SOUTH DAKOTA WORKFORCE INITIATIVES ANNUAL REPORT

SDWINS
SOUTH DAKOTA WORKFORCE INITIATIVES

2015 - 2016

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 an online portal aimed at helping South Dakota students make informed decisions about and plans for their futures. Using the site, students can develop their personal learning plan and take interest and ability assessments to learn about careers that might be a good match for them. They can explore careers and postsecondary education options, search for internships and jobs, and connect with South Dakota businesses and professionals. **www.sdmylife.com**

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

Goals:

- Increase usage of SDMyLife website.
  - ☐ ONGOING: The percent of students using SDMyLife has remained steady. Multiple efforts are in motion to continue making students, parents, and educators aware of the resources available to them through SDMyLife and assisting them in implementing the program both in and out of school.
  - ☐ A Career Decision Making Guide will be published in August 2016. The first element of the guide will be promoted to educators and parents to assist as they help students wade through the process of identifying good career options. The second element is for students and assists in developing a meaningful Personal Learning Plan (PLP).
  - ☐ Numerous career development and SDMyLife training options will be offered throughout 2016-17 school year for educators, students, and parents. In the program's history, both training and technical assistance have been instrumental in its usage.
  - ☐ The latest publication of the SDMyLife magazine will be in schools in August 2016. Geared at middle school and early high school students, the magazine provides students an opportunity to explore career fields, meet young South Dakota professionals, learn about businesses throughout the state, and identify ways to prepare for life after high school. The magazine points students to additional resources on the SDMyLife website.

- Increase business participation by South Dakota employers and industry organizations through SDMyLife Network in order to showcase business opportunities to students.

  - ☐ ONGOING: The number of active companies on SDMyLife Network grew in 2015-16. The Department of Education partnered with the Regional Workforce Development Coordinators in Aberdeen, Huron, Mitchell, Yankton, and Brookings to involve companies in those areas. While a valuable partnership, the SDMyLife Network has not realized its full potential because staff are not regularly available to focus on the effort.

- Re-brand the SDMyLife portfolio as the SDMyLife Personal Learning Plan to encourage students, parents, and educators to see the system as an individual planning tool. To this point, the Personal Learning Plan has only been an academic plan and has not overtly supported students in connecting their career goals, extracurricular activities, work experiences, and academic plans together.

  - ☐ COMPLETED: This work was completed for the 2014-15 school year. SDMyLife users logged in more times in this school year than in preceeding school years, an indicator that the system was more accessible through the single-sign on process.

  - ☐ COMPLETED: SDMyLife has made the rebranding change from the SDMyLife portfolio to the SDMyLife Personal Learning Plan.

  - ☐ ONGOING: Market a Personal Learning Plan as a comprehensive plan that includes the academic plan as well as students' career goals, extracurricular activities, and work experiences.

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 industries.

Goals:

- Market the website in order to increase awareness of Career Camps.

- ☐ ONGOING: A link to the one-stop website is posted to SDMyLife, and career camp events are shared with Career & Technical Education teachers, school counselors, and administrators on a regular basis.

3. Critical Need Teaching Scholarship

Description: During the 2013 legislative session, Senate Bill 233 provided $1.5 million in one-time funds allocated to the Education Enhancement Trust Fund for a Critical Need Teaching Scholarship program. During the 2016 legislative session the initial $1.5 million in the endowment was combined with $3.5 million in the Need Based Scholarship program to create the "Postsecondary Scholarship Grant Fund." Revenue from the trust fund in FY17 totaled $43,815 and is projected to grow to $50,000 in FY18.

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 3) High School Career and Technical Education, and 4) Secondary Language Arts and Secondary World Language.

Goals: The program is designed to meet two primary goals:

- 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.

A total of 19 students in FY2015, 25 students in FY2016, and 10 students in FY17 received scholarships as shown in the table below.

Critical Teaching Needs Scholarship Awards FY2015/FY2016

Institution	HS Math	HS Science	HS CTE	K-12 Special Education	Total
Augustana	0	1	0	0	1
BHSU	0	0	0	1	1
DSU	3	0	0	4	8*
Mount Marty	6	0	0	4	10
NSU	1	0	0	3	4
SDSU	6	0	11	0	17

USD	4	3	0	6	13
Total	**20**	**4**	**11**	**18**	**54**

**One DSU student's major is to be determined.*

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 large districts.

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

Goal:

- Expand participation in online AP courses and reinstate financial aid for schools that cannot provide in-person AP opportunities.
  - ☐ COMPLETED: This program serves as a complement to the reduced tuition dual credit program and provides students with another option for potentially earning college credit. As the dual credit program grows, participation in the AP program has lessened. To capitalize on the opportunity to increase students' college readiness, the funds available to support AP in math, science, and English will also be extended for pre-AP coursework.

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:

- Increase student participation in statewide reduced tuition dual credit program.

  - ☐ ONGOING: Through the Governor's Reduced Rate Dual Credit Program, dual credit coursework is available to high school students in grades 11 and 12 at a significantly reduced rate of $40 per credit (rate will increase to $48.33 for the 2016-2017 school year.) Students are responsible for the cost of the course credits and any required textbooks or related course materials.

    During the fall and spring terms of the 2015-16 school year, 3,039 juniors and seniors registered for 6,637 courses totaling 19,599 credit hours. This participation significantly outpaced the 12,742 credits taken in the entire prior academic year. Summer 2016 data will be available in the fall of 2016.

    Additional results include:

    - Approximately 80% of courses were taken online, 20% in-person.
    - Students passed at a rate of 92.16% (91.71% fall, 92.53% spring).
    - Students enrolled in 247 unique courses. The five most popular courses were PSYC 101, SPCM 101, MATH 102, ENGL 101, and SOC 100. These courses accounted for 50% of the courses taken.
    - Of the students participating, 70.27% were seniors, 29.73% were juniors; 63.37% were females, 36.63% males.
    - All but 5 public school districts had students enrolled in the program.
    - 900 students took courses through the Technical Institutes, and 2,139 students took courses through the Board of Regents Institutions.

- Increase enrollments in technical institutes and universities among students who participated in the reduced tuition dual credit program while in high school.

  - ☐ ONGOING: The 2015-16 school marked the second year the reduced tuition dual credit program was available. As participating students graduate from high school and go on to postsecondary education, enrollments in higher education will be studied to see which students enroll in a SD public institution, non-public SD institution, or out-of-state institutions, and how many do not go on to postsecondary education the semester following high school graduation.

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 (credit-bearing) 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 postsecondary remedial courses and enter directly into college-level courses.

Purpose: To provide opportunities for students to take remedial English, reading or math course components while still in high school.

Goals:

- Identify deficiencies prior to the student leaving high school.
  - ☐ ONGOING: During the 2015-16 school year, students from 43 school districts registered for 144 math, reading, and English online College Readiness courses through the South Dakota Virtual School. 51% of students who have taken the Elementary Algebra (Math) and Sentence Skills (English) placement test have passed.

College Readiness Coursework

	School Districts	# Courses Taken	Pass Rate
2013-14	52	156	58.82%
2014-15	38	141	66.66%
2016-17	43	154	51.00%

- 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: During the 2015-16 school year, a portion of the funds appropriated for remediation were used to bring remedial courses directly to the schools as face-to-face courses. In 2015-16, six school districts took advantage of this opportunity.
- 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, English, and ACT test prep skills. In 2015-16, 5,970 students from 179 high schools used the system, a growth rate of 80% from the 2014-15 school year.

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 and strengthening Career & Technical Education (CTE) programs. These funds helped middle schools and high schools partner with other school districts, postsecondary institutions, and those in the industry.

The grant activities were completed in the fall of 2015. Each grant project focused on fulfilling labor market needs, regional collaboration amongst school districts, and partnerships with local businesses, industries, and postsecondary institutions. The grant projects have served as model programs for other school districts around the state as other grants, such as the Workforce Education Grants, have become available.

Grant Projects Participation	Totals
Postsecondary Partners	7
School Districts	58
Industry Partners	60
Students	3,200

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.

  - ☐ COMPLETED: At the completion of the grant period, fifty eight school districts had participated in the twelve grant projects and new models for sharing CTE programs between districts were developed, including sharing staff, developing flexible schedules, and using innovative classroom settings.

    Seven postsecondary institutions provided numerous dual and concurrent credit opportunities to students at grant schools. These opportunities have significantly increased communications between high school staff and postsecondary faculty, and, as a result, have empowered districts to more closely align high school coursework to postsecondary programs.

Forty-seven industry partners initially agreed to collaborate with grant award winners. At the conclusion of the grant period, 60 industry partners were involved in at least one of the grant projects, and several other businesses had reached out to the grant award winners to begin conversation about future partnerships.

- Assist schools in achieving the goals of their grant project to create models that can be shared with other districts statewide.

  - ☐ COMPLETED: A final report detailing each project was published in Spring 2016. The report provided practical suggestions from school administrators about how similar projects could be replicated in other school districts. The final report was shared with districts as a resource to reference when submitting other grant proposals. A copy of the final report is located at http://doe.sd.gov/octe/documents/14CTEGran.pdf.

Career & Technical Education Grantees

7. Workforce Education Grants

Description: In 2013, the South Dakota Legislature established the Workforce Education Fund through SB 235. Part of that fund, up to $1.5 million, was designated to provide grants for Career & Technical Education (CTE) programs in secondary schools.

