

# South Dakota Health Care Workforce Development Community and School Toolkit



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# Overview of the Project

South Dakota's health care and social assistance industries are major sources of employment and earnings in South Dakota accounting for 47,850 workers (or 15.1 percent of all workers in privately owned establishments) and 19.5 percent of privately owned establishment payrolls statewide in 2009. It is estimated that health care and social assistance industries will grow by 8,000 workers by 2018 (South Dakota Department of Labor).

South Dakota's health care industry is projected to be among the largest growth industries through 2018. The rate of growth is estimated to be 16.2 percent, almost double of other industries. Occupations with some of the largest percentage increases include:

Occupations	2008 Base Number of Jobs	2018 Projected Number of Jobs	Percent Change
Registered Nurses	10,490	12,650	20.6%
Nursing Aides and Orderlies	6,365	7,175	12.7%
Licensed Practical Nurses	2,075	2,355	13.5%
Pharmacy Technicians	1,150	1,515	31.7%
Pharmacists	1,100	1,315	19.5%
Medical Records Technicians	1,080	1,235	14.4%
Home Health Aides	1,110	1,370	23.4%
Dental Assistants	825	1,005	21.8%
Medical Assistants	865	1,070	23.7%
Emergency Medical Technicians	815	940	15.3%
Radiological Technologists and Technicians	995	940	15.3%

(Labor Market Information Center, South Dakota Department of Labor, 2011.)

The South Dakota Healthcare Workforce Center indicates that between the 2002 and 2018 school years, there will be a 16.5-percent decrease in

the number of high school graduates. In addition, by the year 2025, the number of South Dakotans ages 65 and older will double.

The South Dakota Healthcare Workforce Initiative has been implemented to address health care workforce issues and to work toward ensuring a competent and qualified health care workforce to meet the needs of all South Dakota citizens. The South Dakota Department of Labor indicates that by 2014 health care workers in South Dakota will increase by nearly 30 percent, and by 2016 nearly 11,000 more health care workers will be needed. Rural areas are particularly impacted by these shortages.

The South Dakota Healthcare Workforce Center is focused on goals and action plans around three focus areas:

1. Recruitment and retention
2. Post-secondary issues
3. Student pipeline



This toolkit, funded by the South Dakota Office of Rural Health, contains tools and model projects that will help rural communities develop student pipelines, including re-careering. Many South Dakota communities have taken on the health care workforce challenge, utilizing a variety of strategies to encourage students of all ages to consider a health care career. Communities hope that the students they help

mold will return to their hometowns to practice their careers.

Search Institute® is an independent, nonprofit organization committed to helping create healthy communities for young people. Search Institute's mission is to provide leadership, knowledge and resources to promote healthy children, youth and communities. According to its website ([www.search-institute.org/about](http://www.search-institute.org/about)), Search Institute has nearly 600 communities in 45 states with initiatives based on the Search Institute approach. Search Institute promotes asset building, an approach needed for strong health care workforce development. If communities cannot build up assets for the future, health care quality will decline because of a lack of available resources for taking care of the aging population.

Search Institute has done extensive research in youth development to help youth avoid risks and thrive. Its studies of more than 2.2 million young people in the United States indicate that the more assets young people have, the more likely they are to thrive and stay away from higher-risk behaviors regardless of their race, gender, economic status or family structure.<sup>1</sup> See Appendix A for a list of the 40 Developmental Assets for children ages 5 – 9, ages 8 – 12 and ages 12 – 18.

In addition, Peter Benson, PhD, a leading authority on childhood and adolescence, wrote a book highlighted on the Search Institute website called “Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers.” Dr. Benson describes a plan for awakening the inner spark that lives inside young people.

Community Health Care Workforce Development is about igniting “sparks” within students to help

them discover their gifts, talents and interests, particularly as they consider what their career paths might be. By mentoring young people to see all the careers available within the health care field, adults may help them to discover the field as the route they want to take. The earlier they make this decision, the more likely they will be to take the appropriate college preparatory classes, which will save them time, energy and money later on. More importantly, youth who have great mentoring experiences likely will not forget the very people who helped them forge their careers. Perhaps some day they will return to their hometowns and be part of the health professional pipeline that rural administrators find so difficult to fill.

Teachers, parents, community leaders — they are all so important to helping students find success and achieve their dreams. This toolkit takes successful best practices and provides model projects with easy-to-implement strategies any community can embrace. The model workforce development projects are customizable to any size community. This toolkit also contains links to all the many resources available through national, state and local workforce initiatives. So, take the leap toward a successful workforce development project in your community and nourish those students you find who have “sparks” that lean toward helping people, serving others and improving lives. They will be future health care workers, if not in your community, then somewhere else.



<sup>1</sup> undefined, What Are Developmental Assets? Retrieved Feb. 23, 2011, from [www.search-institute.org/developmental-assets](http://www.search-institute.org/developmental-assets).

# Identifying Community Leaders to Participate

Hospital, nursing home and clinic administrators play an important role in leading a workforce development project in a community, but other business leaders are crucial as well. In rural America, community leaders know their communities have been shrinking in population for quite some time. Everyone plays an important role in keeping their communities vibrant and self-sustaining. Health care facilities

and schools are often the organizations that employ the greatest number of people. City and county government offices are equally important. Banks, retailers and manufacturers all gain from a community that continues to have health care and schools open and operable. It is important to include as many community leaders as you can in the project. All can play an important role. Key leaders, however, need to be from the health care facilities and the schools.

## Work Plan Development of Workforce Project

### Goals

It is important to know if your workforce development project has been successful. Evaluation is challenging so consider at the start of your project how you will evaluate it. Goals and objectives need to be SMART: Specific, Measurable, Attainable, Realistic and Timely.

Obviously your overall goal is to “grow your own” health care professionals who will return to your community and practice their health care career in your facility. Goals are sometimes a “stretch.” In this case, one does not have any guarantee that the investment of time and resources into a well-constructed community health care career development program will help fill needed positions in the future.

### Example of a Goal

Develop a pipeline of local students who will return to their hometown facility to practice a health care career.

### Objectives

First and foremost, the community health care workforce development project needs to have clearly defined objectives. Objectives need to be well-constructed statements that describe a desired endpoint. Good objectives are:

- Focused, clear and meaningful

- Targeted to be achieved within specified periods of time
- Supported by leadership and aligned with strategic goals
- Reflective of an outcome versus a process
- Specific about the target population
- Started with an action verb

### Example of an Objective

Create interest among <name of community or region> students to choose health care as a career path by end of the 2011/2012 school year.

### Work Plans

The project will need a work plan. Work plans can be challenging to create but make it easy to stay on course and ensure the project keeps moving forward and achieves what is set out to accomplish. Objectives will answer the question: What are we trying to accomplish? Setting objectives takes the work of a team, preferably community leaders.

Measures can be created by asking the question: How will we know the change is an improvement?

