

SOUTH DAKOTA WORKFORCE INITIATIVES ANNUAL REPORT



Final SDWINS Report

2016 - 2017





CONTINUING THE WORKFORCE MARATHON

South Dakota has one of the lowest unemployment rates in the nation. Although this is a sign of a strong economy, it creates a challenge for businesses.

Shortly after being elected, Governor Dugaard challenged all sectors to work together to address workforce challenges. Using feedback and information gained from six regional workforce summits to gather input from stakeholders and find solutions, we identified the key components of an effective workforce system.

Governor Dugaard launched South Dakota WINS in 2012, a workforce development program that brings together government, education, and business leaders to capitalize on South Dakota's potential.

First, we need to prepare our youth to reach their true potential by providing the tools, information, and opportunities to guide them in their career decisions.

Second, employers need mechanisms to help them recruit and retain quality workers. Certainly, training is needed to help citizens fill the skilled jobs in our state. At the same time, though, we should recruit workers from outside our state, welcoming new South Dakotans and encouraging the return of those who have left our state.

Lastly, the foundation of an effective workforce system must be built around data and a common language.

Looking at our progress, many programs included in our South Dakota Workforce Initiatives are doing exceptionally well. Collaborative efforts to fill our workforce gaps have grown and been successful.

The South Dakota Workforce Initiatives final report is a testament to the progress we've made.

Workforce efforts in South Dakota will not end with the conclusion of this initiative. The challenge of supplying our employers with needed workforce cannot be overcome easily. This is a marathon, not a sprint, but we're making progress.



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 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 6th-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.
 - COMPLETED: A Career Decision Making Guide was published in the 2016-17 school year. The first element of the guide is 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).
 - ONGOING: Numerous career development and SDMyLife training options were offered throughout the 2016-17 school year for educators, students, and parents. Multiple trainings will continue to be offered, as both training and technical assistance have been instrumental in its usage in the past.
 - COMPLETED: The latest publication of the SDMyLife magazine was published and available to 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 the SDMyLife Network in order to showcase business opportunities to students.
 - ONGOING: The number of active companies on the SDMyLife Network remained steady in 2016-17. 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.

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 are required to enter the industry.

<http://sd.gov/careercamps/>

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 SDWORKS, the state's jobs database, is posted to SDMyLife, and career camp events are shared with Career and 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 FY18 totaled \$68,022, and the Critical Need Teaching Scholarship Board approved a scholarship amount of \$4,300 for eligible candidates.

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, seven students in FY2017, and 20 students in FY2018 received scholarships, as shown in the table below.

Critical Teaching Needs Scholarship Awards FY2015/FY2018

Institution	HS					Total
	Math	Science	CTE	K-12 Special Education	Language Arts	
Augustana	0	1	0	1	0	2
BHSU	1	0	0	1	0	2
DSU	4	0	0	5	0	9
Mount Marty	3	1	0	3	1	8
NSU	0	3	0	3	0	6
SDSU	3	0	12	0	0	15
USD	4	3	0	5	1	13
Total	15	8	12	18	2	55

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 that 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.

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 \$48.33 per credit. 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 2016-17 school year, 3,309 juniors and seniors registered for 7,608 courses totaling 22,514 credit hours. This participation significantly outpaced 19,550 credits in 2015-2016 and 12,284 credits taken in 2014. Summer 2017 data will be available in the winter of 2017-2018.

Additional results include:

- Approximately 80 percent of courses were taken online, 20 percent in-person.
- Students passed at a rate of 93.51 percent (93.73 percent fall, 93.32 percent spring).
- Students enrolled in 300 unique courses. The five most popular courses were SPCM 101, PSYC 101, MATH 102, ENGL 101, and SOC 100. These courses accounted for 58 percent of the courses taken.

- Of the students participating, 67.45 percent were seniors, 32.55 percent were juniors; and 60.95 percent were females, 39.05 percent males.
- All but six public school districts had students enrolled in the program.
- There were 1,069 students who took courses through the technical institutes, and 2,456 students took courses through the Board of Regents institutions.

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 2016-17 school year, students from 28 school districts registered for 61 math, reading and English online College Readiness courses through the South Dakota Virtual School. Of students who have taken the Elementary Algebra (Math) and Sentence Skills (English) placement test, 64 percent have passed.

	College Readiness Coursework		
	School Districts	# Courses Taken	Pass Rate
2013-14	52	156	58.82%
2014-15	38	141	66.66%
2015-16	43	154	51.00%
2016-17	28	61	64.15%

- Expand and support 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 2016-17 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 2016-17, five school districts took advantage of this opportunity, accounting for 28 additional registrations for Elementary Algebra (Math) and Sentence Skills (English). Of the students who took the courses at their schools in a face-to-face format, 89 percent passed the placement test.
- 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 SMyLife that helps students build math, reading, English and ACT test preparation skills. In 2016, 4,291 students from 155 high schools used the system.

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

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, 58 school districts had participated in the 12 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 Senate Bill 235. Part of that fund, up to \$1.5 million, was designated to provide grants for Career and 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 and industry lay the foundation for modern CTE programs.

Senate Bill 132 in 2016 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.

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

Goals:

- Increase the number of students with access to high quality CTE programs in the state.
- ONGOING: In 2017, through two rounds of awards, 11 schools and one non-profit entity were awarded \$2.5 million total in grants to upgrade and expand their CTE program:

School District	Project Description
Aberdeen Development Corporation	Help fill regional demand for instruction in diesel technology
Armour	Upgrade manufacturing program equipment and facilities
Belle Fourche	Construction of CTE facility to house manufacturing, Human Services, Hospitality & Tourism, Business Management & Administration and Agriculture, Food & Natural Resources program
Brookings	Improve Agriculture, Food & Natural Resources, Health Science, Hospitality & Tourism, and Information Technology programs through equipment purchases, teacher training, and facilities renovations.

School District	Project Description
Lennox	Create an Agriscience Learning Lab with outdoor animal science, horticulture, landscape construction, soil science, and natural resources laboratories
McIntosh	Purchase the equipment needed to start a heavy equipment operator program
Northwestern Area	Develop a new agriculture program
Pierre	Renovate facilities and purchase equipment to start a ProStart Culinary Arts program
Redfield	Renovate facilities and purchase equipment for the Agriculture, Food & Natural Resources program
Webster	Develop a new architecture and construction program
Winner	Develop an Agriscience learning center
Yankton	Develop a new agriculture program and expand current architecture and construction program

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 jobs 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 200 students, have fully implemented the JAG program.