The Workforce Education Grants provide school districts in South Dakota the opportunity to make transformative change in career and technical education programs. High quality CTE programs give students the knowledge, skills, and experiences to be well prepared for postsecondary education and the workforce. Partnerships among secondary education, postsecondary education, and business & industry lay the foundation for modern CTE programs.

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

Goals:

- Increase the number of students with access to high quality career and technical education programs in the state.

  - ☐ ONGOING: In 2016, nine schools were awarded $800,000 total in grants to upgrade and expand their CTE program:

School District	Project Description
Gayville-Volin	Expand the Transportation program and facilities.
Hitchcock-Tulare	Upgrade equipment for Ag Metals and Precision Agriculture instruction.
Meade	Expand the Precision Machining program.
Mitchell	Enhance equipment in the Information Technology (IT), Architecture & Construction, and Biomedical Sciences programs. Implement a 1+1 Licensed Practical Nursing (LPN) program with Mitchell Technical Institute (MTI).
Platte-Geddes	Upgrade the Ag, Food, and Natural Resources (AFNR) facilities.
Rapid City	Upgrade the Graphic Design program.
Sioux Falls	Implement a concurrent credit Diesel Technology option in the existing Transportation program with Lake Area Technical Institute (LATI).
Webster	Implement a Project Lead the Way (PLTW) Biomedical Science program (Principles of Biomedical Sciences and Human Body Systems courses).
Yankton	Expand the internship program with local businesses. Develop concurrent credit programs with Mitchell Technical Institute (MTI) in transportation, drafting, welding, and Information Technology (IT). Upgrade equipment in the Construction program and Technology, Machines & Society course.

- ☐ ONGOING: 2016's SB 132 expanded the grant program to offer up to $2.5 million in Workforce Education Grants. Of that amount, up to $250,000 may now be awarded annually to private, non-profit entities which offer specialized CTE instruction. Applications for the 2017 grants will be released in fall 2016 and announced in early 2017.

8. 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.

9. Jobs for Americans Graduates (JAG)

Description: The JAG program is a national not-for-profit organization with a 30-year tested, proven, and cost-effective model to prevent school dropout among young people facing challenges with staying in school through graduation, pursuing post-secondary education, and/or securing quality entry-level jobs. Currently, seven school districts in South Dakota, serving more than 175 students, have fully implemented the JAG program.

Purpose: DOE is assisting JAG schools by providing a state-wide facilitator, funding the JAG affiliation fee, sponsoring a statewide Student Leadership Conference, and

supporting and encouraging student winners of the state's JAG Student Competition to attend the national competition in Washington, DC, each November.

Goals:

- Increase the number of schools participating in JAG.
  - ☐ ONGOING: The program will add two new schools per year over the next three years to bring the total to 9 in 2016-17, 11 in 2017-18, and 13 schools in 2018-19, serving a total of 250-300 students.

JAG Outreach

	Participating Schools	Students	12th Graders	Graduation Rate
2012-13	3	75	21	100%
2013-14	5	112	18	99%
2014-15	6	150	23	99%
2015-16	7	178	32	82%

10. Grow Opportunity Scholarship Funding

Description: When the scholarship program first began in 2004, the $5,000 allocated over four years of funding equated to 25 percent of the total tuition and mandatory fees resident students expected to pay. This percentage decreased to approximately 16 percent as the buying power of the scholarship continued to decline. The additional funds will increase the total award to $6,500 for students who enter the program for the first time in FY2016. This increase restores the purchasing power of the award to 20 percent of in-state tuition and fees at the public universities.

Purpose: To provide up to $6,500 to high school graduates from South Dakota who complete the required curriculum and remain in state to pursue their postsecondary experience.

Goals:

- Increase affordability for students demonstrating high levels of academic performance by providing a financial incentive to remain in South Dakota to pursue their postsecondary career goals.

- ☐ COMPLETED: During the 2015 legislative session, funding was approved to increase the value of the scholarship to $6,500 for those students entering for the first time in Fall 2015.

- Increase the scholarship amount to reflect 20 percent of the tuition and mandatory fees for all current and future scholarship recipients.

  - ☐ COMPLETED: Routine evaluation will be necessary to evaluate the impact of inflation and tuition and fee increases on the overall costs to ensure the value does not fall below 15 percent in future years without ongoing adjustments.

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.**

11. Technical Institute Grants

Description: Grant funds provide equipment upgrades in high-demand industries at the state's technical institutes to ensure students can train on equipment they will be expected to use proficiently in their careers.

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

Goals:

- Ensure state-of-the-art equipment is available at technical institute programs through regular equipment updates and develop a long-term plan for equipment upgrades, to be evaluated on a yearly basis.
  - ☐ ONGOING: In 2015, $4 million was awarded to the four technical institutes for major equipment purchases in high-demand industry programs.

July 2015 Technical Institute Future Fund Equipment Grants (Awarded)

Equipment grants were awarded for priority equipment needs in high-demand workforce programs.

Technical Institute	Grant Total
Lake Area Technical Institute	$ 1,126,513.00
Mitchell Technical Institute	$ 1,021,698.00
Southeast Technical Institute	$ 1,026,300.00
Western Dakota Technical Institute	$ 896,270.77
TOTAL Future Fund Grants	$ 4,070,781.77

12. 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 3,600 high school junior and senior students in 2016-17 in order to assess students for employment capability and provide certification for increased employability.

  - ☐ ONGOING: Participation grew in the 2015-2016 school year to reach 1,020 additional students at public school districts. 94.4% of students who took the WorkKeys© assessment earned a National Career Readiness Certification at a Bronze, Silver, Gold or Platinum level.

National Career Readiness Certificate (NCRC)

	School Districts	Students Completing WorkKeys© Assessment	Percent Earning an NCRC
2013-14	53	2,055	91.78%
2014-15	76	2,624	92.80%
2015-16	107	3,644	94.40%

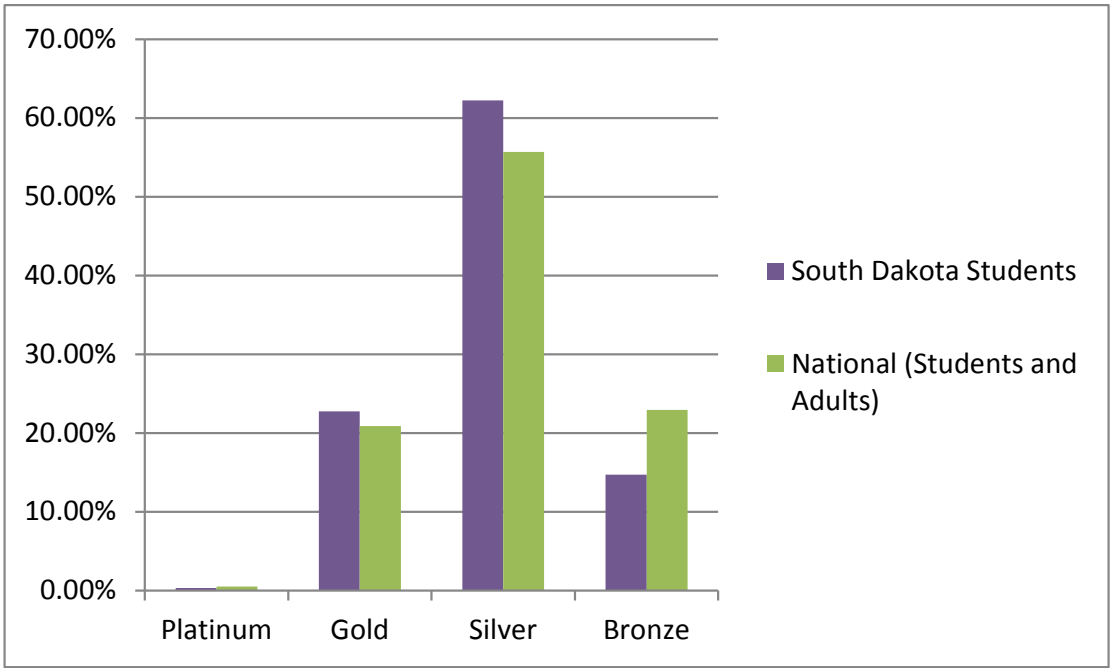
- Increase counselor, parent and student awareness and understanding of the NCRC through marketing.

  - ☐ ONGOING: Promotional materials were developed and provided to school counselors, students and parents to help each group better understand the value of the NCRC. In addition, school districts received support materials and training to share how the NCRC will be used as part of the state school accountability system.

- Increase the number of businesses that recognize the NCRC.

  - ☐ ONGOING: In 2015-16, the Department of Labor and Regulation worked with each school district that participated in the NCRC project to identify potential business partners in their communities. Outreach was done with these businesses. School contacts were also encouraged to share their students' participation in the effort by sharing or posting it in any social media outlet or local publication they might provide in the school or to the community.

    In the 2015-16 school year, Department of Education staff and the Regional Workforce Development Coordinators in Aberdeen, Mitchell, Huron, and Yankton provided businesses in their areas with information on the value of NCRC.