Strategies are the things you will do to accomplish the goals and objectives: What do we need to do to accomplish our goal?

## Example of a Work Plan

**Goal: Develop a pipeline of local students who will return to their hometown facility to practice a health care career (“growing our own”)**

### **Objective 1: Develop the core organizational structure of the workforce development project team.**

Strategies	Anticipated Outputs or Outputs	Measurement	Performance Period	Responsible Party
1. Invite community leaders to secure commitment on importance of developing a local program	Stakeholder meeting scheduled by project lead	Meeting notes and additional meeting times are agreed upon; commitment is agreed upon	3/1/2012	Project lead
2. Develop strategic vision for the collaborative committee	Strategic vision developed	Project team accepts agreed upon vision	3/15/2012	Project lead
3. Name project committee heads	a. School lead b. Health care lead c. Business lead d. Evaluation lead	Each person’s role is clearly defined	4/1/2012	Project lead

### **Objective 2: Determine community workforce development needs.**

1. Outline the difficulties the health care entities have in filling specific positions. i.e. RNs, Radiology Techs, etc.	Create an ongoing evaluation process since needs change over time	Annual review of needs	4/15/2012 and ongoing	Health lead
2. Develop strategies for health care workforce development plan based on health care needs	List of strategies to address the top priority needs	Implementation of strategies	5/15/2012 and ongoing	Health lead

3. Identify costs needed to implement and determine funding sources	Budget developed	Budget approved and reviewed each year	6/30/2012 and ongoing	Project committee heads
<b>Objective 3: Create implementation action plan.</b>				
1. Outline priority areas for year-one implementation	Stakeholders design action plan for year one	Strategic planning session work plan complete	8/1/2012	Action plan facilitator
2. Outline secondary areas for year-two and year-three implementation	Stakeholders design action plan for year two and year three	Strategic planning session work plan complete	8/15/2012	Action plan facilitator
3. Develop evaluation plan	Strategies for evaluation are selected	Tracking tools approved	9/1/2012	Action plan facilitator
4. Ensure all stakeholders are brought into the final action plan	Stakeholders are committed to providing the time, resources and tools to complete the action plan	Resources and tools are committed to by key stakeholder	9/15/2012	Action plan facilitator
<b>Objective 4: implement the project.</b>				
1. Hold monthly or quarterly meetings	Stakeholders report on progress	Meeting notes with actions and accountabilities assigned	10/1/2012	Project lead
2. Track outcomes	Data is compiled	Reports shared	Ongoing	Evaluation lead
3. Share lessons learned and celebrate success	Compilation of success stories along with barriers and strategies overcome	Report compiled each year; events and success celebrated	Ongoing	Project lead



## Resources: State and National

students at all grade levels. Resources include lesson plans, scrubs camps (free, one-day, hands-on health career camps for high school students), HIPE Week (Health in Partnership With Education Week) and much more.  
[healthcareers.sd.gov](http://healthcareers.sd.gov)

### **South Dakota Resources**

#### **South Dakota Department of Health**

The mission of the South Dakota Department of Health is to promote, protect and improve the health and well-being of all South Dakotans.  
[doh.sd.gov](http://doh.sd.gov)

#### **South Dakota Office of Rural Health**

The mission of the South Dakota Office of Rural Health is to improve the delivery of health services to rural and medically underserved communities, emphasizing access. The office works primarily at the local level.  
[doh.sd.gov/ruralhealth](http://doh.sd.gov/ruralhealth)

#### **Dental Careers in South Dakota**

The South Dakota Department of Health hosts a website “Open Wide – Wide Open: Careers in Dentistry” that explores careers in the dental health field.  
[www.healthcareers.sd.gov/openwide](http://www.healthcareers.sd.gov/openwide)

#### **South Dakota Healthcare Workforce Center**

The South Dakota Departments of Education, Health and Labor and the South Dakota Board of Regents have been working collaboratively over the past several years to address health care workforce issues in South Dakota.  
[doh.sd.gov/ruralhealth/workforce/collaborative](http://doh.sd.gov/ruralhealth/workforce/collaborative)

#### **South Dakota Health Occupations for Today and Tomorrow (HOTT)**

The South Dakota Departments of Education, Health and Labor and the South Dakota Board of Regents created a program to address the critical need for health care workers. HOTT focuses on health career information and opportunities for

#### **South Dakota Department of Labor**

The mission of the South Dakota Department of Labor is to enhance the South Dakota workforce by providing businesses with employment-related solutions and helping people with job placement and career-transition services.  
[dol.sd.gov](http://dol.sd.gov)

#### **South Dakota Area Health Education Centers (AHEC)**

The mission of the South Dakota AHEC is to enhance access to quality primary and preventive health care by improving the supply of health care professionals through community-academic educational partnerships.

Through the Department of Family Medicine, the Sanford School of Medicine of The University of South Dakota received federal funding in September 2009 to establish an AHEC in South Dakota.

[www.usd.edu/medical-school/south-dakota-area-health-education-center](http://www.usd.edu/medical-school/south-dakota-area-health-education-center)

South Dakota’s first AHEC is located in Yankton and provides support and education to rural and frontier communities with the successful recruitment and retention of qualified health professionals. The AHEC also works with local governments and community groups and is actively involved in a number of projects including K – 12 education, diversity promotion, medical students, resident physicians and rural practice support.  
[www.yrahec.org](http://www.yrahec.org)

Aberdeen was chosen for a new AHEC Center site in March 2011.

### **South Dakota Department of Education**

The South Dakota Department of Education is dedicated to enhancing learning through leadership and service.  
[doe.sd.gov](http://doe.sd.gov)

### **South Dakota Virtual School**

South Dakota Virtual School offers courses that students can take on their own time. All courses are approved by the South Dakota Department of Education. Some courses have approved career and technical education (CTE) credit to South Dakota technical institutes.  
[www.sdvs.k12.sd.us](http://www.sdvs.k12.sd.us)

### **South Dakota HealthEDventure**

South Dakota HealthEDventure is a curriculum-based website with resources available to school nurses, teachers, school counselors, students and parents. Interactive lesson plans are based on health, physical education, math, science, social studies, language arts, and guidance and counseling standards. There are separate sites for students and educators that are secure and password-protected. There is a fitness center that includes a health journal, a health library with a wealth of information and many other student-health resources.  
[www.healthedventure.org](http://www.healthedventure.org)

### **SdMyLife.com**

SdMyLife.com is a website that helps South Dakota students research, select and plan for a career. This website offers tools for career assessment and exploration and is free for all South Dakota school districts.  
[sdmylife.com](http://sdmylife.com)

### **National Resources**

**U.S. Department of Health and Human Services  
– Health Resources and Services Administration**

The mission of the U.S. Department of Health and Human Services is to improve health and achieve health equity through access to quality services, a skilled health workforce and innovative programs.  
[www.hrsa.gov](http://www.hrsa.gov)