Purpose: The Department of Education 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 goal of the program has been to add two new schools per year, with a goal of 11 in 2017-18 and 13 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%
2016-17	7	207	28	98%

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. Additional funds increased 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.
- COMPLETED: 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

- COMPLETED: In 2017, an additional \$860,000 in Future Funds was awarded to fund equipment needs in Build Dakota-eligible programs at South Dakota’s four technical institutes.

These Future Fund grants will help ensure students at our state’s technical institutes are being trained on the most up-to-date equipment – the kind of equipment they will be expected to use once they enter the workforce.

The grants will go toward Build Dakota-eligible programs where student enrollments exceed equipment capacity for the 2017-18 school year.

Programs receiving the equipment fund grants include diesel technology, precision machining, building trades, welding, manufacturing technology, licensed practical nursing, and surgical technology.

Grant totals are as follows:

<u>Technical Institute</u>		<u>Total</u>
Lake Area Technical Institute	\$	226,635.00
Mitchell Technical Institute	\$	400,000.00
Southeast Technical Institute	\$	169,900.00
Western Dakota Technical Institute	\$	68,000.00
TOTAL Future Fund Grants	\$	864,535.00

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:

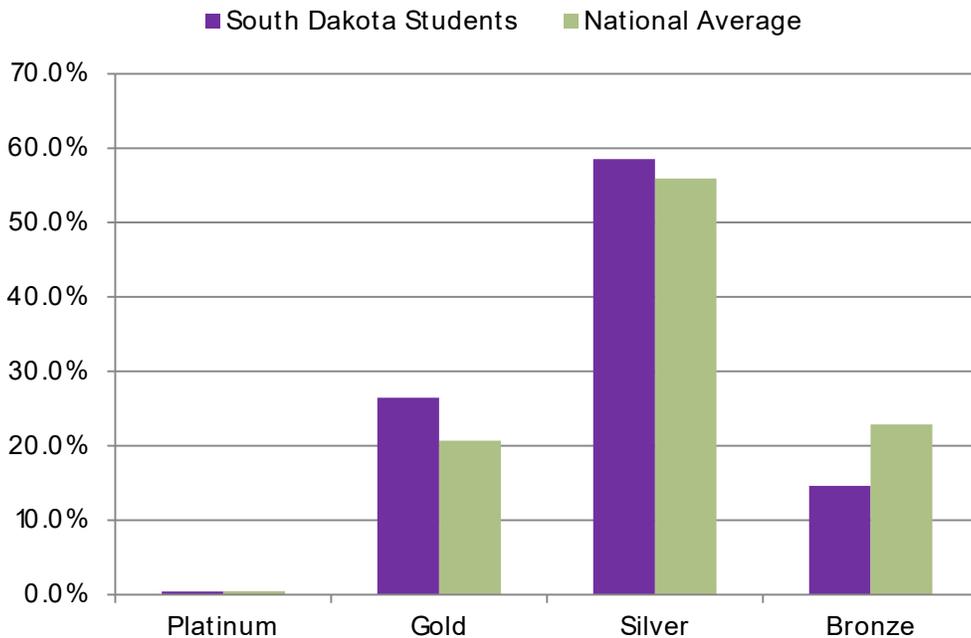
- Offer the NCRC to 3,200 high school junior and senior students in order to assess students for employment capability and provide certification for increased employability.
- ONGOING: Participation grew in the 2016-2017 school year to reach 269 additional students at public school districts. Of the students who took the WorkKeys® assessment, 94.48 percent 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%
2016-17	119	3,913	94.48%

- 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 2016-17, 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.

Level of NCRC Certificate Attained by Students



“This is the fourth year we have offered Dell Rapids high school students the opportunity to participate in the NCRC WorkKeys assessment. The first year we assessed seniors, and for the last three years we have assessed juniors. Not only does this assessment provide our school with valuable data by which we can make instructional and curricular improvements, it also offers our students valuable information about their own current levels of understanding in key areas. This information can be a powerful motivator for students to work hard to improve their skills by registering for rigorous

coursework and then working hard in those classes. We are pleased with the reaction our students have had and are confident continuing to provide them this opportunity will be a meaningful component in our efforts to ensure our students are career and college ready.”

—Dr. Kimberly Kludt, Dell Rapids School District

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 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: Over \$50,000 was expended in 2015 and nearly \$16,000 was expended in 2016 from CDBG funds to provide training in the fields of welding, commercial driver’s training (CDL), and certified nursing assistants (CNA).
- 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 percent of costs associated with training new and existing employees. The program focuses on technical training skills that result 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. In 2016, the Workforce Development Program awarded \$284,000 to support the training of 548 employees. In 2017, the program awarded \$244,000 to support the training of 378 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.

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.