"To enhance students in career planning and curriculum/funding development of CTE courses, Sioux Valley has started to implement the National Career Readiness Certificate. The three WorkKeys assessments of Applied Mathematics, Locating Information, and Reading for Information focus on real world, practical application of critical thinking and problem solving skills. Not only does this assessment identify skills for those students entering the workforce, it also assists students with scholarship opportunities. In fact, I was informed by a parent that their child's NCRC score helped to qualify their son for the Build Dakota Scholarship! This assessment is a great indicator of strengths and helps to create goals to strengthen weaker areas. The NCRC encompasses all students' needs, regardless if they are pursuing higher education or entering the military/ work force."

–Monica Jorgenson, 6-12 Sioux Valley Counselor

13. 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 (at least 51 percent) serve 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: Over $50,000 was expended in 2015 from CDBG funds to provide training in the fields of welding, commercial driver's training (CDL), and certified nursing assistants (CNA). A new CDBG grant was obligated in December 2015 to assist training of low and moderate income persons in the field of computer numeric controlled CNC machines.
- 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.

14. Workforce Development Program

Description: The Governor's Office of Economic Development's Workforce Development Program provides grants to assist companies with up to 50% 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 2015, the Workforce Development Program awarded $434,000 to support the training of 570 employees.

IMPROVING ACCESS TO **RURAL HEALTHCARE**

Through SDWINS, the State of South Dakota has 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.**

15. 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 expanded by an additional 11 students per year (44 total students). Combined with increased class size two years prior (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. The second class of six medical students participated in 2015. Participating communities include Milbank, Mobridge, Parkston, Platte and Winner. During 2016, Vermillion will join the program allowing a total of seven medical students to participate. In 2017, the program will expand again to include Pierre and Spearfish which allows a minimum of eight medical students to participate.
- 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 clinical training for nine months 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 Spring 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 2014-15 class.

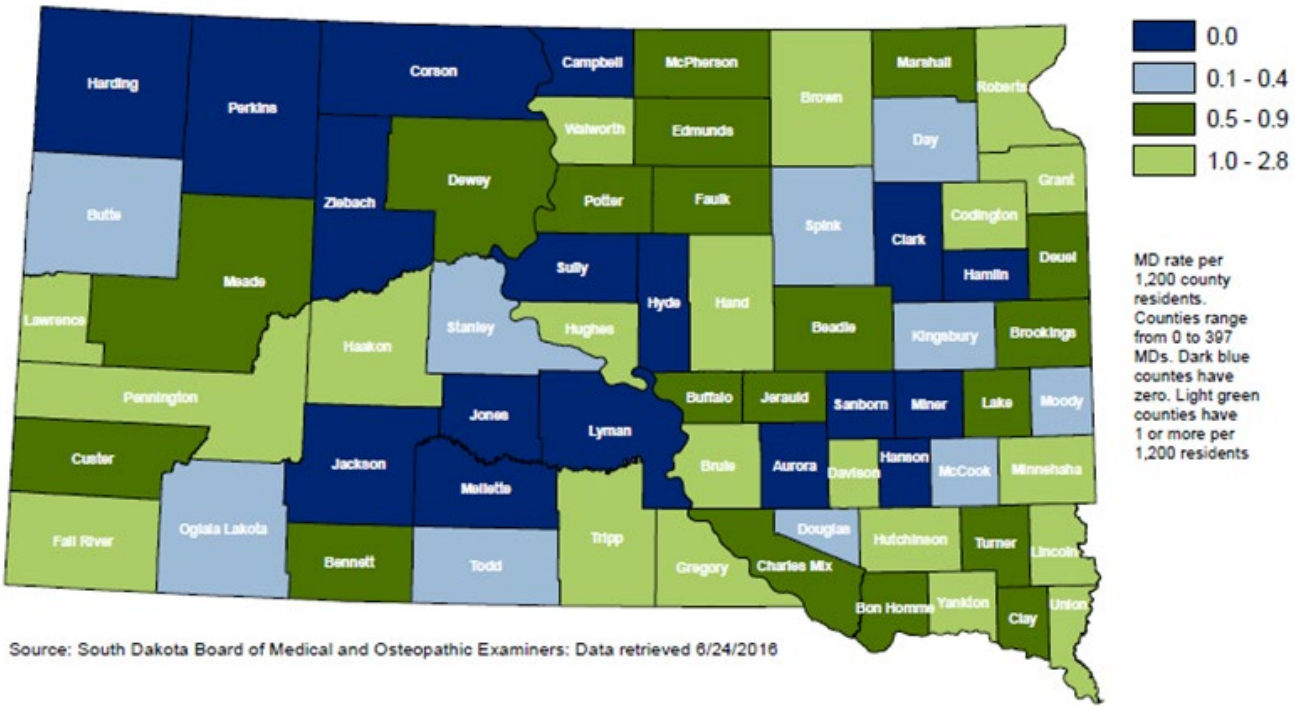
- Encourage collaboration between primary care residency programs and programs like the Rural Experience for Health Professions Students.

  - ONGOING: A workgroup of key stakeholders was formed to address rural experience opportunities such as REHPS, FARM and Indian Health Services. Although this group was not able to formalize a partnership with IHS, DOH will continue to explore opportunities in the future.

- Encourage development of primary care residencies in South Dakota.

  - ONGOING: During 2015, the Oversight Committee for the Primary Care Task Force studied the feasibility of developing a rural family medicine training track in South Dakota. The Oversight Committee worked with the two family medicine residency programs in the state to assess the feasibility of potential sites. Based on this work, the Oversight Committee supported moving forward with Pierre as the potential rural residency track site and the inclusion of $205,000 in the DOH's FY17 budget request for one-time start-up funds for a rural residency track. HB1029 was passed during the 2016 legislative session to support the development of a rural family medicine residency track for six medical students to address health care workforce shortages. The Oversight Committee will continue to follow this recommendation.

Total Primary Care Physician Distribution
In South Dakota Counties
1049 Primary Care MDs in South Dakota



16. 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 misdistribution 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 FY 2014, funding was provided to support payments to South Dakota providers serving as preceptors to PA students.

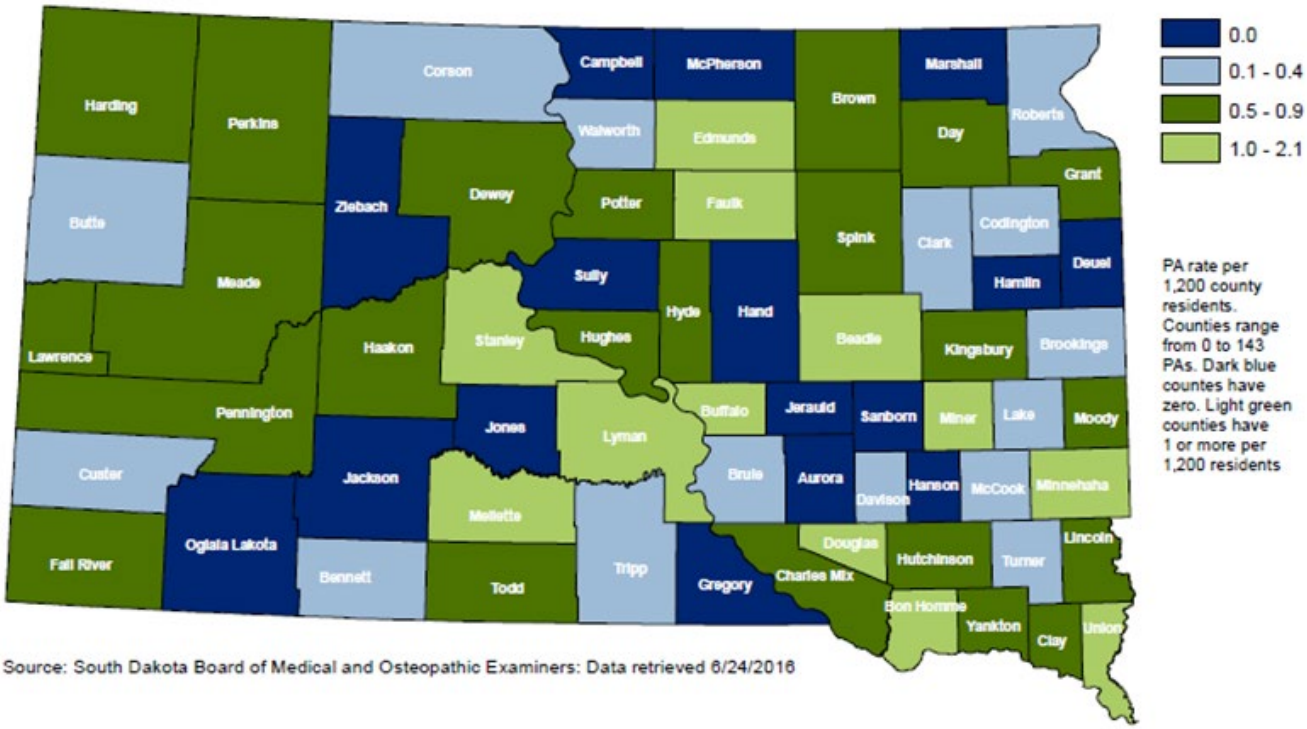
- Increase the number of South Dakota nurse practitioner graduates locating to a community of 10,000 or less.

