportunities for medical/physician assistant/nurse practitioner students and residents to gain exposure to medical practice in rural areas through REHPS, FARM, and other programs.
 - ONGOING: ORH will continue to collaborate with the South Dakota AHECs and the Sanford School of Medicine to support and promote REHPS and FARM. In addition, ORH will continue to explore additional rural opportunities for health professional students.



NEW SOUTH DAKOTANS

Through SDWINS, the State of South Dakota has assisted new workers with finding employment and relocating to the state.

**SOUTH DAKOTA
WINS ...**

**WHEN OUR POPULATION GROWS BY WELCOMING NEW FACES AND
ENCOURAGING THE RETURN OF THOSE WHO HAVE LEFT OUR STATE.**

21. Dakota Roots

Description: Dakota Roots connects out-of-state job seekers with in-state career opportunities. Businesses can list their job openings at no-cost, and employment representatives will help with hard-to-fill jobs by using this additional labor pool.

Purpose: To grow the South Dakota workforce by connecting individuals with employment opportunities.

Goals:

- Recruit workers to South Dakota.
 - ONGOING: In 2013, a total of 756 job seekers and their families moved to South Dakota. Since the program's inception in 2006, this is the highest number of entered employments. This number is up 43 percent compared to 2012.
- Use new marketing dollars to increase the number of active Dakota Roots participants.
 - ONGOING: In 2013, the monthly average of active job seekers was 3,858. There were 32,448 users to DakotaRoots.com; 68.8 percent were new visitors. Page views totaled 108,407. The number of new registrations totaled 5,027.
- Continue digital engagement, online advertising, and disruptive marketing efforts in key locations targeting industry specific needs.
 - ONGOING: These efforts continue to be refined to target pockets of workers with potential interest in relocating to South Dakota.
- Identify additional ways in which Dakota Roots and businesses can effectively partner to meet workforce needs.
 - ONGOING: The Department of Labor and Regulation local office staff continue dialogue with business partners to identify new strategies for recruitment.

Entered Employments



22. New South Dakotans

Description: New South Dakotans helps support businesses recruiting high-demand employees from out-of-state using the services of private recruiting companies. The program assists South Dakota companies in locating these candidates as prospective employees in an effort to grow our workforce in essential, hard-to-fill positions and high-demand industries while also bringing new families to the state.

Purpose: To recruit employees to South Dakota for jobs in engineering, accounting, information technology, specialty trades, truck driving, manufacturing, and financial services.

Goals:

- Fill in-demand occupations in South Dakota.
 - COMPLETED: In 2013, a total of 127 job placements were found.
- Assist businesses in recruiting hard-to-fill positions
 - COMPLETED: In 2013, a total 55 businesses listed 455 hard-to-fill positions.

** The 2014 Legislature declined to renew funding for New South Dakotans. Therefore, the State will only continue to facilitate this program until December 31, 2014.*

23. Community Housing Needs

Description: The Housing Needs Study Program is a cost-sharing incentive program created by South Dakota Housing Development Authority (SDHDA) to help rural communities in South Dakota pay for the cost of a local housing study. SDHDA will pay for half of the cost, or up to \$5,000 per study, per eligible community.

Purpose: To assist local communities with populations of 10,000 or less in developing a housing plan for their community by reviewing current housing markets, identifying housing issues, and projecting future needs.

Goals:

- Financially assist 12 communities in completing a housing study annually.
 - ONGOING: SDHDA will annually provide \$60,000 to fund this program.
- Take action and make changes in the communities that complete the housing studies to stimulate housing development based upon the results.
 - ONGOING: The development of community plans, changes in community policy, and development of housing will be an on-going process.

24. Quality Rental Housing

Description: The Community Housing Development Program was created by South Dakota Housing Development Authority (SDHDA) to help stimulate the development of new workforce housing across the State of South Dakota by providing long-term, low-rate financing.

Purpose: To encourage the investment of private capital in stimulating the construction and rehabilitation of decent, safe, sanitary, and affordable residential housing to meet the needs of South Dakota citizens.

Goals:

- Participate in funding five to seven affordable residential housing projects to meet workforce housing needs in South Dakota communities.
 - ONGOING: As of July 2014, one apartment complex has been developed and another application is currently being considered.
- Increase demand for the program.
 - ONGOING: SDHDA is currently reviewing the program guidelines for potential changes and will continue to market the program.