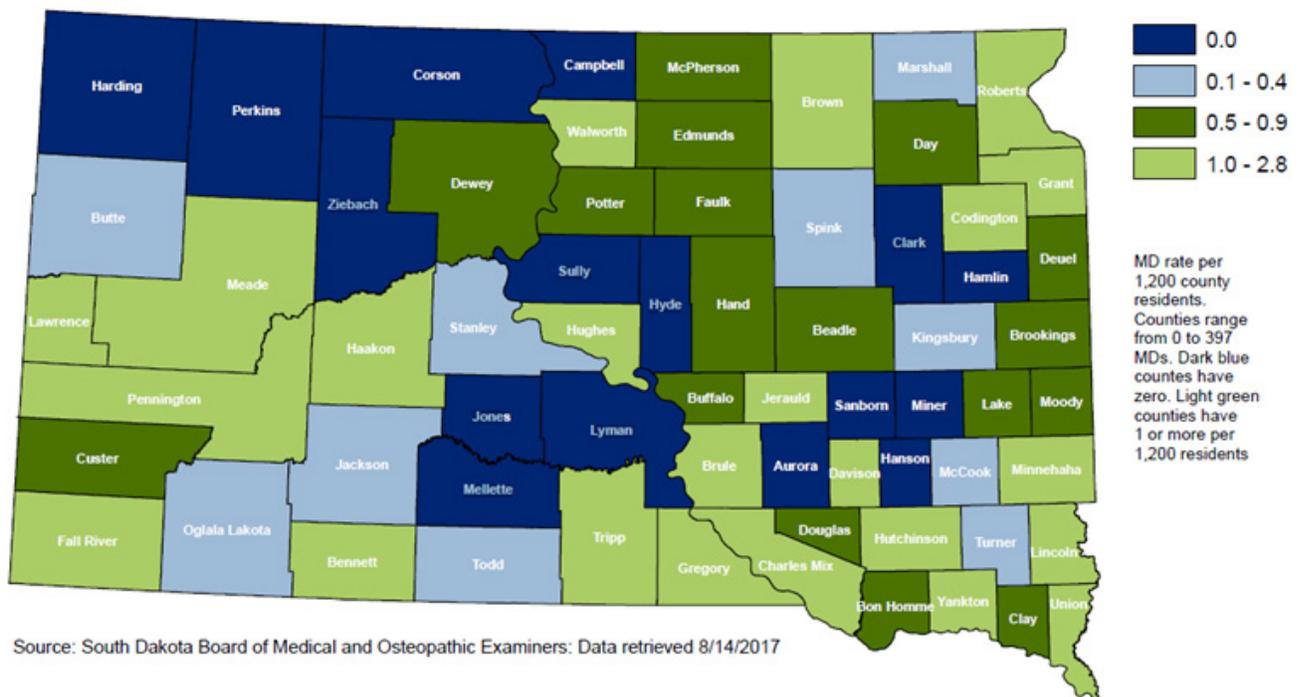
Purpose: To expand the state's education capacity to prepare additional primary care providers for rural areas.

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, with the first FARM class starting in the summer of 2014. Participating communities include Milbank, Mobridge, Parkston, Platte, Pierre, Spearfish, Vermilion, and Winner. Eight medical students may participate in the FARM program each year.
- 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.

- Encourage development of primary care residencies in South Dakota.
 - ONGOING: The Primary Care Task Force Oversight Committee recommended development of a rural family medicine training track (RTT) in Pierre. The site is rural but with adequate facilities and volume to support resident learning. Geography was also a key component since national data shows that family physicians often practice within 100 miles of where they did residency. The FY 2017 budget included \$205,000 for one-time start-up funds for a rural residency track. The RTT will have the capacity to train six medical residents (two per year) in an effort to address healthcare workforce shortages. The RTT site was accredited in October 2017 and has begun recruiting residents to the program. It is anticipated the first two residents will begin in August 2018.

Total Primary Care Physician Distribution
In South Dakota Counties
1,282 Primary Care MDs in South Dakota



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

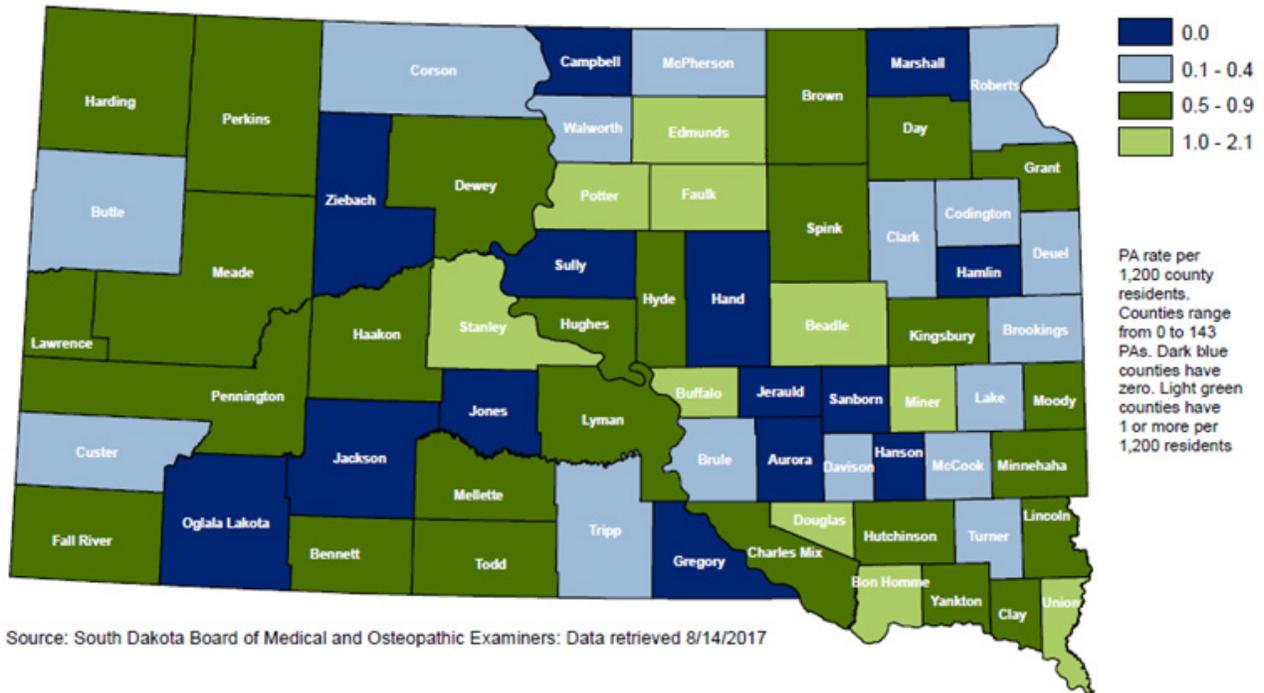
Description: South Dakota is projected to need thousands of additional healthcare providers in the near future as the state's population ages and significant numbers of current providers approach retirement. This problem is particularly acute in rural areas where one of the most pressing issues is the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