  - ☐ ONGOING: The 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.

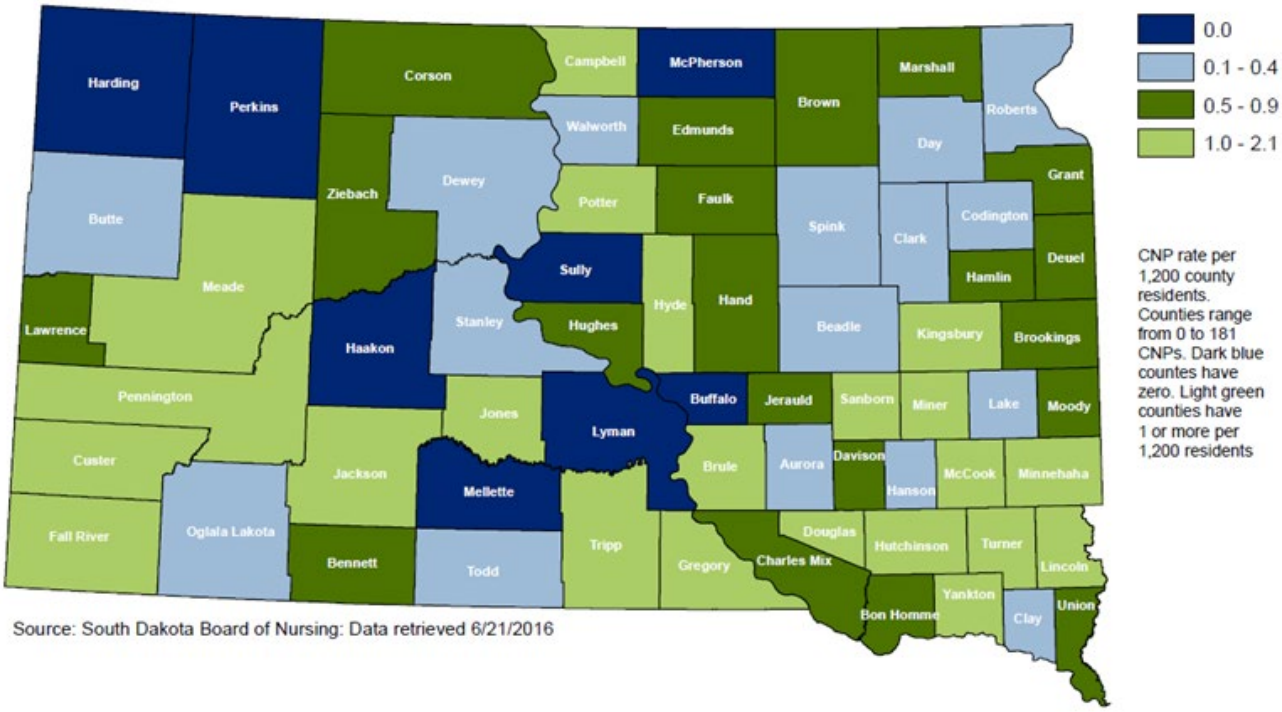
  - ☐ COMPLETED: The Board of Regents received $260,000 in their FY2015 budget to support payments to South Dakota providers serving as preceptors to NP students.

Physician Assistant Distribution in South Dakota Counties
508 Physician Assistants in South Dakota



Source: South Dakota Board of Medical and Osteopathic Examiners: Data retrieved 6/24/2016

Certified Nurse Practitioner Distribution in South Dakota Counties
642 Certified Nurse Practitioners in South Dakota



Source: South Dakota Board of Nursing: Data retrieved 6/21/2016

17. 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 Daugaard 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, pharmacist, physical therapist, paramedic, radiologic technologist, medical laboratory professional, healthcare social worker and speech therapist.
- 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: The 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.
  - ☐ COMPLETED: The ORH will establish community promotion programming to assist in development of "recruitable" communities.

    The ORH partnered with the Governor's Office of Economic Development to enhance their "Ready to Partner" effort to include a healthcare component. In addition, the ORH developed a webpage that provides healthcare facilities with tools and resources to assist with recruitment and retention efforts.

18. 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 expand and 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 and will look at expansion due to the success of the program. 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: The ORH partnered with the Yankton Rural Area Health Education Center (AHEC) to develop a clinical clearinghouse system to match students with facilities that provide rural experiences. A pilot program testing the viability of a clinical clearinghouse system was implemented in 2015, was completed in 2016, and a report was drafted.
- 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: The 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, the ORH will continue to explore additional rural opportunities for health professional students.

19. Promote Rural Health Experiences for Students

Description: Under the original REHPS (Rural Experiences for Health Professions Students) Summer Experience Program, students who are enrolled in medical,

physician assistant, pharmacy and advanced practice nursing programs are placed in a four-week experience with preceptors established in rural or frontier areas of South Dakota. The expanded REHPS Program will also include clinical psychology, masters in social work and medical lab science students. The students are paired together, promoting interprofessional studies, and are required to complete a community project during their experience. Students are exposed to all aspects of a rural healthcare community. The program encourages rural communities to welcome students and form strong bonds, laying the groundwork for students to work/practice in the rural community.

Purpose: The purpose of the Rural Experiences for Health Professions Students (REHPS) Summer Experience Program is to increase the number of medical professionals who practice in rural areas throughout South Dakota.

Goals:

- Increase the number of health profession students who have a positive experience in a rural South Dakota setting.
  - ☐ ONGOING: The REHPS program began in 2011 with six students participating in three rural communities. The program has expanded each year allowing more students to experience a rural healthcare setting. The 2015 summer experience included 30 health professions students participating in 15 unique REHPS communities. The 2016 summer experience included 28 health professions students participating in 14 REHPS communities.
- Support interdisciplinary learning.
  - ☐ ONGOING: The original REHPS program included the health professional disciplines of medicine, physician assistance, pharmacy, and advanced practice nursing. The expanded program invited clinical psychology, masters in social work, and medical lab science students. The students are paired together in a rural or frontier community, promoting interprofessional studies, and are required to complete a community project together during their experience.

20. Rural Family Medicine Residency Track

Description: Residency programs are the primary period of education and medical training in a chosen specialty that physicians must undergo after graduation from medical school. Residents in rural residency tracks received their first year of training at the main residency site and then spend years 2 and 3 at the rural site. Development of a rural family medicine residency track to train six additional medical students (two per year) will help address health care workforce shortages. Students educated and who complete their residencies in South Dakota are more likely to practice in South Dakota. Once established, the program would be funded by state/federal Medicaid

Graduate Medical Education funds, third party billing by second and third year residents, and local contributions. Community eligibility will depend on ability to meet accreditation standards.

Purpose: To address health care workforce shortages in rural areas.

Goals:

- Train six medical students in rural family practice residencies.
  - ONGOING: South Dakota currently has 27 family medicine residency slots available in Sioux Falls (nine per year) and 18 slots in Rapid City (six per year). A new rural residency track would add 6 additional family medicine residency slots in the state (two per year). A new rural residency program could not begin recruiting and accepting students into the program until approval from the Accreditation Council for Graduate Medical Education is obtained. The 2016 legislature approved $205,000 to fund startup costs for the development of a rural residency program.
- Increase number of medical students who are trained and practicing in rural South Dakota.
  - ONGOING: Previous statistics show that 40.2 percent of those completing medical school in South Dakota practice in the state, and 44.6 percent of physicians completing their residency in South Dakota practice in the state. That number jumps to 78.4 percent if the physician completes both medical school and residency in South Dakota. DOH will continue to work with SSOM and the Board of Medical and Osteopathic Examiners to collect data outlining practice locations of SSOM graduates.

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 2015, a total of 451 job seekers and their families moved to South Dakota.
- Use ongoing marketing dollars to increase the number of active Dakota Roots participants.
  - ☐ ONGOING: In 2015, the monthly average of active job seekers was 1,539. There were 32,600 users to DakotaRoots.com; 79.1 percent were new visitors. Page views totaled 126,818. The number of new registrations totaled 1,676.
- 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 continues dialogue with business partners to identify new strategies for recruitment.

22. Workforce and Business Recruitment

Description: The Governor's Office of Economic Development continues its focus on business and workforce recruitment. It is year two of a three year campaign to promote South Dakota as a great place to do business and to work. The campaign is marketing through traditional and digital media.

Purpose: To continue to promote South Dakota as a great place to do business. The campaign also focuses on building our state's internal workforce, as well as attract workers to the state.

Goals:

- Drive increased interest and awareness from outside markets for business development and growth.
  - ☐ ONGOING: Despite a down economy, the GOED continues its business development outreach efforts participating in national industry tradeshows such as BIO 2016, SHOT 2016, SelectUSA, and others promoting South Dakota as a place to do business. The office also expanded its efforts to the international marketplace. In June 2016, the GOED began contracting with HMC Global, a UK based consulting firm to identify business expansion opportunities throughout Europe. The GOED is targeting foreign based companies to establish new US operations in South Dakota, following the lead of other foreign firms who have established a major presence in the state such as Bel Brands, Glanbia Nutritionals, and Marmen Energy.
- Drive increased interest and awareness both in-state and out-of-state for workforce recruitment.
  - ☐ ONGOING: The GOED is in year two of its marketing campaign to target workforce recruitment. Through the use of traditional and digital media, the GOED was able to start moving the needle on awareness of South Dakota as a place to live and work. Minnesota remains the top converting market, followed by Wisconsin, Iowa, and Colorado. The highest conversations from the landing page are, in order, Search Jobs, Wage Calculator, and Videos. A lifestyle video was added to the video mix, along with several other testimonial videos. Several of the videos had click through rates that exceeded industry standards. In the next year, GOED plans to continue to broaden the use of digital media to increase the effectiveness of this campaign.