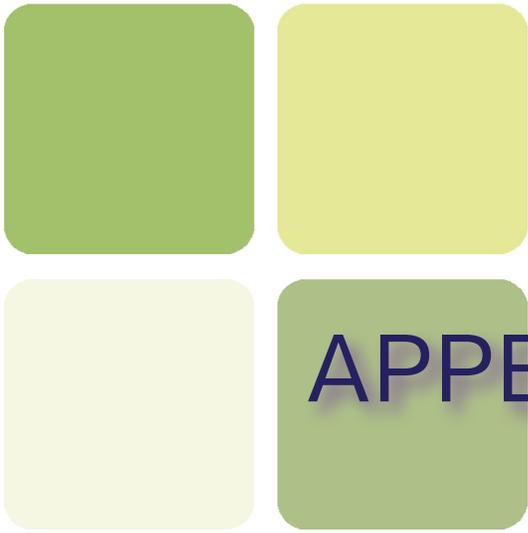
25. Housing Opportunity Funds (Building South Dakota)

Description: The Housing Opportunity Fund (HOF), created via Senate Bill 235 “Building South Dakota Fund,” is designed to promote economic development by expanding housing supply for low and moderate income households. To assist in geographic distribution, 70 percent of the funds are targeted to rural communities and 30 percent of the funds are targeted to Sioux Falls and Rapid City. HOF can be used for construction and rehabilitation of single family or multi-family housing units for either homeownership or rental. HOF can also be utilized to finance programs that assist with providing housing opportunities to qualified households. Financing under the HOF program can be provided as a grant, loan, or a guaranty.

Purpose: To encourage the development of housing opportunities and investment of private capital to assist in meeting housing demand in communities across the State of South Dakota.

Goals:

- Allocate available funds (approximately \$2.3 million) to address housing needs statewide annually.
 - ONGOING: As of July 2014, \$3.7 million has been allocated to 40 applicants to assist approximately 646 households.
- Address workforce housing needs in rural communities across the state.
 - ONGOING: Encourage new applicants to utilize the HOF program to address their community’s specific housing needs. Continue meeting with and providing assistance to rural communities and potential new applicants.



APPENDIX

1. SMyLife

Student Usage (Grades 7-12)

School Year	Total Possible Users	Percentage of Students Using SMyLife	Average Logins Per Student
2009-10	62,214	62.8%	4.7
2010-11	61,304	63.8%	5.4
2011-12	60,929	76.2%	4.4
2012-13	60,810	62.5%	5.2
2013-14	60,617	62.9%	3.3

SMyLife Network Usage

School Year	Number of Companies	Number of Career Coaches	Number of Work Based Learning Options
2012-13	129	103	
2013-14	170	139	361

Grade	Number of PLPs Started	Percentage of Students
8	3,233	31%
9	4,324	39%
Total	7,557	35%

1. SDMyLife, continued

Businesses Engaged with SDMyLife, by Industry

Industry	Count	Percent
Educational Services	27	12.1
Other Services	25	11.2
Health Care and Social Assistance	24	10.7
Manufacturing	19	8.5
Retail Trade	19	8.5
Professional, Scientific, and Technical Services	16	7.1
Finance and Insurance	13	5.8
Construction	11	4.9
Agriculture, Forestry, Fishing and Hunting	11	4.9
Information	9	4.0
Arts, Entertainment, and Recreation	9	4.0
Public Administration	9	4.0
Administrative and Support and Waste Management and Remediation Services	9	4.0
Accommodation and Food Services	7	3.1
Real Estate and Rental and Leasing	4	1.8
Wholesale Trade	4	1.8
Mining	2	0.9
Utilities	2	0.9
Transportation and Warehousing	2	0.9
Management of Companies and Enterprises	2	0.9

4. Early College Experiences: Online Advanced Placement Courses & Dual Credit Courses

Learning Power Online AP Courses Enrollment

Course	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-2015 (to-date)
AP Statistics	8	15	10	35	38	50	24
AP Calculus	38	41	49	32	64	74	52
AP Literature	28	38	54	48	90	81	38
AP Language	30	24	61	50	91	55	61
AP Chemistry	2	3	22	20	60	39	59
AP Biology	13	20	28	31	54	49	36
AP Physics	6	6	23	21	35	21	14
Total	125	147	247	237	432	369	284