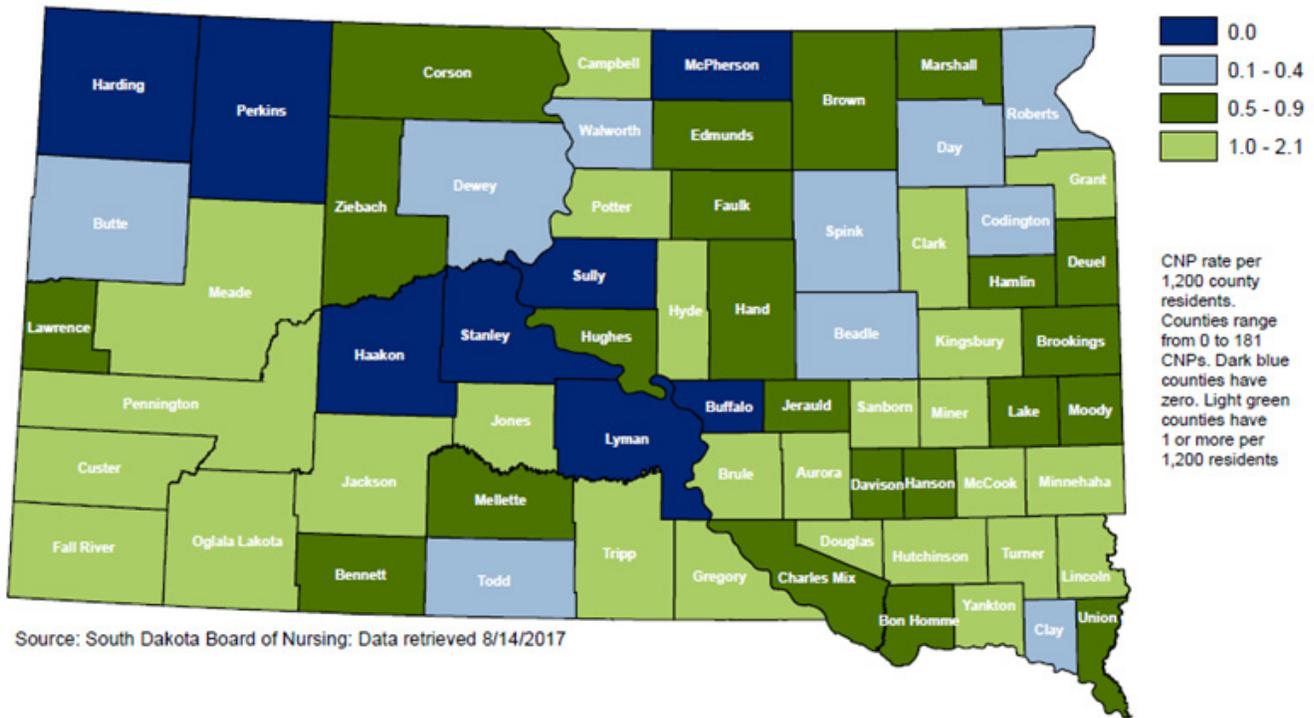
- Increase the capacity of the PA program and accept more in-state residents.
 - COMPLETED: Beginning with the 2013 school year, the PA program at the University of South Dakota was expanded from 20 students (10 resident/10 non-resident) to 25 students (20 resident/five non-resident).
- Support South 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. Since FY 2014, funding has been provided to support payments to South Dakota providers serving as preceptors to PA students.
- Support 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: Since FY2015, funding has been provided to support payments to South Dakota providers serving as preceptors to NP students.

Physician Assistant Distribution in South Dakota Counties 513 Physician Assistants in South Dakota



Source: South Dakota Board of Medical and Osteopathic Examiners: Data retrieved 8/14/2017

Certified Nurse Practitioner Distribution in South Dakota Counties 742 Certified Nurse Practitioners in South Dakota



Source: South Dakota Board of Nursing: Data retrieved 8/14/2017

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, etc.
 - **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 is available in nine communities and offers third year medical students a nine-month clinical training in a rural community. The Rural Experiences for Health Professions Students (REHPS) program offers medical students a four-week rural immersion opportunity each summer. Up to 30 students can participate in REHPS each year. 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 postsecondary 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 was completed in 2016 and the system is available for facilities to use.
- Expand and enhance opportunities for medical/physician assistant/nurse practitioner students.
 - ONGOING: The ORH continues to collaborate with the South Dakota AHECs and the Sanford School of Medicine to support and promote REHPS and FARM. In addition, the ORH continues to explore additional rural opportunities for health professional students.

19. Promote Rural Health Experiences for Students

Description: Under the original Rural Experiences for Health Professions Students (REHPS) 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 since that time to include up to 30 health professions students participating in 15 REHPS communities each year.
- 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 included 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 two and three 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:

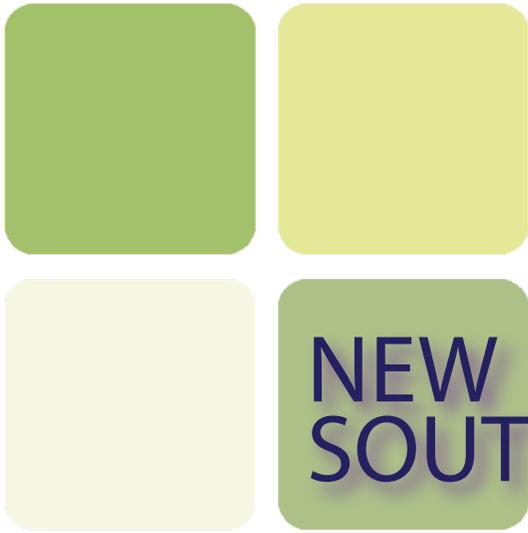
- Train six medical students in rural family practice residencies.

- 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).

The new rural residency track in Pierre will add six additional family medicine residency slots in the state (two per year). The new rural residency program received its accreditation from the Accreditation Council for Graduate Medical Education in October 2017 and has begun recruiting students to the program. The Department of Health FY2019 budget request includes \$411,794 in general and federal funds to support year one of the rural residency track.

- 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. The Department of Health continues to work with the Sanford School of Medicine (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 job advisors 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 Program Year 2016 (July 1, 2016 – June 30, 2017), a total of 231 job seekers and their families moved to South Dakota.
- Use ongoing marketing dollars to increase the number of active Dakota Roots participants.
 - ONGOING: In Program Year 2016, the monthly average of active job seekers was 2,132. There were 38,913 users to DakotaRoots.com; 76.7 percent were new visitors. Page views totaled 113,694. The number of new registrations totaled 2,181.
- 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.

22. Workforce and Business Recruitment

Description: The Governor's Office of Economic Development (GOED) 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 U.S. 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. <http://youcanliveinsd.com>

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 one-to-one 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.
 - COMPLETED: 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, 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 254 participants.