23. Community Incentives Matching Program

Description: The state partnered with communities across the state to help meet community specific needs. Different sectors – businesses, education, government and others in the community – need to work together to come up with a community cross-sector plan. This program matched 1:1 community dollars to help implement that plan.

Purpose: To partner with communities to implement their cross-sector plan to enhance their local workforce

Goals:

- Identify effective workforce strategies that can be replicated in other communities.

- ☐ ONGOING: Each grantee had an opportunity to provide updates to the Workforce Development Council throughout the year at its quarterly meetings.

- Enable communities to create sustainable local initiatives.

  - ☐ ONGOING: Sixteen applications were received, and nearly $1 million was awarded to 14 communities. Applications addressed a variety of topics, such as housing, internships, certification, and training programs and English as a Second Language classes.

    To date, training labs have been created in two communities, three homes have been constructed, and training has been provided in a variety of programs to 95 adults and 93 students.

24. SDWORKS Rewrite and Enhancements

Description: The SDWORKS jobs database is being enhanced by adding common language elements to improve matches based on actual skills and experiences, competencies, and preferences. Adopting this new language between jobs and job seekers requires a common understanding of what a job requires and what is expected in order for a job seeker to be successful. It offers meaningful insight into the needs of employers. Skills-based data can be used as a gauge of employer demand that enables both job seekers and education and training institutions to understand and respond to the specific occupation and skill needs of employers.

Purpose: To establish a common workforce language among all workforce stakeholders based on skills and competencies used across job descriptions and postings, resumes, and curriculum descriptions.

Goals:

The Department of Labor and Regulation contracted with Geographic Solutions Inc. Modules replacing SDWORKS fall into four basic categories: labor exchange – self-service, labor exchange – case management, fiscal operations, and performance and reporting. The new system is scheduled to launch in early 2017. It will:

- Enable employers to directly search and match potential employees based on skills and competencies.

- Provide tools for job seekers to build or translate their resume into the same language used by employers.

- Help job seekers make clear decisions based on market demand.

- Specify all education and training programs in terms of the skills, proficiencies and competencies they develop.
- Align education programs with employer needs and skills gaps.

25. Virtual Labor Market Data System

Description: The Department of Labor and Regulation launched a virtual labor market data system available from the Labor Market Information Center's website: http://dlr.sd.gov/lmic.

Purpose: To allow users to view the most recent statistics available, along with historical data, of occupational wage estimates, labor force and unemployment rates, employment and earnings by industry, population, and the Consumer Price Index.

Goals:

- Help employers, job seekers and career planners succeed in the job market.
- Offer greater functionality than the previous application.
- Create customized profiles on a specific area, industry or occupation.
- Include postsecondary completer information by institution, program, and geographic area within South Dakota.

26. Graduate Outcomes Systems

Description: The Department of Labor and Regulation, in collaboration with the Board of Regents and Department of Education, released the South Dakota Postsecondary Graduate Employment and Wage Outcomes System at: http://dlr.sd.gov/graduate_outcomes. This system will provide students, job seekers, career counselors, educators and policy makers with a better understanding about the connections between postsecondary education choices and employment outcomes.

Purpose: To make informed career decisions. The Graduate Outcomes System provides essential information in creating the most effective workforce development strategies. This system provides the following information:

Goals:

- Percentage of graduates employed in South Dakota.
- Aggregate earnings outcomes of graduates who are employed in South Dakota.
- Information regarding the South Dakota industries graduates are employed in.

27. 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.

28. 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 2016, one apartment complex has been developed.
- Increase demand for the program.
  - ☐ ONGOING: SDHDA has made changes to the program, such as lowering the minimum loan amount and reducing the interest rate, to make the program more attractive to developers.

27. Housing Opportunity Funds (Building South Dakota)

Description: The Housing Opportunity Fund (HOF) 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 annually) to address housing needs statewide.
  - ☐ ONGOING: As of July 2016, $9 million has been allocated to 75 applicants to assist approximately 1,415 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

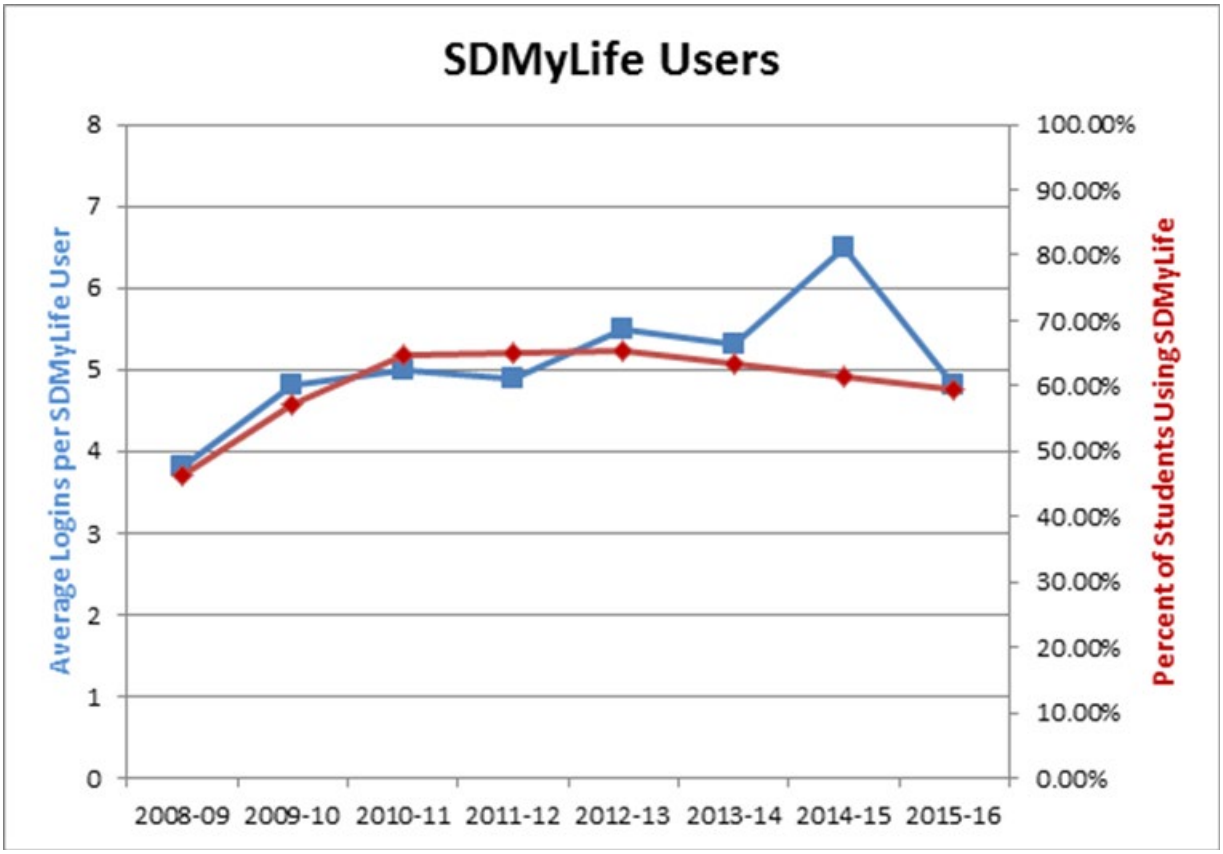
1. SDMyLife

Summary of SDMyLife Usage for Students in Grades 7-12

Since 2008

School Year	Total Possible Users	Unique Students Using SDMyLife	Percent of Students Using SDMyLife	Total Logins	Average Logins per SDMyLife User	Percent of SDMyLife Users with only 1 Login
2008-09	59,222	27,350	46.2%	104,567	3.8	33.2%
2009-10	62,316	35,596	57.1%	169,915	4.8	22.6%
2010-11	61,357	39,618	64.6%	199,580	5.0	21.0%
2011-12	61,004	39,791	65.2%	192,989	4.9	20.9%
2012-13	60,653	39,754	65.5%	218,315	5.5	21.4%
2013-14	60,617	38,350	63.3%	203,720	5.3	23.2%
2014-15	60,865	37,341	61.4%	243,429	6.5	21.1%
2015-16	60,724	36,124	59.49%	179,737	4.8	13.9%