Students Passing AP Exam with Score of 3 or Higher 2012-13*

Course	Total Tests	Pass Rate	National Pass Rate
AP Biology	38	71.05%	55.60%
AP Calculus	44	81.82%	57.70%
AP Chemistry	41	56.10%	54.50%
AP English Language and Composition	78	38.46%	57.60%
AP English Literature and Composition	82	46.34%	55.00%
AP Physics	25	68.00%	60.00%
AP Statistics	29	62.07%	56.90%
LP Program Totals	337	56.08%	56.76%
<i>*2013-2014 data not yet available.</i>			

4. Early College Experiences: Online Advanced Placement Courses & Dual Credit Courses, continued

Schools Using Learning Power

Aberdeen	Dell Rapids	Iroquois	Redfield
Agar-Blunt-Onida	Deubrook	Kadoka	Rosholt
Andes Central	Deuel	Kimball	Scotland
Armour	Doland	Lemmon	Sioux Falls
Baltic	Douglas	Lennox	Stanley County
Beresford	Elk Point-Jefferson	Lyman	Tea
Bison	Elkton	Marion	Timber Lake
Brandon Valley	Ethan	McCook Central	Todd County
Bridgewater-Emery	Florence	Milbank	Tripp-Delmont
Britton-Hecla	Frederick	Sioux Valley	Tri-Valley
Brookings	Gayville-Volin	Sisseton	Wagner
Burke	Gregory	Miller	Wall
Castlewood	Groton	Mobridge-Pollock	Warner
Centerville	Haakon	Mount Vernon	Watertown
Chamberlain	Hamlin	New Underwood	Waverly
Chester	Hanson	Northwestern Area	Webster
Clark	Harrisburg	Oldham Ramona	West Central
Colman-Egan	Hot Springs	Parker	White River
Colome	Hoven	Plankinton	Wilmot
Custer	Howard	Platte-Geddes	Winner
Dakota Valley	Ipswich	Rapid City	

Dual Credit Enrollments for 2014-2015 as of September 2014

	Course Enrollments	Students	Credits
BHSU	281	136	836
DSU	51	30	154
NSU	177	59	471
SDSMT	46	15	139
SDSU	205	102	590
USD	406	176	1224
Lake Area	67	47	172.5
Mitchell Tech	100	84	276
Southeast Tech	164	93	454
Western Dakota Tech	49	35	147
Total	1,546	777	4,464

6. Grants to High School for Career & Technical Education

School District	Grant Award	Project Description	Partner Schools	Business Partners	College Credits Offered	Alignment to SD High Workforce Need Areas
Aberdeen School District	\$2 million	Construction of new regional CTE center	4	5	In development with NSU & LATI	In Development
Burke School District	\$554,250	Mobile CTE classrooms, in cooperation with Colome and South Central	3	3	In development with MTI	Engineering, Health Science
Madison Central School District	\$376,808	Health science, transportation and manufacturing programs to serve area schools	1	5	10 in partnership with LATI and STI	Manufacturing, Health Science
Meade School District	\$89,967	Welding and machining programs in cooperation with local businesses and Western Dakota Technical Institute	1	5	In development with WDT	Manufacturing
Mitchell School District	\$1,240,228	Renovation and expansion of regional CTE center	5	5	22 in partnership with MTI and Augustana College	Manufacturing, Health Science,
Northeast Technical High School	\$150,000	Middle school CTE courses and dual-credit ag courses	9	1	6 in partnership with LATI	Engineering
Northwest Area Schools Multi District	\$830,800	Renovation of mobile CTE classrooms	8	1	9 in partnership with WDT	Health Science, Manufacturing, Electronics
Rapid City Area School District	\$2 million	Enhance dual credit and concurrent credit options for regional high schools	6	1	In development with WDT	Health Science, Manufacturing, STEM, Information Technology

6. Grants to High School for Career & Technical Education, continued

School District	Grant Award	Project Description	Partner Schools	Business Partners	College Credits Offered	Alignment to SD High Workforce Need Areas
Sioux Falls School District	\$768,454	Addition of two new classrooms at the CTE Academy	13	15	17 in partnership with USD	Health Science, Finance, Information Technology, STEM
Todd County School District	\$103,560	Expand middle school and high school CTE course offerings in cooperation with the White River School District	2	2	In development with Sinte Gleska and Augustana College	Engineering, Others in development
Vermillion School District	\$99,380	Public-private partnership in construction trades courses	1	1	3--in development with MTI	
Yankton School District	\$280,325	Regional CTE course offerings	5	3	In development with BHSU & MTI	Health Science, Manufacturing
Total			58	47	45	