### **National Health Service Corps (NHSC)**

The NHSC helps health professional shortage areas in the United States to get the medical, dental and mental health providers needed for health care through scholarships and loan-repayment programs. The website indicates that since 1972, more than 30,000 clinicians have served in the corps.  
[nhsc.hrsa.gov](http://nhsc.hrsa.gov)

### **The National Rural Recruitment and Retention Network (3RNet)**

Members are nonprofit organizations helping health professionals find jobs in rural and underserved areas throughout the United States.  
[www.3rnet.org](http://www.3rnet.org)

### **The National Area Health Education Center (AHEC)**

The national AHEC program was developed by Congress in 1971 to recruit, train and retain a health-professions workforce committed to underserved populations. With the objective of eliminating health professional shortage areas, the national program was designed to encourage universities and educators to look beyond their institutions and partner with communities to promote cooperative solutions with local benefits.  
[www.nationalahec.org](http://www.nationalahec.org)

### **Health Workforce Information Center (HWIC)**

HWIC provides free access to the most recent resources on the nation's workforce for health providers, educators, researchers and policymakers.  
[www.hwic.org](http://www.hwic.org)

# Model Projects

Aberdeen, S.D.

## avera ST. LUKE'S HEALTH ACADEMY

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### Avera St. Luke's Health Academy Overview

Avera St. Luke's Hospital, one of Avera's largest regional facilities, is located in Northeastern South Dakota in Brown County. Thankfully, quality health care services are available in Northeastern South Dakota through Avera St. Luke's and the smaller hospitals and clinics in surrounding communities. The ultimate goal of the Avera St. Luke's Health Academy is to promote health careers among high school juniors and seniors in an attempt to combat the impending shortage of health care professionals. The hospital works collaboratively with Presentation College in Aberdeen and eight partner hospitals located in Northeastern South Dakota:

- Eureka Community Health Services Avera – Eureka
- Marshall County Healthcare Center Avera – Britton
- Avera Hand County Memorial Hospital – Miller
- Bowdle Healthcare Center – Bowdle
- Community Memorial Hospital – Redfield
- Faulkton Area Medical Center – Faulkton
- Gettysburg Medical Center – Gettysburg
- Mobridge Regional Hospital – Mobridge

The concept for the Avera St. Luke's Health

Academy is based on discussions at an Avera St. Luke's partner strategic planning session that took place in July 2002. The impending shortage of health care professionals kept coming to the forefront as a potential obstacle in being able to continue to provide quality health care services in the region. It was noted that many high school students probably had no idea about the vast opportunities a career in health care would provide for them. The first academy took place in June 2003, and the program has become an annual summer event each June.

The sponsoring partner hospitals provide transportation to and from their communities to Aberdeen for the academy. The academy provides time for the students to connect with persons from their hometowns who serve as resources and mentors. Presentation College provides open student suites to become a "home away from home" for two nights. Admissions counselors from Presentation College entertain the students in the evenings with activities such as Wylie Park, bowling, movies and ice cream treats at the local Twist Cone. At Avera St. Luke's, more than 20 hospital staff members welcome the students into their areas of work and share their expertise. The cost of a scrub shirt, catered evening meals and evening activities are divided equally among the sponsoring hospitals with the average expense for the week totaling approximately \$2,200, or \$240 per hospital — an extremely cost-effective recruitment program for all of the facilities involved.

### Avera St. Luke's Health Academy Outcomes

Each year the academy is a regular agenda item on the monthly partner meeting agenda. This

provides an opportunity to solicit input prior to and receive feedback after the academy from the partner hospital administrators in order to continually make improvements. Additionally, planning meetings take place with Presentation College each year, and informal feedback is solicited from the college to ensure that the program meets the institution's needs as well. Avera St. Luke's has an organizational meeting each year with all of the various departments involved in the academy when staff members share the activities they do with the students within their departments. One such meeting generated the concept for the Emergency Department to do a "mock trauma" that involved several other departments in the hospital including Radiology, Laboratory, Administration, Social Work Services and Chaplaincy. This provided an opportunity that truly showed the students the collaboration and teamwork required in health care.

### **Avera St. Luke's Health Academy Summary**

The academy is one attempt at ensuring that South Dakota will continue to have skilled health care professionals to meet workforce needs into the future. Thanks to the collaboration between Avera St. Luke's, the partner hospitals and Presentation College, the financial viability of this program is extremely stable because of the sharing of in-kind donations. The project is viewed as a "win-win" situation for all, and everyone involved has committed support as long as there is a need and students are interested. With the projected shortage of health care workers for many years to come, this program is a vital part of the solution. The partners are hopeful that someday, when they are in need of health care, they will meet a professional who begins a conversation by saying, "Hi, it's good to see you again. I was once a student in the Avera St. Luke's Health Academy where you introduced me to the career I wanted for myself. Now, how can I help you?"

### **Chamberlain, S.D.**

### **PRAIRIE FUTURES: INNOVATIVE PARTNERSHIPS IN RURAL HEALTH CARE WORKFORCE DEVELOPMENT**

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### **Prairie Futures Overview**

The tri-county area in Central South Dakota consists of Brule, Buffalo and Lyman counties and encompasses the Crow Creek Sioux and the Lower Brule Sioux reservations. Unemployment rates are high while vacancy rates for health care positions in the area show the ongoing need to recruit and retain health care professionals. Local health care providers, schools and community foundations joined forces to address both unemployment and the shortage of health care workers by identifying opportunities for bringing post-secondary educational programs in health care to the area.

This community-based partnership consist of the Matson Halverson Christiansen Hamilton (MHCH) Foundation, a family foundation based in the Chamberlain area; Ft. Thompson Indian Health Services; Lower Brule Indian Health Services; Lower Brule Community College; the Department of Nursing at The University of South Dakota (USD); Sanford Mid-Dakota Medical Center; Sanford Health Centers for Learning; Chamberlain Independent School District; and the Lake Francis Case Development Corporation.

## Prairie Futures Outcomes

Community surveys were conducted, and results showed that the majority of respondents were interested in nursing careers but needed to remain in the area due to family and financial constraints. Based upon the strong interest in nursing, the community network formed a partnership with the Department of Nursing at USD to deliver courses via distance learning and offer clinicals at the Sanford Mid-Dakota Medical Center in Chamberlain. The first group of students started the program in August 2010.

The objective of this community-based program is to provide nontraditional students remaining in the area with the tools and support networks they need to successfully complete their associate's or bachelor's in nursing. The program addresses needs such as lack of transportation, lack of computer and Internet access, child care for students with young children, academic tutoring and funds for students with financial emergencies. Each student is assigned a community coach who provides continuous motivation, helps address barriers to success and organizes group activities that help to create a sense of student community. Cohorts of students consist of both pre-nursing students completing courses online that are prerequisites to entering the nursing program and nursing students who

have been accepted into the Department of Nursing at USD and are completing clinicals at the hospital in Chamberlain.