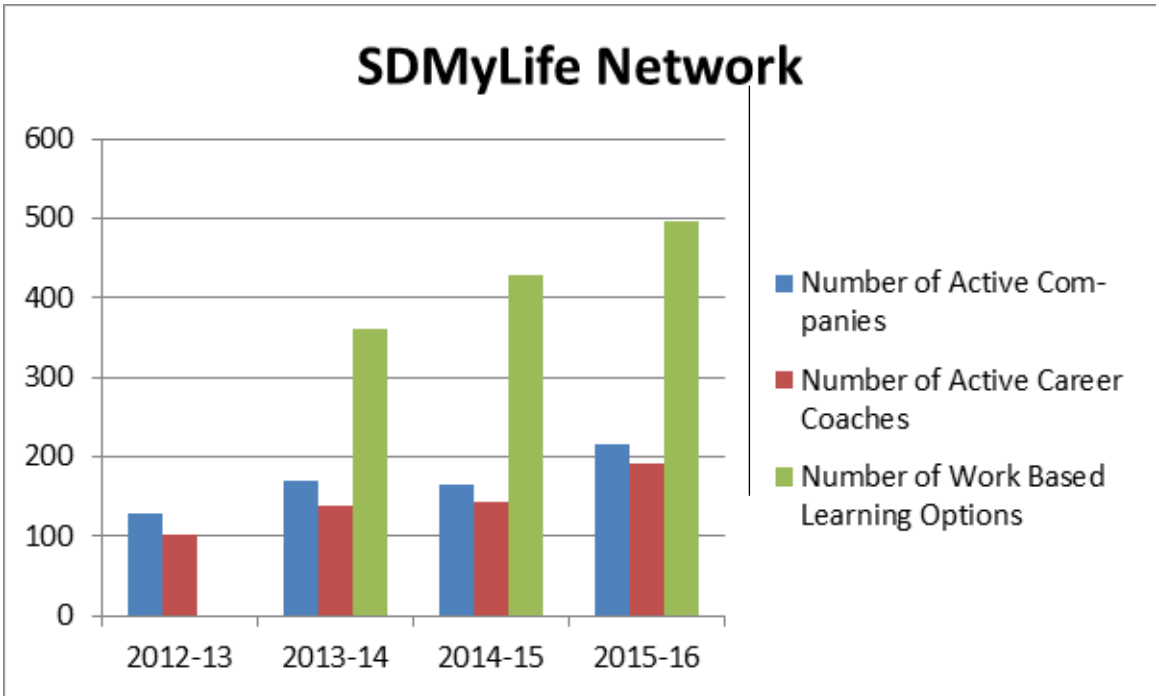
**Note: Usage data in past SDWINS reports was not calculated consistently. The data reported here is uniformly calculated as of June 30 in each fiscal year.*



1. SDMyLife, continued

SDMyLife Network Usage

School Year	Number of Active Companies	Number of Active Career Coaches	Number of Work Based Learning Options
2012-13	129	103	
2013-14	170	139	361
2014-15	166	143	429
2015-16	216	191	496

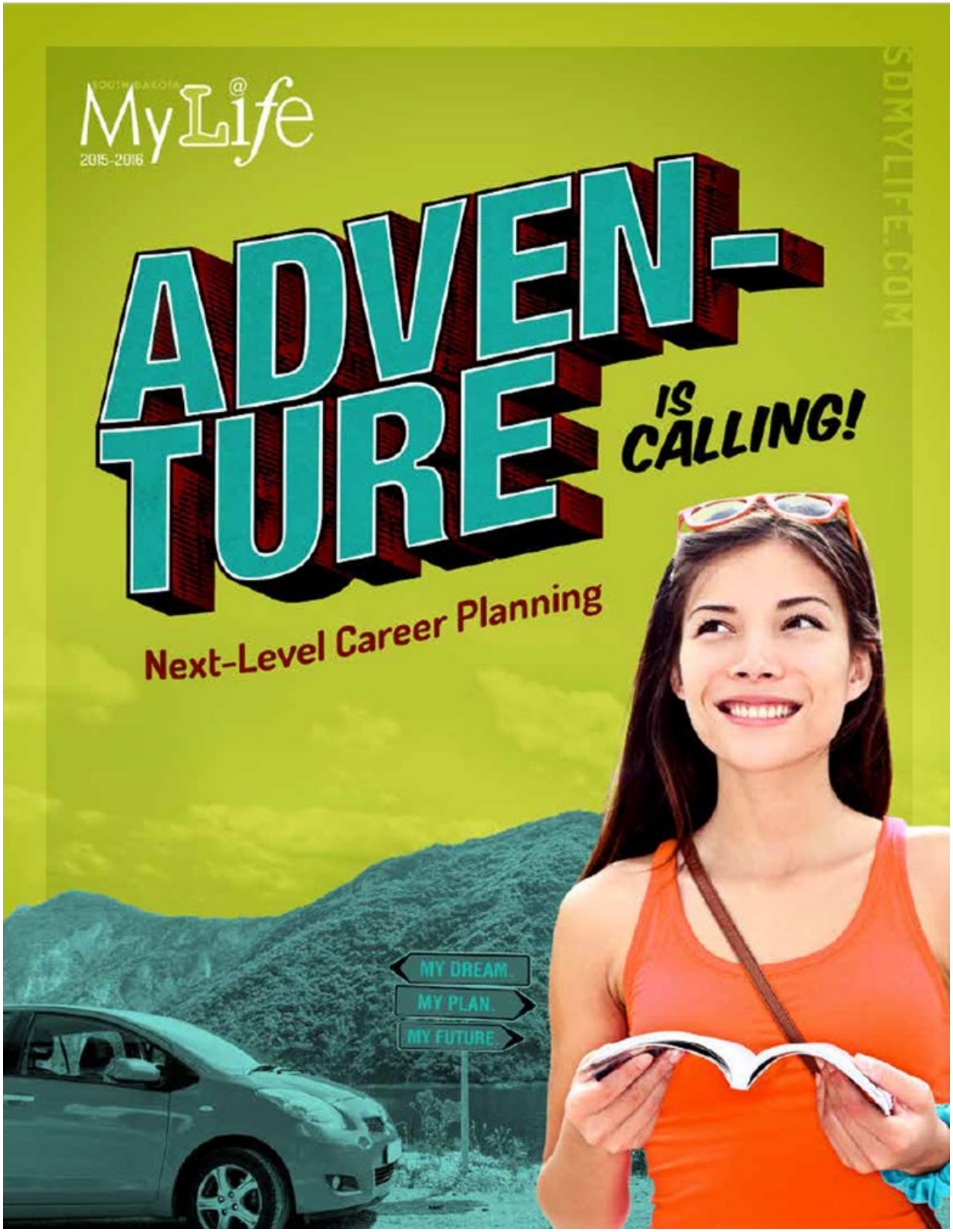


1. SDMyLife, continued

SDMyLife Career Decision Making Guide

1. SDMyLife, continued

SDMyLife Magazine



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

Learning Power Online AP Courses Enrollment

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
AP Biology	38	29	43	55	38	50	27	12
AP Calculus	51	57	86	46	64	74	45	27
AP Chemistry	14	9	34	33	90	81	56	16
AP Language	32	27	65	63	91	55	44	20
AP Literature	41	43	62	53	60	39	12	13
AP Physics	13	10	32	25	54	49	21	15
AP Statistics	12	19	17	28	35	21	31	12
Total	**201**	**194**	**339**	**303**	**432**	**369**	**236**	**115**

Students Passing AP Exam with Score of 3 or Higher 2014-15*

Course	Total Tests	Pass Rate	National Pass Rate
AP Biology	13	61.5%	64.3%
AP Calculus	33	81.8%	57.4%
AP Chemistry	35	37.1%	53.4%
AP English Language and Composition	38	39.5%	55.5%
AP English Literature and Composition	10	60.0%	56.2%
AP Physics	13	53.9%	39.2%
AP Statistics	16	56.3%	57.8%
AP Program Totals	**158**	**53.8%**	**55.6%**

**2015-2016 data not yet available.*

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

Reduced Tuition Dual Credit Program Participation, by Institution, Over Time						
Institution	**Number of Credits Taken in 2014-15**	**Number of Credits Taken in 2015-16**	**Number of Courses Taken in 2014-15**	**Number of Courses Taken in 2015-16****	**Number of Students Enrolled* in 2014-15**	**Number of Students Enrolled* in 2015-16****
BHSU	2,013	2,377	674	794	334	*413*
DSU	643	960	210	317	159	*227*
LATI	541	1,232	204	455	115	*221*
MTI	830	1,195	301	422	177	*211*
NSU	1,208	2,542	402	830	209	*454*
SDSMT	230	366	77	121	36	*52*
SDSU	1,966	3,185	647	1,057	387	*650*
STI	1,332	1,731	475	639	180	*249*
USD	3,283	4,369	1,095	1,455	627	785
WDT	696	1,642	228	547	121	241
Totals	**12,742**	**19,599**	**4,313**	**6,637**	**2,345**	**3,503**

**Student enrollments are duplicated (a student could have enrolled at courses in multiple schools).*
***2015-16 data include fall and spring terms. Summer 2016 data will be available in the fall.*

6. Grants to High School for Career & Technical Education

School District	Grant Award	Project Description	Grant Highlights
Aberdeen School District	$2 million	Construction of a new regional CTE facility on the campus of Aberdeen Central High School and updates to CTE curricula to ensure alignment to industry needs.	1.) 65% increase in student enrollments from surrounding school districts. 2.) Increased support from local industry for the development of new programs outside the scope of the grant project.
Burke School District	$581,044	Purchase and outfit four mobile classrooms which rotate among local school districts each year to increase quality CTE course offerings.	1.) Partnered with area hospital to share the costs of a health science instructor. 2.) Over 50% of each participating school districts' high school enrollment took a CTE course.
Madison Central School District	$376,808	Expansion of health science, manufacturing, and transportation programs in collaboration with local business and Lake Area Technical Institute.	1.) Gehl Manufacturing provided instructors and classroom space within their plant to provide welding instruction to students. 2.) Addition of new on-campus auto lab due to increased student enrollments.
Meade School District	$189,967	Expansion of manufacturing program in close collaboration with local business and industry and Western Dakota Technical Institute.	1.) Two students were offered full- time employment after completing internships with business partners. 2.) Partnership with Sturgis Economic Development Corporation provided classroom space within the community's business incubator building.
Mitchell School District	$1,240,228	Renovation and expansion of regional career center in partnership with Mitchell Technical Institute.	1.) 33% increase in student enrollments from surrounding school districts. 2.) Developed partnerships with businesses in surrounding school district's communities.