13. Technical Institute Grants

Allocations

LATI	\$804,500
MTI	\$1,153,790
STI	\$948,000
WDT	\$871,541
Total	\$3,777,831

Scholarships Awarded by Industry

Industry	Scholarships Awarded
Construction	42
Transportation	15
Manufacturing	60
Utilities/Engineering	14
Information Technology	6

14. National Career Readiness Certificate

Participating Schools

Aberdeen Central	East Dakota Ed.	McIntosh	South Central
Alcester-Hudson	Coop.	Menno	Spearfish
Arlington	Elk Point-Jefferson	Mobridge	Stanley County
Avon	Faulkton	Mount Vernon	Stickney
Bennett County	Gayville-Volin	Newell	Sturgis
Britton-Hecla	Gregory	Northwestern	Sully Buttes
Brookings	Groton	Parkston	TF Riggs (Pierre)
Centerville	Henry	Platte	Todd County
Corsica	Highmore-Harrold	Rapid City Central	Viborg-Hurley
CTE Academy (SF)	Irene-Wakonda	Redfield	Wakpala
Custer	Kimball	Sanborn Central	Wall
Dell Rapids Public	Lead-Deadwood	SF Ombudsman/ Joe Foss HS	Webster
Deubrook	Lennox		Yankton
Deuel	Lyman		

Total Assessments

Applied Mathematics	2,062
Locating Information	2,085
Reading for Information	2,065
Total	6,212

17. Increase Primary Care Physicians in Rural South Dakota

Primary Care Residency Capacity

Measurement	Family RC	Family SF	Internal Medicine	Pediatric Residency
Program Capacity	7	9	8	6
Qualified SD Applicants	4	6	5	6
SD Applicants Selected	2	4	1	2
Total Completing Residency	5	8	8	7
Total Practicing in SD Post Residency	3	4	3	5

17. Increase Primary Care Physicians in Rural South Dakota, continued

USD Sanford School of Medicine Graduates: Practice Location

Year	Number of Graduates	Number Practicing in SD	Number Practicing Primary Care in SD
2004	50	20	8
2005	48	24	8
2006	51	21	3
2007	48	22	10
2008	53	22	10
2009	48	12	6
2010	46	15	9

USD Sanford School of Medicine Graduates: Primary Care Residency (PCR) Selection

	Number of Graduates	Number Entering PCR in SD or Elsewhere	Number Entering PCR in SD
2004-2005	48	16	2
2005-2006	51	21	5
2006-2007	48	25	6
2007-2008	53	27	7
2008-2009	48	20	5
2009-2010	46	22	3
2010-2011	51	21	8
2011-2012	52	23	6
2012-2013	52	24	5
2013-2014	54	25	12
10 year average	50	22	6