24. SDWORKS Rewrite and Enhancements

Description: The SDWORKS jobs database has been 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:

- COMPLETED: 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 launched April 3, 2017. It:
 - Enables employers to directly search and match potential employees based on skills and competencies.

- Provides tools for job seekers to build or translate their resume into the same language used by employers.
- Helps job seekers make clear decisions based on market demand.
- Specifies all education and training programs in terms of the skills, proficiencies and competencies they develop.
- Aligns 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 in April 2016. <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:

- COMPLETED: The new system:
 - Helps employers, job seekers, and career planners succeed in the job market.
 - Offers greater functionality than the previous application.
 - Creates customized profiles on a specific area, industry, or occupation.
 - Includes postsecondary complete information by institution, program, and geographic area within South Dakota.

26. 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 2017, two apartment complexes have 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.

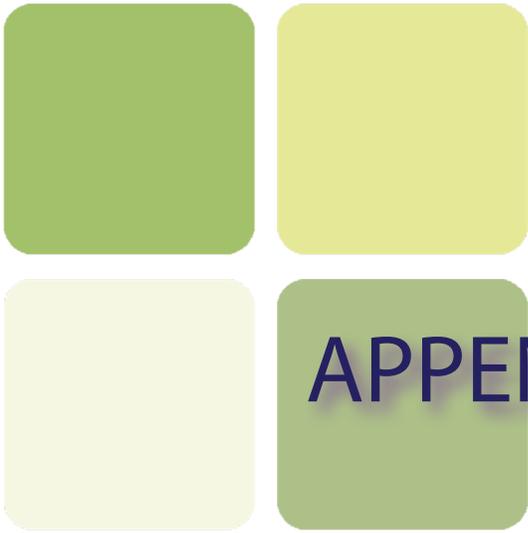
27. Housing Opportunity Funds

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.

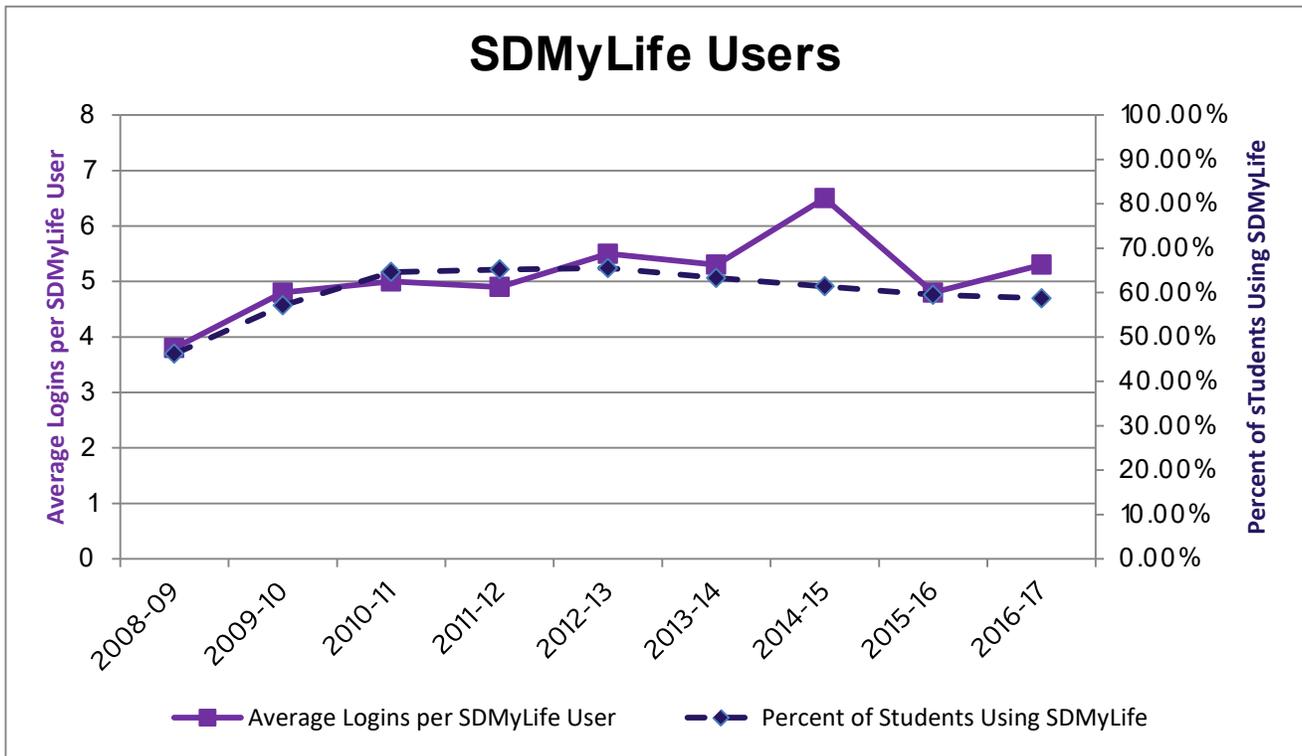
Goals:

- Allocate available funds (approximately \$2.3 million annually) to address housing needs statewide.
 - ONGOING: As of July 2017, \$10.2 million has been allocated to 86 applicants to assist approximately 1,606 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