## Prairie Futures Summary

Plans are currently underway to broaden the scope of the program to include additional post-secondary degree programs in Health Sciences. Since this project is so new, outcomes are yet to be determined. The community network and the MHCH Foundation are committed to achieving success, and hopefully the students will remain committed throughout the educational and clinical portions of the program, graduate work and finding employment within their communities. This will be a “win-win” for all people involved in this project.

## De Smet, S.D.

### AVERA DE SMET MEMORIAL HOSPITAL

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## De Smet Workforce Project Overview

Avera De Smet is a critical-access hospital located in Kingsbury County (population approximately 5,345). Finding qualified workers to fill needed positions in De Smet has been a challenge. In 2008 Avera conducted a workforce assessment in the De Smet community utilizing

surveys from current health care professionals, community leaders and students in grades 7 – 12. Some 75 percent of the health care workers indicated they had lived in De Smet for more than 10 years, and 29 percent had lived there for 25 years or more. This means that when these workers retire, De Smet will need to have

young people moving to town to fill these vacant positions.

Some of the recommendations that evolved from the project to recruit and retain health care workers included:

- Advertise openings in hobby and tourism magazines
- Post positions on “Dakota Roots,” a website aimed at growing the South Dakota workforce by connecting individuals with employment opportunities
- Utilize 3RNet resources (see National Resources)
- Assist spouses and others with employment opportunities
- Work with the State of South Dakota on reimbursement and repayment programs
- Recognize employees and retrain current staff for new positions

A high percentage of students reported not having health career related courses (79 percent), and 73 percent reported that they had not had any experience with health care careers such as volunteer work, job shadowing and career camps. Interestingly, 66 percent of the students indicated that they do plan to attend a four-year college, and 82 percent said they plan to continue their education in South Dakota. Some 75 percent of the students reported they plan to work in South Dakota, and 55 percent said they would like to stay in a small town like De Smet, Eureka or Redfield.

### **De Smet Workforce Project Outcomes**

Community, hospital and school leaders began to lay the groundwork for a workforce development program. Some of the strategies include:

- The City of De Smet and the De Smet Development Corporation worked to make their website more enticing and to show all the positive reasons to come to De Smet.

- The hospital assigned a project coordinator to work with the school and develop an informal program. The coordinator spends two days with eighth graders to teach them about health care careers. The coordinator provides information on several health care occupations, and each child gets a bag that contains a tool specific to health providers (for example a nurse’s stethoscope). Each career type is discussed in terms of how much education is required, the type of work environment, salary expectations and more.
- In 2010, students in grades 11 and 12 had shadowing experiences for the first time. They were able to observe the hospital’s Emergency Room, inpatient and outpatient activities and learn about supplies. At the end of the day, they got to ride in the local ambulance, and one student was strapped to the cot. They discussed the importance of volunteering in their community. The students received information on disasters and participated in a mock disaster.

### **De Smet Project Summary**

De Smet has very limited resources available to put together a costly program, so community leaders took small steps to implement easy strategies to offer students a glimpse at a health care career. Because their school is small and the classes have a small number of students, the strategies were easy to employ. Leaders in Willow Lake, S.D., heard about the mock disaster training and wanted to have their students participate as well. Time will tell how many of these students will progress toward a career in health care and, better yet, how many will return to De Smet to replace those who retire in the future.

**Mobridge, S.D.**

## **MOBRIDGE REGIONAL HOSPITAL AND CLINICS MEDICAL CAREER ONLINE EDUCATION CENTER**

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### **Medical Career Online Education Center Overview**

With a staff of more than 170, Mobridge Regional Hospital and Clinics is the largest employer in Mobridge and Walworth counties. The facility is dedicated to attracting the most skilled health care professionals and also is committed to challenging, training and retaining them. Located in Northcentral South Dakota, Walworth County is nestled along the Missouri River and the Standing Rock and Cheyenne River reservations. Selby, population of less than 700, is the county seat. Mobridge Regional Hospital is a rural, community-owned 25-bed critical-access hospital serving a five-county area with a population of 17,000 residents. The next largest hospital is located 100 miles from Mobridge. Filling health care staffing needs in Mobridge is a tremendous challenge given the rural setting. The Medical Career Online Education Center project was one way Mobridge Regional Hospital could “grow their own” health providers by providing a laptop library for community members and employees to further their educations in health careers.

### **Medical Career Online Education Center Outcomes**

The center is available to area high school students and employees to use for online health care classes using wireless Internet. Many people utilize the computers to research health care careers as some individuals in Walworth County and the surrounding area may not have access to broadband technology or a computer. Fliers are sent out to area schools about the service, and marketing also is conducted through area newspapers and radio stations. Also, Mobridge

Regional Hospital continues educational partnerships with 12 different universities

and technical schools to allow access to laptops for education use for students who use their facility for rural rotations, preceptorships, internships or practicums. The facility also markets to their own employees that a certified nurse assistant (CNA) could obtain a licensed practical nurse (LPN) degree through online courses, a dietary assistant could obtain a CNA degree through online study or an LPN could obtain a registered nursing (RN) degree through online courses available through area universities and colleges.

Mobridge Regional Hospital has many success stories on the project. One such story involved a nurse who pursued a degree as a certified family nurse practitioner through South Dakota State University online education. Northcentral South Dakotans will appreciate having another such provider of primary care services since there are such shortages in their region.

Two of the facility’s registered nurses are pursuing a Master of Science in Nursing Leadership and Management through Walden University.

Perhaps these employees would not have sought online advanced degrees had the facility not allowed them access to a computer study lab and



the ability to check out a laptop to take home. As of March 2011, 10 employees have completed online courses and degrees using the laptops. Fifty students have used the laptops during their time at Mobridge Regional Hospital.

### **Medical Career Online Education Center Summary**

There are many more success stories that

Mobridge Regional Hospital could share about the people whose careers were elevated through the facility's generosity. However, the bottom line is that Mobridge Regional Hospital is reaping benefits by being able to fill its own health care position needs with applications from service area residents and employees.

### **Platte, S.D.**

### **CAREER SHADOWING AT PLATTE HEALTH CENTER AVERA**

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#### **Career Shadowing Program Overview**

Platte Health Center Avera consists of a 17-bed critical-access hospital, a 48-bed long-term care facility, a congregate-care facility and two rural health care clinics. The center employs 130 full-time employees. The center's service area covers a population of more than 5,000 people. For such a small, rural community, finding qualified health care employees to fill all of these essential positions can be challenging, so in 2008 the facility started a career shadowing experience in partnership with the Platte-Geddes School District.