18. Increase physician assistants and nurse practitioners in rural South Dakota

SDSU Nurse Practitioner Program Graduates

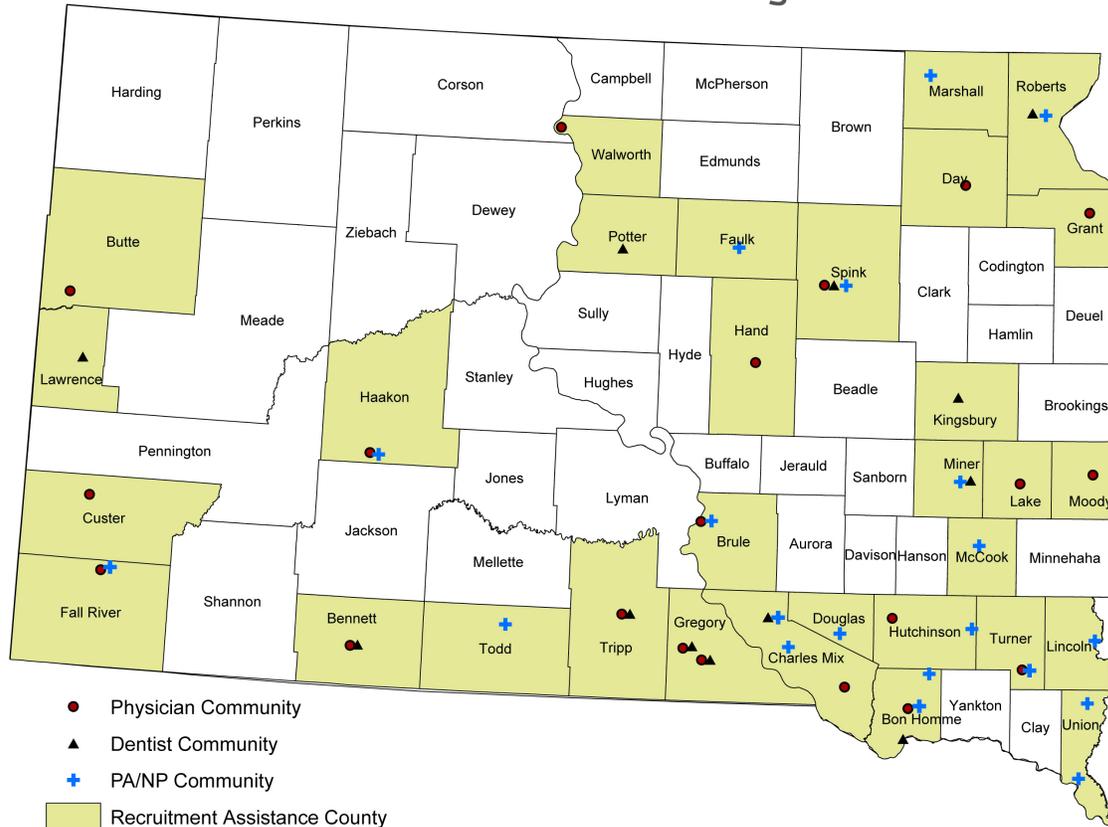
	Number of Graduates	Number of Graduates Practicing in SD	Number of Graduates Practicing in Communities < 10,000
2003-04	17	10	7
2004-05	17	13	11
2005-06	24	10	12
2006-07	25	17	6
2007-08	21	11	6
2008-09	24	19	2
2009-10	32	26	10
2010-11	22	15	6
2011-12	33	29	9
2012-13	7	6	4

USD Physician Assistant Program Graduates

	Number of Graduates	Number of Graduates Practicing in SD	Number of Graduates Practicing in Communities < 10,000
2002-03	19	10	4
2003-04	19	6	1
2004-05	19	4	1
2005-06	21	11	3
2006-07	19	8	1
2007-08	19	9	2
2008-09	20	7	1
2009-10	21	6	0
2010-11	20	8	1
2011-12	19	11	1
2012-13	19	8	2

19. Provide Rural Healthcare Recruitment Programs

Communities Participating in Recruitment Assistance Programs



Source: South Dakota Department of Health - Office of Rural Health
May 2014

Physician Communities		Dentist Communities	PA/NP Communities	
Belle Fourche	Mobridge	Burke*	Alcester	Phillip
Burke*	Parkston	Deadwood	Armour	Platte*
Chamberlain	Phillip	DeSmet	Britton	Redfield
Custer	Platte	Gettysburg	Canton	Salem
Flandreau	Redfield	Gregory	Chamberlain	Scotland
Freeman	Scotland	Howard	Elk Point	Sisseton
Gregory	Tyndall	Martin	Faulkton	Tyndall*
Hot Springs	Viborg	Platte	Freeman	Viborg
Madison	Wagner	Redfield	Geddes*	
Martin	Webster	Sisseton	Hot Springs*	
Milbank*	Winner	Springfield	Howard	
Miller		Winner*	Mission	