6. Grants to high School for Career & Technical Education, cont.

School District	Grant Award	Project Description	Grant Highlights
Northeast Technical High School	$150,000	Addition of a middle school STEM program and dual credit agriculture program in partnership with Lake Area Technical Institute.	1.) New equipment for the agriculture program was purchasedin partnership with Lake Area Technical Institute. 2.) Addition of a middle school STEM program that supports the existing high school STEM program.
Northwest Area Schools Multi-District	$830,800	Replacement and renovation of mobile CTE classrooms that rotate among eight area school districts each semester.	1.) Instructors met with post-secondary faculty within corresponding technical institute programs to better align curricula. 2.) Developed an annual Technical Career Fair for students from eight area schools to participate in with support from the technical institutes.
Rapid City Area School District	$2 million	Expansion of dual and concurrent enrollment CTE courses statewide through Western Dakota Technical Institute.	1.) Staff from Western Dakota Technical Institute visited area schools to help students explore dual credit options. 2.) Western Dakota Technical Institute used SDMyLife data to determine which dual credit programs would be of most interest to students.
Sioux Falls School District	$768,454	Addition of two classrooms to the CTE Academy in order to support increased student enrollments.	1.) Two classrooms completed for the 2015-16 school year. 2.) Expansion of partnerships with the financial community.
Todd County School District	$103,560	Updates to CTE curriculum to ensure alignment to local business needs and the addition of a middle school STEM program in partnership with the White River School District.	1.) 500 middle school students participated in a new STEM-related CTE program. 2.) Conducted a local job market analysis to inform course offerings.

6. Grants to high School for Career & Technical Education, cont.

School District	Grant Award	Project Description	Grant Highlights
Vermillion School District	$134,380	Partnership with local industry to expand the architecture and construction program and to provide increased opportunities for students in surrounding school districts to participate in CTE courses.	1.) Students built a mobile restroom unit which was sent to the oil fields in North Dakota upon completion. 2.) The downturn in the oil industry, caused the district to seek out new partnership within the community and provided students with a meaningful lesson about the economy.
Yankton School District	$280,325	Expansion of health science and manufacturing programs through summer courses and Friday academies for area school districts with four-day school weeks.	1.) 142 8th grade students earned ½ high school CTE credit through a Career Exploration end of course exam. 2.) Students from four surrounding school districts gained access to programs that were not offered at their home school district.

12. National Career Readiness Certificates

Participating Schools					
School	Participating Students (Total)	School	Participating Students (Total)	School	Participating Students (Total)
Aberdeen Central/ A-Tec Fall	32	Flandreau	31	Oldham-Ramona	19
Aberdeen Central/ A-Tech Spring	25	Florence	15	Parker	22
Alcester-Hudson	16	Frederick	17	Parkston	45
Andes Central	12	Garretson	23	Philip	17
Armour Seniors	12	Gayville-Volin	19	Pierre	186
Armour Juniors	13	Gettysburg	16	Plankinton	19
Avon	24	Gregory	26	Platte-Geddes	22
Baltic	30	Groton	53	Rapid City Central	329
Belle Fourche	76	Hamlin	24	Rapid City High School	60
Bennett County	20	Hanson	27	Redfield Juniors	38
Beresford	40	Herreid	16	Redfield Seniors	30
Bison	22	Highmore	20	Sanborn Central	9
Bon Homme	30	Hill City	18	Sioux Valley Juniors	51
Bowdle	9	Hoven	13	Sioux Valley Seniors	47
Brandon Valley	45	Ipswich	24	South Central	5
Bridgewater-Emery	24	Irene-Wakonda	25	Spearfish	123
Britton-Hecla	31	Iroquois	10	Stanley County	29
Burke	17	Jones County	13	Sturgis	165
Canistota	18	Kadoka	17	Sully Buttes	21
Canton	20	Kimball	35	Tea	82
Castlewood	13	Langford	12	Timber Lake	21
Centerville	17	Lead-Deadwood	44	Tripp-Delmont	15
Chester	23	Lemmon	20	Viborg-Hurley	22
Clark	28	Leola	6	Wagner	43
Colman-Egan	13	Lyman	31	Wakpala	10
Corsica-Stickney	16	Madison	82	Wall	20
Custer	54	Marion	11	Warner	25
De Smet	15	McCook Central	27	Waubay	11

12. National Career Readiness Certificates, cont.

Participating Schools, continued					
School	Participating Students (Total)	School	Participating Students (Total)	School	Participating Students (Total)
Corsica-Stickney	16	Madison	82	Wall	20
Custer	54	Marion	11	Warner	25
De Smet	15	McCook Central	27	Waubay	11
Dell Rapids	64	McIntosh	7	West Central	8
Deubrook	33	McLaughlin	15	White Lake	6
Deuel	36	Menno	14	White River	22
Douglas	120	Milbank	59	Willow Lake	12
Edgemont	7	Miller	34	Wilmot	14
Elk Point Jefferson	58	Mobridge	52	Winner	40
Elkton	18	Mount Vernon	12	Wolsey-Wessington	47
Ethan	12	New Underwood	26	Woonsocket	11
Eureka	11	Northwestern	25	Yankton	46
				TOTAL	**3,665**

NCRC Participant Outcomes (by percentage)	
Platinum	0.30%
Gold	21.34%
Silver	58.42%
Bronze	13.81%
No Certificate	5.57%
Incomplete	0.57%

Total NCRC Assessments	
Applied Mathematics	3,621
Locating Information	3,624
Reading for Information	3,615
Total	**10,860**

15. Increase Primary Care Physicians in Rural South Dakota

Primary Care Residency Capacity				
Measurement	**Family Rapid City**	**Family Sioux Falls**	**Internal Medicine**	**Pediatric Residency**
Program Capacity	7	9	8	6
Qualified SD Applicants	6	7	6	5
SD Applicants Selected	2	4	1	1
Total Completing Residency	5	8	8	6
Total Practicing in SD Post Residency	2	5	3	3

Family Medicine Residency and Internal Medicine Residency are based on a 10 year average. Pediatric Residency is based on a 5 year average.

USD Sanford School of Medicine Graduates: Pratice 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
2011	51	10	9

15. Increase Primary Care Physicians in Rural South Dakota, cont.

USD Sanford School of Medicine Graduates: Primary Care Residency (PCR) Selection			
	Number of Graduates	Number Practicing in SD	Number Practicing Primary Care in SD
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	6
2014-2015	52	21	6
2015-2016	61	25	6
10 year average	52	23	6

16. Increase Physician Assistants and Nurse Practitioners in Rural South Dakota

SDSU Nurse Practitioner Program Graduates			
	Number of Graduates	Number 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
2013-14	7	6	3
2014-15	22	13	3
2015-16	21	14	7*
2016-17	19**	Unknown	Unknown