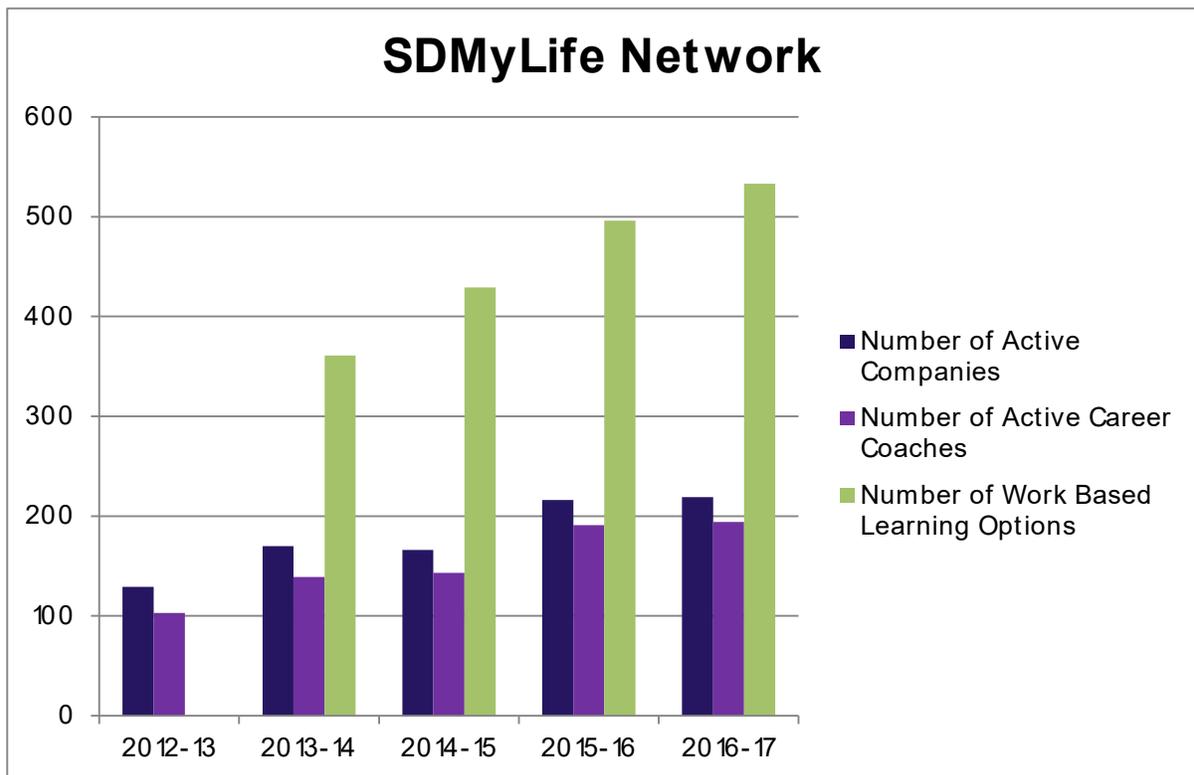


*NOTE: Usage data in past SDWINS reports was not calculated consistently. The data reported here is uniformly calculated as of June 30 in each fiscal year.

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
2016-17	219	194	533

1. SDMyLife, continued



1. SDMyLife, continued

SDMyLife Decision Making Guide

**MY DREAM.
MY PLAN.
MY FUTURE.**

**FIGURING YOUR LIFE OUT.
MAKING GOOD DECISIONS.**
Graduation is coming up. But don't freak out. You've got loads of resources at your fingertips and a road map all set up for you. You just have to add your own dreams to it, and you'll be off to the races.

1 KNOW WHAT YOU NEED TO DO.
Credit Requirements?
College or Tech School? Service Learning Experience?

Before Step 1, **Talk to Your Guidance Counselor.**

2 REFINE YOUR OPTIONS.
Assessed Your Interests? Assessed Your Aptitude? Assessed Your Skills?
Compared Schools? Listed Your Awards and Certificates?
Taking the Right High School Classes?

3 PICK AN OCCUPATION.
Made Post-Graduation Plans? Cornered Down School Options?
Picked Out Some Major Options?

4 FOLLOW THROUGH.
Applied and Requested Financial Aid?
Set Your Career and Life Goals?
Looked Into Industry Certifications?

5 BELIEVE IN YOURSELF.
The facts speak for themselves.
Feel good about your decision.

MyLife

It's Time to Hit the Road. Enjoy the Trip.

S D M Y L I F E . C O M

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

1. SDMyLife, continued

SDMyLife Magazine



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

Learning Power Online AP Courses Enrollment

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
AP Biology	38	29	43	55	38	50	27	12	0
AP Calculus	51	57	86	46	64	74	45	27	42
AP Chemistry	14	9	34	33	90	81	56	16	18
AP Language	32	27	65	63	91	55	44	20	17
AP Literature	41	43	62	53	60	39	12	13	19
AP Physics	13	10	32	25	54	49	21	15	12
AP Statistics	12	19	17	28	35	21	31	12	17
Total	201	194	339	303	432	369	236	115	124

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 Credits Taken in 2016-17	Number of Courses Taken in 2014-15	Number of Courses Taken in 2015-16	Number of Courses Taken in 2016-17	Number of Students Enrolled* in 2014-15	Number of Students Enrolled* in 2015-16	Number of Students Enrolled* in 2016-17
BHSU	1,885	2,431	2,755	632	814	944	333	447	463
DSU	625	1,050	854	204	346	283	158	244	199
LATI	522	1,206	2,123	198	450	773	121	237	397
MTI	892	1,089	1,258	323	386	436	186	216	208
NSU	1,077	2,534	3,045	358	823	996	209	481	581
SDSMT	232	379	340	79	125	113	36	54	45
SDSU	1,854	3,386	3,703	611	1,125	1,213	387	709	711
STI	1,356	1,750	1,517	505	668	554	230	308	228
USD	3,154	4,500	5,340	1,052	1,498	1,776	629	829	955
WDT	687	1,625	1,579	225	543	520	120	260	271
Totals	12,284	19,950	22,514	4,187	6,778	7,608	2,409	3,785	4,058

*Student enrollments are duplicated (a student could have enrollment in courses at multiple schools).

**2016-2017 data includes fall and spring terms. Summer 2017 data will be available at a later date.

Updated August 27, 2017.

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 communities surrounding school district.

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

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.	<p>1.) Students built a mobile restroom unit which was sent to the oil fields in North Dakota upon completion.</p> <p>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.</p>
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.	<p>1.) 142 8th grade students earned ½ high school CTE credit through a Career Exploration end of course exam.</p> <p>2.) Students from four surrounding school districts gained access to programs that were not offered at their home school district.</p>