#### **Career Shadowing Program Outcomes**

Senior high school students are enrolled in this class for one school year. The first semester is done in the classroom. The class content consists of the following:

- Writing resumes

- Completing job applications (paper and electronic)
- Searching for jobs
- Participating in mock interviews
- Hearing lectures on career choices, workplace ethics, integrity, responsibility and workplace respect

The second semester is spent participating in a shadowing experience. Students choose several places in Platte where they would like to work, and the teacher checks with the respective businesses to determine feasibility. Every effort is made to not have students working for relatives or "close family friends." Students cannot receive payment. They interview with their final workplace selection. The shadowing experience consists of the following:

- Students work every other day for 1.5 hours.
- The teacher follows up with the business every two weeks.
- Grades are given by the employers.
- Students go to the classroom once a month for a project and to review their grade reports.
- At the end of the semester, the students complete reports that document their experiences.

## **Career Shadowing Program Summary**

The career shadowing experience has received positive reviews from students, teachers and employers. The students get a taste of what certain careers would be like and what the community of Platte offers. Platte Health Center Avera has had its share of students participating in the health care track. In 2010, seven students took Nursing, one student took Physical Therapy, one student took Dietary and one student took Business Office. The students also could transfer to a different department if they wanted to get a variety of experiences. The students completed

a shortened orientation day that included fire safety, infection control, HIPAA training and more. The staff members assigned as mentors to the students also received a great deal of satisfaction through their participation in the project.

The facility does incur some minor labor costs, particularly in the nursing track. However, the benefits far outweigh the costs. The program is a “win-win” for the students and the facility. Hopefully some of these students some day will return to practice a health career in Platte, S.D.

## **Rapid City, S.D.**

### **PARTNERSHIP RAPID CITY**

**“Connecting the Community With the Classroom”**

**Contact: Liz Hamburg, Apprenticeship Coordinator/Business Liaison  
(605) 431-9876; [liz.hamburg@k12.sd.us](mailto:liz.hamburg@k12.sd.us)**

### **Partnership Rapid City Program Overview**

Regional Health in Rapid City, S.D., and its affiliated health network have a great need for qualified health care workers. Partnership Rapid City, a project that connects the community with the local schools, piloted its first “Medical Career Launch Class” in fall 2008. The first class partnered with South Dakota State University’s College of Nursing. It was so successful, and there was so much student interest that soon The University of South Dakota and Western Dakota Technical Institute also began participating and developing its own class structure. Students in grades 10 – 12 are offered the opportunity to enroll in the “Learn and Serve Internship Classes” and participate in short workshops offered at the local higher-education facilities in Rapid City before doing an internship experience at Rapid City Regional Hospital, where they experience firsthand a glimpse into a health care career. Students are screened and make attendance commitments prior to enrollment.

### **Partnership Rapid City Program Outcomes**

This project has been a “win-win” for both high school students and the higher education



institutions. Attending classes on the local campuses and meeting professors gives students a pre-college experience in a comfortable setting. One-third of the students who have participated thus far in the career launch classes have enrolled in higher education programs upon graduation. Classes are comprised of both hands-on activities and guest speakers ranging from eight to 15 hours per semester. Each institution offers different types of experiences for students including careers in medicine, college preparatory classes needed in high school, typical wages for various careers and presentations by various experts in the medical field (surgeons, dental professionals, pharmacists and more). Some class experiences

also have included dissecting a buffalo heart, taking vitals, measuring fluids, learning first aid, giving injections and learning about standard precautions.

### **Partnership Rapid City Program Summary**

Partnership Rapid City is an exciting event for the enrolled students. Students must attend orientation prior to interning at the hospital. There will be specific orientation requirements at Black Hills Surgery Center, Black Hills Imaging and other job shadowing partner facilities.

The three Medical Partners involved are:

#### **1. South Dakota State University (SDSU)**

Health Career Exploration Classes are at the SDSU College of Nursing, West River Campus. Contact: Dr. Barbara Hobbs, (605) 394-5390, Barbara.Hobbs@sdstate.edu

- Between 16 – 20 students in grades 10 – 12 participate in five sessions each semester taught by the SDSU faculty.
- Hours are after school from 4 to 7:30 p.m., and dinner is included.
- Scrubs are required.
- Training areas: patient perspectives, vital signs, HIPAA training, hospital personnel speakers and health care career opportunities

#### **2. Western Dakota Technical Institute**

Classes are at Western Dakota Technical Institute (WDT), Mickelson Building. Contact: Marge Beam, (605) 718-2909, Marge.Beam@wdt.edu

- Twelve students in grades 10 – 12 participate in four sessions each semester taught by the WDT faculty. (Presenters vary.)
- Hours are after school from 6 to 8 p.m.
- Scrubs are provided; closed-toed shoes are required.
- Training areas: mannequin simulations, cardiac nursing, phlebotomy, pharmacy,

surgery and emergency medical technician

#### **3. The University of South Dakota, Department of Nursing**

Classes are created and taught by senior Nursing students.

Contact: Tami Kisner, RN, Assistant Professor, tami.kisner@usd.edu

- Between 15 – 18 students grades 10 – 12 participate in four sessions each semester.
- Hours are after school from 4 to 6 p.m.
- The program is being expanded to add an additional session with an emphasis on becoming a physician and is partnering with University Physicians and local physicians.
- Training areas: Sessions change from semester to semester. Past examples included: “Your Healthy Heart,” “How Sweet Are You?” “Every Breath You Take” and “Becoming a Nurse.”

Partnership Rapid City is continuing to grow with results still unknown. Students are certainly taking the opportunity to learn more about health care careers, and the higher education institutions involved are delighted to participate in the program and further promote their own health careers opportunities.



## Sioux Falls, S.D.

### avera MCKENNAN HOSPITAL & UNIVERSITY HEALTH CENTER/SIOUX FALLS CATHOLIC SCHOOLS WORKFORCE DEVELOPMENT PARTNERSHIP – Health Care Heroes

Contact: Ann Thompson, Director of Workforce Development  
(605) 322-7805; ann.thompson@avera.org

#### Workforce Development Partnership Program Overview

Avera McKennan Hospital & University Health Center and Sioux Falls Catholic Schools found it natural to develop a program for health care workforce development to attract many of the brightest students into health care career tracks and hopefully back for employment at Avera McKennan or the Avera system. There are four components to the partnership:

1. Marketing and advocacy
2. Education and community wellness
3. Workforce development
4. Parish relations

Avera McKennan and Sioux Falls Catholic Schools formed a Workforce Development Subcommittee for the following purposes:

1. Career event (an overview of many health care careers)
2. Career shadowing for specific careers (general overview of careers with career-specific experiences)
3. Career wall materials (in the O+Gorman High School Guidance Office)
4. Speakers bureau (for classroom guest speakers)

The Workforce Development Partnership – Health Care Heroes is an evolving, multifaceted program geared toward high school students at O+Gorman High School in Sioux Falls. The program is compiling amazing results. Some of the events include:

#### 90 Health Care Heroes in 90 Minutes

- Students view a DVD that highlights all

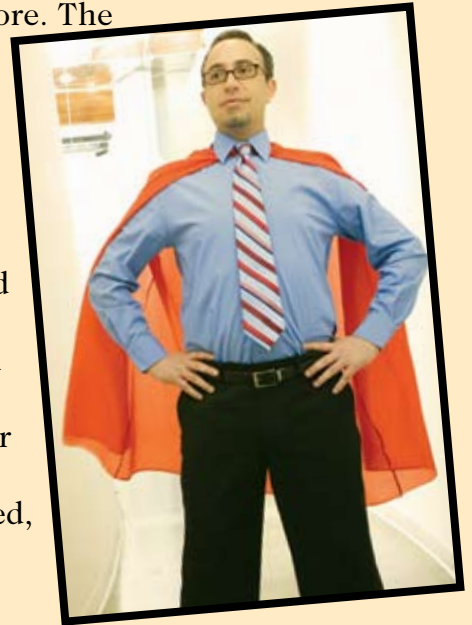
the various areas of health care from Administration to Dietary to Engineering to clinicians and more. The DVD has an

accompanying PowerPoint presentation for easy facilitation.

Both pieces speak to the need for health care workers now and in the future.

- Students discover multiple careers through fast-paced, informative 15-minute-scenario career sessions

including medical and nursing care, therapies, patient support services and non-clinical services. These scenarios get them acquainted with opportunities in the health care industry.



#### Career Exploration

- The exploration initially focused on O+Gorman High School anatomy class students (juniors and seniors), but later expanded its reach.
- Shadowing opportunities were scheduled over a three-week timeframe in February or March.
- Ninety-four Avera McKennan staff mentors were available in 45 different departments or areas.
- Avera McKennan personnel provided HIPAA training (patient privacy information).

- Students presented their exploration experience at school so others could learn from their experiences.

### Other Tools Available

- Volunteer opportunities are available to students.
- 400 additional shadow experiences are available throughout the year to all schools through the shadow program in the Education Services Department of the hospital.
- A DVD presentation is available for use by schools, career counselors and teachers.

The Avera McKennan Marketing Department teamed up to develop posters, postcards and DVD covers that matched the theme, “Health Care Heroes.” All pieces include websites for further career information.

### Workforce Development Partnership Program Outcomes

At the “90 Health Care Heroes in 90 Minutes” events held in 2009 and 2010, surveys were distributed, completed and compiled. The results were very positive with an average of 98 percent

of students responding that this has been a positive experience. An average of 82.6 percent said they are likely to enter a health care career. Out of the students tracked from the events in 2009 and 2010, 33 percent of the graduating class of 205 students indicated plans to major in a health care field.

### Workforce Development Partnership Program Summary

The marketing tool on Workforce Development, “Health Care Heroes,” was so popular that it has been recreated to include in this South Dakota Health Care Workforce Development Toolkit. (Don’t miss viewing the enclosed DVD.) The communication materials were awarded a national Aster Award in 2010. These are available to schools with the compliments of the Workforce Development Department at Avera McKennan.

Avera McKennan and the Sioux Falls Catholic Schools continue to develop more ways to convey the health care career message to students through newsletter contacts and a presence at career fairs.

### Sioux Falls, S.D.

#### avera MCKENNAN HOSPITAL

#### WORKFORCE DEVELOPMENT PARTNERSHIP – Re-Careering

Contact: Ann Thompson, Director of Workforce Development

(605) 322-7805; [ann.thompson@avera.org](mailto:ann.thompson@avera.org)

#### Re-Careering Project Overview

A second workforce project was aimed at adults who may want to pursue a more satisfying career and those who are in rural areas who desire employment options. A DVD and postcard were created for use by health care facilities, education groups or human resources professionals to encourage adults to think about making a change. These also can be used for “home growing” a community’s workforce.

To encourage adults to even consider re-careering, the Avera McKennan Workforce Development Department listed 10 reasons to enter health care:

- Receive good pay and benefits



- Have job security
- Find many careers from which to choose
- Live and work anywhere
- Find careers that fit your educational plan
- Have real-life experiences in education
- Receive help to finance education if you qualify
- Have great advancement opportunities
- Work on a team ... or individually
- MAKE A DIFFERENCE IN THE WORLD!

The DVD consists of testimonials of health care workers who made the switch. The choices were based on at least four high-demand areas where career openings are available in South Dakota:

- Physical therapy
- Occupational therapy
- Nursing
- Laboratory

The DVD concludes with next steps to make a change:

- Contact the local health care facility to

ask for a shadow experience in a particular career.

- Search online or contact postsecondary educational institutions or university centers to see how to get the program of study needed.
- Learn more about health careers at these sites:
  - Visit [www.healthcareers.sd.gov](http://www.healthcareers.sd.gov) to find links on career information, educational requirements and more.
  - Log on [www.AveraJobs.org](http://www.AveraJobs.org) to access the re-careering video.
  - Search [bls.gov/oco](http://bls.gov/oco) for detailed career and pay information.
  - Log onto [www.explorehealthcareers.org](http://www.explorehealthcareers.org) for videos and career information.

The Re-Careering DVD is included in this toolkit compliments of the Workforce Development Department at Avera McKennan.

## Sioux Falls and Hartford, S.D.

### EAST DAKOTA EDUCATIONAL COOPERATIVE (EDEC) AND EDUCATIONAL SERVICE AGENCY – REGION 2 (ESA2)

Contact: Dan Goodwin, Director

(605) 367-7680; [dgoodwin@edec.org](mailto:dgoodwin@edec.org)

#### East Dakota Educational Cooperative Project Overview

The East Dakota Educational Cooperative (EDEC) and Educational Service Agency – Region 2 (ESA-2), are located in Sioux Falls, S.D. Together, they impact a population of 43,000 students across 34 school districts in southeastern South Dakota.

The EDEC strives to advocate and facilitate for the educational, social, emotional and physical welfare of youth through the promotion and delivery of a variety of services. ESA-2 provides

a host of services for districts such as data collection, technology training and professional development services.

Three programs from the EDEC have been identified as offering programming related to health career exploration. They include the Career Link program, Health EDventure and Project SEARCH (for more information on Project SEARCH see page 24).

#### Career Link Overview:

The EDEC's Career Link program provides

customized career counseling, educational and developmental programming, which is designed to meet the needs of students, schools and district staff. Goals met via Career Link programming often include:

- Establishment of new career programming
- Support/supplemental work with existing career exploration curriculum
- Increased relevancy in classrooms by linking both students and staff with businesses

A variety of strategies are used to meet these goals:

- Coordination of job shadowing services
- Internship coordination services
- Compilation of career-related data, which is used to assist in future course selection and extra-curriculum programming
- Career assessments and reporting for both individuals and classrooms
- Coordination of special events, such as career fairs, speaker series, and workplace tours
- Placement of teachers into externship experiences
- Assistance with outreach and resource development

The West Central School District in Hartford, S.D. has used the CareerLink program for several years. During the last two school years, 275 students completed job shadowing experiences through the Career Link program, with 78 of these occurring in a health care setting.