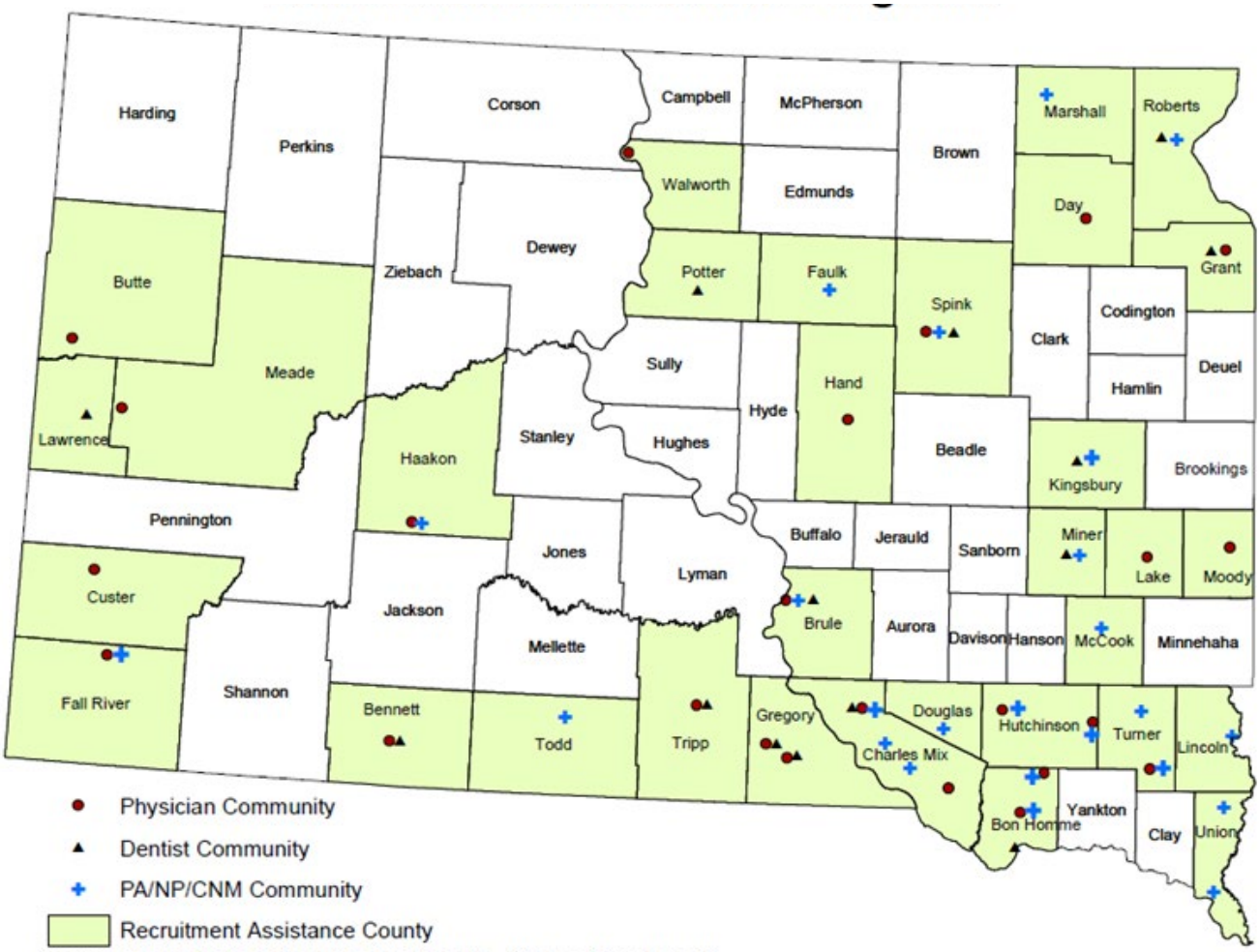
*Includes 3 out of state.
** Anticipated grads for Summer 2016.

16. Increase Physician Assistants and Nurse Practitioners in Rural South Dakota, continued

USD Physician Assistant Program Graduates			
	Number of Graduates	Number 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
2013-14	22	11	3
2014-15	25	15	1

16. Increase Physician Assistants and Nurse Practitioners in Rural South Dakota, continued

Communities Participating in Recruitment Assistance Program



Source: South Dakota Department of Health - Office of Rural Health
July 2016

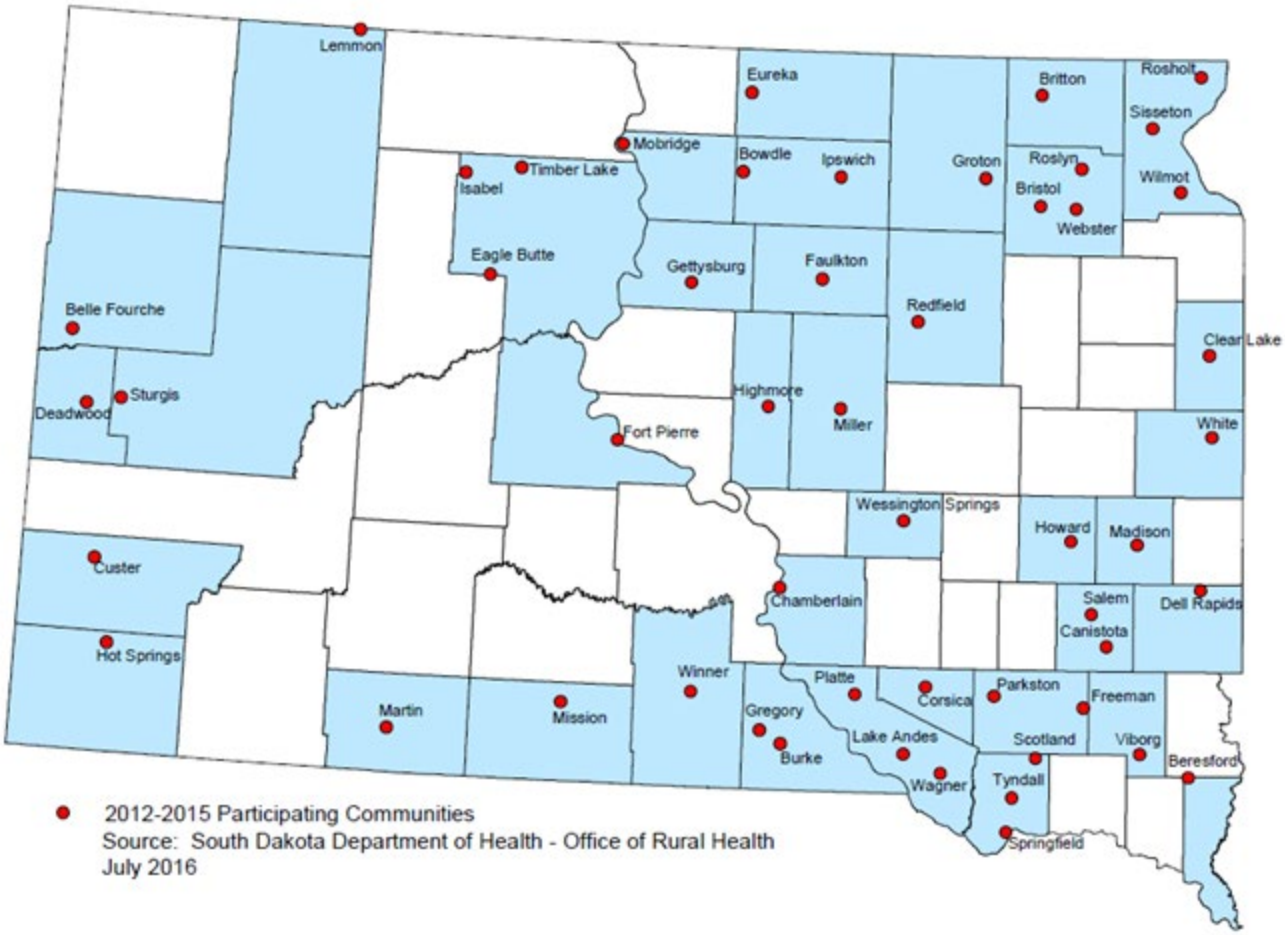
16. Increase Physician Assistants and Nurse Practitioners in Rural South Dakota, continued

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

Community	2011	2012	2013	2014	2015	2016	Total
Bowdle				2	2	2	6
Canton					2		2
Chamberlain					2	2	4
Custer			2	2	2	2	8
Faulkton						2	2
Hot Springs					2	2	4
Miller			2	2	2	2	8
Parkston	2	2	2	2	2	2	12
Philip		2		2	2	2	8
Platte			2	1	2	2	7
Redfield	2	2	2	2	2	2	12
Sisseton			2		2	2	6
Sisseton/Britton				2			2
Sturgis					2	2	4
Wagner		2	2	2	2	2	10
Webster				2	2		4
Wessington Springs	2	2	2				6
Winner		2	2	2	2	2	10
TOTAL	**6**	**12**	**18**	**21**	**30**	**28**	**115**

16. Increase Physician Assistants and Nurse Practitioners in Rural South Dakota, continued

Communities Participating in Rural Healthcare Facility Recruitment Assistance Program (2012-2014)



18. Promote Rural Health Experiences for Students

Participation in
Rural Experiences for Health Professions Students (REHPS) Program
(# of Students)

Community	2011	2012	2013	2014	2015	2016	Total
Bowdle				2	2	2	6
Canton					2		2
Chamberlain					2	2	4
Custer			2	2	2	2	8
Faulkton						2	2
Hot Springs					2	2	4
Miller			2	2	2	2	8
Parkston	2	2	2	2	2	2	12
Philip		2		2	2	2	8
Platte			2	1	2	2	7
Redfield	2	2	2	2	2	2	12
Sisseton			2		2	2	6
Sisseton/Britton				2			2
Sturgis					2	2	4
Wagner		2	2	2	2	2	10
Webster				2	2		4
Wessington Springs	2	2	2				6
Winner		2	2	2	2	2	10
TOTAL	**6**	**12**	**18**	**21**	**30**	**28**	**115**

18. Promote Rural Health Experiences for Students, cont.

Frontier and Rural Medicine (FARM) Program				
	Number of FARM Students			
Community	2014	2015	2016	2017
Milbank	1	1	1	1
Mobridge	1	1	1	1
Parkston	1	1	1	1
Platte	1	1	1	1
Winner	2	2	2	2
Vermillion	*	*	1	1
Pierre	*	*	*	1
Spearfish	*	*	*	1
Total	6	6	7	9

*Community did not participate this year.

20. Dakota Roots

Top 10 Entered Employment by State from July 2015 – June 2016	
State	**Entered Employment**
Minnesota	60
North Dakota	26
Nebraska	23
Iowa	19
Colorado	18
Arizona	15
Wisconsin	14
Wyoming	12
California	11
Illinois	9