12. National Career Readiness Certificates

Participating Schools and Number of Participating Students

School		School		School	
Alcester-Hudson	10	Florence	15	Northwestern	10
Andes Central	5	Frederick	14	Oelrichs	9
Arlington	23	Freeman	14	Oldham-Ramona	7
Armour	15	Garretson	32	Parker	17
Atec	78	Gayville-Volin	19	Parkston	39
Avon	21	Gettyburg	16	Philip	22
Baltic	35	Gregory	23	Pierre	168
Belle Fourche	83	Groton	54	Plankinton	20
Bennett County	33	Hamlin	38	Platte-Geddes	27
Beresford	48	Hanson	24	Rapid City Central	316
Bison	14	Herreid	11	Redfield	35
Bon Homme	31	Highmore	18	Rutland	12
Brandon Valley	56	Hill City	15	Sanborn Central	12
Bridgewater-Emery	24	Hoven	8	Scotland	4
Britton-Hecla	25	Howard	26	Sioux Valley	44
Burke	11	Ipswich	23	South Central	6
Canistota	11	Irene-Wakonda	21	Spearfish	116
Canton	50	Iroquois	17	Stanley County	37
Castlewood	21	Jones County	11	Sturgis	166
Centerville	7	Kadoka	23	Sully Buttes	23
Chester	29	Kimball	17	Tea	100
Clark	20	Lake Preston	14	Timber Lake	11
Colman-Egan	21	Langford	11	Tripp-Delmont	8
Colome	30	Lead-Deadwood	44	Tri-Valley	64
Corsica-Stickney	16	Lemmon	21	Wagner	48
Custer	54	Leola	9	Wakpala	9
De Smet	19	Lyman	22	Wall	23
Dell Rapids	66	Madison	85	Warner	24
Deubrook	16	Marion	11	Waubay	11
Deuel	34	McCook Central	32	Waverly-South Shore	21
Doland	10	McIntosh	10	Webster	46
Douglas	131	McLaughlin	14	West Central	14
Dupree	15	Menno	11	White Lake	10
Edgemont	8	Milbank	79	White River	28
Elk Point Jefferson	45	Miller	26	Wilmot	16
Elkton	12	Mitchell Second Chance	24	Winner	48

12. National Career Readiness Certificates, cont.

Participating Schools and Number of Participating Students, continued

School		School		School	
Ethan	16	Mobridge	57	Wolsey- Wessington	23
Eureka	14	Montrose	15	Woonsocket	14
Faulkton	30	Mount Vernon	15	Yankton	151
Flandreau	28	New Underwood	10	Total Participation	3,923

NCRC Participant Outcomes (by percentage)	
Platinum	0.41%
Gold	24.93%
Silver	55.14%
Bronze	13.76%
No Certificate	5.51%
Incomplete	0.25%

Total NCRC Assessments	
Applied Mathematics	3,917
Locating Information	3,921
Reading for Information	3,913
Total	11,751

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	6	9	8	6
Qualified SD Applicants	7	7	4	3
SD Applicants Selected	1	5	0	0
Total Completing Residency	6	9	8	6
Total Practicing in SD Post Residency	6	4	4	1

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

USD Sanford School of Medicine Graduates: Primary Care Residency (PCR) Selection			
	Number of Graduates	Number Entering Primary Care Residency	Number Entering Primary Care Residency in SD
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
2016-2017	53	21	3
10 year average	52	23	6

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

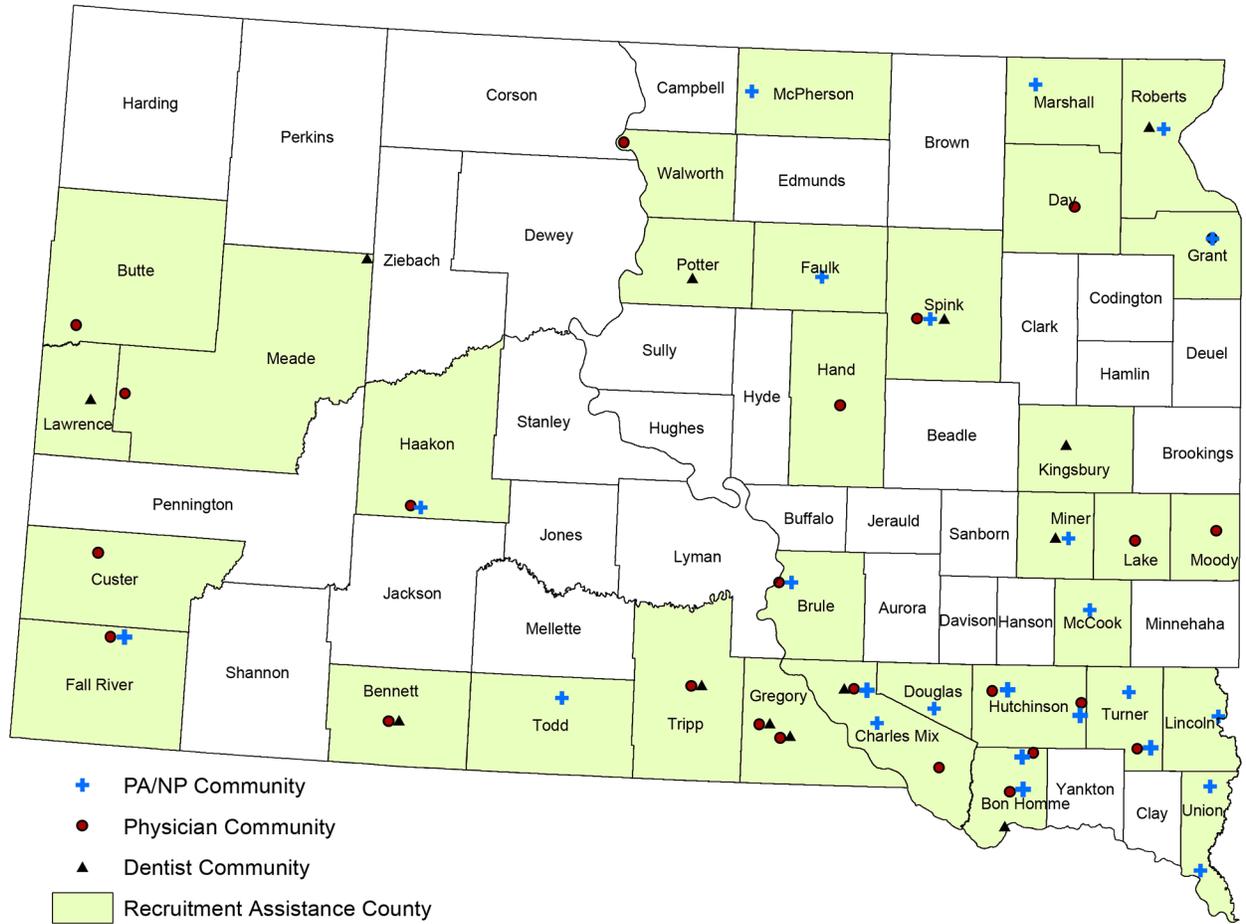
SDSU Nurse Practitioner Program Graduates			
	Number of Graduates	Number Practicing in SD	Number of Graduates Practicing in Communities < 10,000
2007-08	21	11	6
2008-09	24	19	2
2009-10	32	26	10
2010-11	22	15	6
2011-12	33	29	9
2012-13	7	6	4
2013-14	7	6	3
2014-15	22	13	3
2015-16	21	14	4
2016-17	21	9	5