Seniors at West Centrals High School have the option of completing a semester or year-long internship. Internship sites have included Avera McKennan Hospital & University Health Center, Sanford Health, the Veteran Affairs Medical Center, Southeastern Behavioral Health, Children's Care Hospital & School, and several independent/private practices related to nursing, optometry, dentistry, behavioral health, and physical and occupational therapy.

The Career Link program also provided West Central students in grades 8-12 with a career fair that offered 69 students the opportunity to learn more about careers related to the rural health care industry.

Other Career Link services provided for students at West Central included tours of medical labs, a series of speakers related to health careers and promotion of a variety of community-based, health care-related programming. The Career Link program also assisted in placing the guidance counselor at West Central into a week-long externship program at Avera McKennan via the Educators in Industry Program, which was designed to increase his awareness about health career options for his students.

### **Career Link Outcomes (West Central High School in Hartford, S.D.):**

- During the '09-'10 school year, West Central had 45 juniors who completed at least one "job shadowing" experience in a health care setting. During their senior year of high school ('10-'11), 12 of those students (27 percent) of them went on to pursue an internship related to a health career.
- Of those 12 high school seniors who completed at least one semester in a health-career internship, 11 of them (92 percent) have indicated plans for pursuing a health career in a postsecondary setting during the Fall 2011 semester.

### **South Dakota Health EDventure Overview:**

Health EDventure is an entire curriculum website intended to provide access to necessary health education in rural areas. Some of the features include



more than 500 interactive lessons for grades K – 12, a health library, personal health records for students and adults, monthly e-newsletters, experiments and lab exercises and more than 200 games and quizzes. The Health EDventure website has a separate page for health careers, which features wage information, educational requirements, lessons, activities and other resources for further career exploration. There is also a separate site for kids, teens, and educators. The entire website is free for South Dakota users.

### **Health EDventure Outcomes:**

Users from every school district in South Dakota have registered to use Health EDventure. The website currently has 44,808 subscribers and averages about 100,000 page hits per week.

For more information about these programs, please contact:

Dan Goodwin,  
Director, East Dakota Educational Cooperative,  
715 East 14th Street, Sioux Falls, SD 57103  
(605) 367-7680.

### **Wessington Springs, S.D.**

#### **AVERA WESKOTA HOSPITAL**

#### **AVERA WESKOTA STUDENT PROGRAMS**

**Contact: Kim Burg, Marketing Coordinator  
(605) 539-1201; kim.burg@avera.org**

#### **Avera Weskota Student Programs Overview**

Avera Weskota Hospital and Weskota Manor Avera provide hospital and nursing home care for Jerauld County residents, as well as parts of the surrounding counties. Jerauld County has approximately 1,000 residents. Located in East Central South Dakota, this small town is nestled at the foot of the Wessington Hills and may be described as the place where “the rolling prairie meets the Great Plains.”

Like most small communities, Wessington Springs struggles to fill vacant health care positions. So Avera Weskota Hospital took matters into its own hands and developed a unique intergenerational student program to peak the interest of local students on what health care careers are all about. Programs include:

- Intergenerational Camps
- Generation Partners
- Young at Heart Volunteers
- HIPE Week

#### **Avera Weskota Student Programs Outcomes**

Intergenerational Camps started in 2008 with the purchase of Caregiver Kits at a cost of \$1,500 and the development of a two-day summer camp for children in grades K – 6. The overall goal of the camp is for the students to gain awareness of the job duties of caregivers for older adults.

Activities include:

- Taking blood pressures, recording temperatures and communicating with the older adults
- Learning physical care and safety of patients
- Interacting in activities with older adults
- Learning about physical limitations with older adults

There also is a one-day Intergenerational Camp where students become comfortable in the nursing home setting and are encouraged to become student volunteers. They also are encouraged to seek student employment at the nursing home when they become of age.

Generation Partners is a program for students in

grades 5 – 6 to become more involved in the nursing home. They meet once a week with residents and participate in one-on-one or group activities. Once a year, some of the able residents attend school so the students see them in a different setting.

Young at Heart Volunteers assist with social and recreational activities at the nursing home. The minimum age to participate is 12.

During HIPE Week Avera Weskota utilizes a number of tools on the HOTT website: [healthcareers.sd.gov](http://healthcareers.sd.gov) to implement several activities into the school curriculum, providing the tools to the local teachers and participating in HIPE week: [healthcareers.sd.gov/HIPEWeek.aspx](http://healthcareers.sd.gov/HIPEWeek.aspx). For example, two very popular games are utilized in Wessington Springs Preschool: “Healthcare Grab Bag” and “Healthcare Alphabet.” In grades K – 2, the county health nurse comes and provides two activities: “Two Friendly Hands” and “Clean Tag in Gym.” Students grades 3 – 5 play “Healthcare Jeopardy,” “Career Spinning Wheel Game” and “Wellness Bingo.” Eighth graders do a science laboratory activity called “How Epidemics Spread” and also participate in a “Mock Accident.” Students

## Career Ladder

Director of Health Organization MBA/MPH, MD/MBA or MSN/MBA 20 years experience
Master of Business degree (MBA) or Doctor of Medicine degree (MD)
Master of Public Health degree (MPH) or Doctor of Nursing Science degree 2 – 4 years
Master of Science in Nursing degree (MSN) 2 – 3 years
Nurse Coordinator, Utilization Reviewer BSN 5 years experience
Registered Nurse (BSN)
Bachelor of Science in Nursing (BSN) 4 – 5 years
Licensed Practical Nurse 15 – 18 months
Certified Nursing Assistant 2 – 3 months

are transported through the various hospital departments as the victim. The staff provides them with their duties, education requirements and why they chose their particular career.

### Avera Weskota Student Programs Summary

Avera Weskota carefully has planned out the student activities in order to ultimately create a “career ladder,” and they collaborate with the school personnel. The staff at Avera Weskota is very involved in planning and takes ownership of their projects. At age 14 students are encouraged to become assisted dining aides. At age 16, they can apply for a flexible part-time job as a certified nursing assistant (CNA). Finally, students who choose to enter post-secondary school in a health care related field may be eligible for health care scholarships through the Avera Weskota Foundation.

Although the outcomes of these projects are difficult to measure, time will tell whether these students go on to choose health care careers, and better yet, Avera Weskota hopes they return home to work in their facilities

Yankton, S.D.