*New communities

19. Provide Rural Healthcare Recruitment Programs, continued

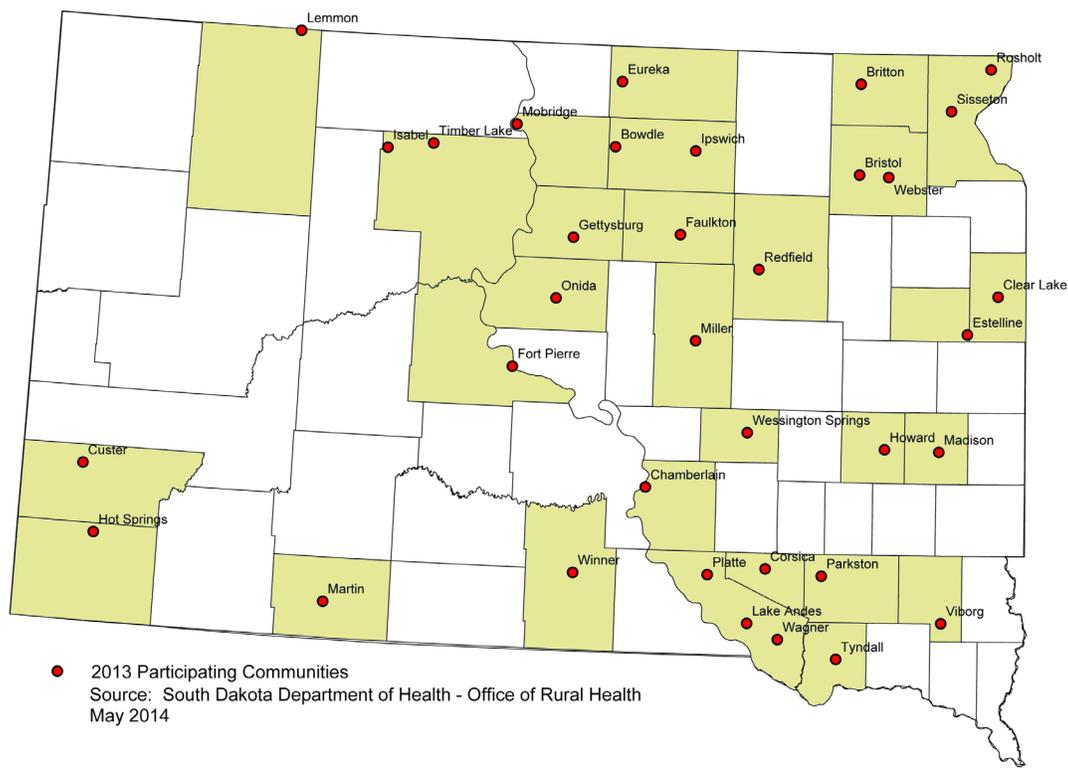
Rural Healthcare Facility Recruitment Assistance Program July 1, 2012 through December 31, 2013*

Selected Professionals by Discipline	2012 Enrolled	2013 Enrolled	Total Completed
Dietitian	1	0	NA**
LPN	6	9	NA**
Medical Laboratory Professional	6	1	NA**
Occupational Therapist	0	1	NA**
Paramedic	1	3	NA**
Pharmacist	1	3	NA**
Physical Therapist	5	3	NA**
Radiologic Tech	3	4	NA**
Registered Nurse	37	35	NA**
Respiratory Therapist	0	1	NA**
Total	60	60	NA**

*Selection for the 2014 slots is currently in progress.

**Not available until July 31, 2015.

Communities Participating in Rural Healthcare Facility Recruitment Assistance Program [2013]



20. Promote Rural Health Experiences for Students

Community	REHPS site	Number of REHPS Students
Bowdle	2014	2
Custer	2013, 2014	4
Miller	2013, 2014	4
Parkston	2011, 2012, 2013, 2014	8
Philip	2012, 2014	4
Platte	2013, 2014	3
Redfield	2011, 2012, 2013, 2014	8
Sisseton	2013, 2014	4
Wagner	2012, 2013, 2014	6
Webster	2014	2
Wessington Springs	2011, 2012, 2013, *	6
Winner	2012, 2013, 2014	6
Total	12 unique REHPS communities	57

** Wessington Springs opted out of 2014 experience prior to student placement due to the loss of one of their providers. Lewis Drug in Wessington Springs has agreed to host the pharmacy student placed in Miller for several days as she is planning to relocate there following graduation in 2016.*

Frontier and Rural Medicine (FARM) Program

Community	FARM Site	Number of FARM Students
Milbank	7/1/2014	1
Mobridge	7/1/2014	1
Parkston	7/1/2014	1
Platte	7/1/2014	1
Winner	7/1/2014	2
Total	5 unique FARM communities	6

21. Dakota Roots

Top 10 Entered Employment by State