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
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
2015-16	23	13	4
2016-17	25		

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

Communities Participating in Recruitment Assistance Program



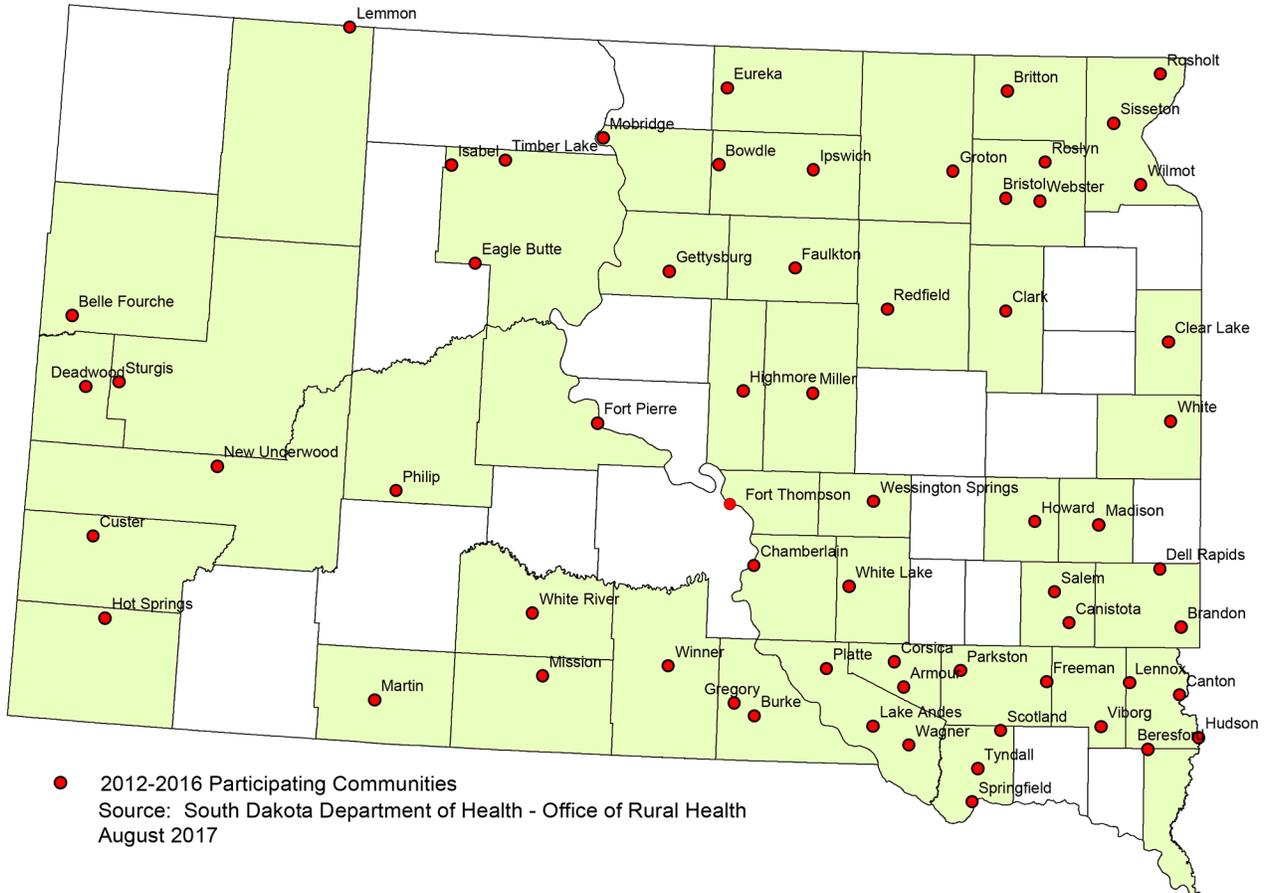
Source: South Dakota Department of Health - Office of Rural Health August 2017

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

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

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

Communities Participating in Rural Healthcare Facility Recruitment Assistance Program (2012-2016)



18. Promote Rural Health Experiences for Students

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

Community	2011	2012	2013	2014	2015	2016	2017	Total
Bowdle				2	2	2	2	8
Britton							2	2
Canton					2			2
Chamberlain					2	2	2	6
Custer			2	2	2	2	2	10
Faulkton						2		2
Freeman							2	2
Hot Springs					2	2	2	6
Martin							2	2
Miller			2	2	2	2	2	10
Parkston	2	2	2	2	2	2	2	14
Philip		2		2	2	2	2	10
Platte			2	1	2	2	2	9
Redfield	2	2	2	2	2	2	2	14
Sisseton			2		2	2	2	8
Sisseton/Britton				2				2
Sturgis					2	2	2	6
Wagner		2	2	2	2	2		10
Webster				2	2			4
Wessington Springs	2	2	2					6
Winner		2	2	2	2	2	2	12
TOTAL	6	12	18	21	30	28	30	145

18. Promote Rural Health Experiences for Students, cont.

Frontier and Rural Medicine (FARM) Program					
Community	Number of FARM Students				
	2014	2015	2016	2017	2018
Milbank	1	1	1	1	1
Mobridge	1	1	1	1	1
Parkston	1	1	1	2	2
Platte	1	1	1	*	*
Winner	2	2	2	2	2
Vermillion	*	*	1	1	1
Pierre	*	*	*	1	1
Spearfish	*	*	*	1	1
Total	6	6	7	9	9
*Community did not participate this year.					

20. Dakota Roots

Top 10 Entered Employment by State from July 2016 – June 2017	
State	Entered Employment
Minnesota	37
North Dakota	24
Nebraska	22
Iowa	15
Texas	14
Colorado	11
Wisconsin	9
Wyoming	8
California	7
Virginia	7