## **CERTIFIED NURSE ASSISTANT (CNA) INSTITUTE**

**Contact: Avera Education Staffing Solutions  
(605) 668-8475; averasolutions@avera.org**

### **CNA Institute Overview**

Avera Education & Staffing Solutions has partnered with the Regional Technical Education Center (RTEC) and the Yankton Rural Area Health Education Center (YRAHEC) in Yankton to provide an opportunity for high school students to participate in an on-campus event for two weeks in June. RTEC focuses on industrial and construction areas. The CNA Institute focuses on health care career opportunities. The CNA Institute is open to high school students ages 16 – 17 from several communities in the southeast part of South Dakota. Students complete an essay and an application form signed by a parent and a school official. Based on the application process, 10 students are accepted into the program each summer. June 2011 will be the third year for this program.

### **CNA Institute Outcomes**

Initial funding for this endeavor came from an Avera Community Foundation grant. Subsequent funding has come from a variety of sources including the South Dakota Office of Rural Health Workforce Partnership Fund, local long-term care facilities, Mount Marty College, Avera Sister James Care Center, Avera Yankton Care Center, Avera Sacred Heart Hospital, Walmart, Hy-Vee, Southeast Job Link and the Yankton Economic Development Corporation.

Those who participate in the institute spend the first week in the classroom utilizing computer-based and traditional classroom training, including learning many care giving skills.

The second week of the program, students complete 35 hours of clinical training at a long-term care facility. Guest speakers from various health care professions share their stories, and students travel to various locations to observe health care professionals in action – a medical clinic, Yankton Emergency Management Service (ambulance/paramedics), Avera Sacred Heart Radiology, Emergency and Laboratory departments and more. In addition to the CNA training, students are provided job search strategies, such as tips on interviewing. On the final day of the program, students take an online test and a return demonstration test. If they pass, they become CNAs through the South Dakota Board of Nursing.

### **CNA Institute Summary**

CNA Institute took place in June 2009 and June 2010. One is scheduled for June 2011. To date, 17 high school students have become certified. Though CNA is predominantly a female profession, one male has become certified. Participant goals have varied greatly from students who see this as their first step to becoming a doctor to students who are exploring health careers in general to the student whose lifelong goal had been to be a nurse only to discover that they were not comfortable providing the level of personal care necessary. The program is a win-win for all. Health care entities are able to fill CNA positions and students are able to venture into a field that may lead them into an advanced health care career and provide them with practical experience.

# Students With Special Needs

## Project SEARCH



Project SEARCH is an international workforce and career development model

dedicated to providing education and training to young adults with intellectual and developmental disabilities with a primary goal of securing competitive employment outcomes for each of the student graduates. Gaining meaningful employment helps youth make successful transitions from school to productive adult life. Training and hiring these students also benefits the health facility in filling positions. For more information on the national “High School Transition Model, see the Project SEARCH website at [www.projectsearch.us/](http://www.projectsearch.us/).

Project SEARCH is driven by community partners including host businesses, local school districts, vocational rehabilitation, community rehabilitation and state or local developmental disability agencies. Students are referred to the program through their schools or the vocational rehabilitation counselor and apply in the winter and spring in the year prior to entering the program. Students attend the program for a full year at the host business or hospital where they are provided access to an onsite classroom that can accommodate up to 12 students. The site is staffed by a teacher and three job coaches who will meet the educational and training needs of the students.

### Aberdeen Project SEARCH

Students who are in their last year of high school eligibility earn elective high school credits through successful completion of the Project SEARCH program. Every student must apply and be accepted through a selection committee

process, and adults with disabilities may apply to the program if space is available. All students must meet eligibility standards with the South Dakota Rehabilitation Services Commission in order to participate.

Partners in the Aberdeen Project SEARCH include:

- Avera St. Luke’s Hospital
- Aberdeen School District
- South Dakota Department of Vocational Rehabilitation
- South Dakota Department of Labor
- Aspire (long-term support program for people with disabilities)

Avera St. Luke’s hosts the internships, providing students with training in various hospital departments. At the end of the three 10-week internships, students are assisted with applying for open positions in the hospital as well as with other job applications or job training programs. The Aberdeen School District provides the Project SEARCH teacher while Aspire provides two job coaches who assist students with their employability skills. The Aberdeen program has capacity for eight students at a time. The students have cognitive disabilities, visual impairments and/or physical disabilities. Students have participated in the following Avera St. Luke’s departments:

- Materials Management
- Medical Records
- Plant Operations (Hospital and Long-Term Care)
- Sterile Processing
- Laboratory
- Rehabilitation
- Gift Shop
- Education
- Human Resources
- Radiology
- The Birthplace

- Housekeeping
- Nutrition
- Food Services



Of the students in the 2010 – 2011 programs, one has already been hired by Avera St. Luke’s with possibly two more to be hired by the end of the school year. Employment opportunities will continue to be explored, and job openings will be passed along to the students and job coaches as they become available.

Project SEARCH’s success in Aberdeen is assessed at the end of each school year using the “Model Fidelity Review” process offered by the International Project SEARCH Program. The model shows program success, growth and developmental progress.

### **Sioux Falls Project SEARCH**

Partners in the Sioux Falls Project SEARCH project include:

- Avera McKennan Hospital & University Health Center (host business) provides students with a variety of internships that teach core skills of the business and a liaison to coordinate the program.
- East Dakota Educational Cooperative provides an instructor and recruits appropriate student participants through either a local education agency and/or school district.
- Division of Rehabilitation Services and Services to the Blind and Visually Impaired (vocational rehabilitation) provides individualized career counseling and guidance for eligible student participants. Vocational planning and support may include job coaching and placement.
- South Dakota Achieve (community rehabilitation partner) provides assistance to other team members for job coaching, competitive job placement in the community, long-term retention and follow along for eligible individuals who receive a competitive job at the host business or in the community.
- Freedom to Work Project – Medicaid Infrastructure Grant (community partner) provides training and technical assistance to community partners on new and innovative programs that lead to successful employment outcomes for adults and youth in transition.
- South Dakota Department of Labor (community partner) helps participants gather the job skills they need in order to achieve gainful employment. Each individual goes through the department’s Job SEARCH Assistance Program that helps with all areas from resumes to interviews. Each participant also receives a monthly stipend after they meet certain criterion that helps them maintain employment and learn proper workplace etiquette. The South Dakota Department of Labor also keeps in close contact with each individual to monitor

progress and assess needs that might come up during the course of the program.

- South Dakota Office of Rural Health (community partner) provides grant funding to develop a website and curriculum for the Project SEARCH program.
- South Dakota Council on Developmental Disabilities (community partner) provides funding for computers and assistive technology for the program. Students are provided a laptop computer and assistive technology for a computer lab.

Avera McKennan Internship Opportunities include the following:

- Maintenance Worker
- Food Services Worker
- Sterile Processing Technician

- Housekeeper
- Linen Technician
- Materials Handler
- Laundry Worker

### **Sioux Falls Success Stories**

One student graduated from the program and is working in the tray line in the Dietary Department. Another student cleans medical equipment and restocks food and supplies in the kitchenettes that patients' families can use. She also sanitizes all of the toys in the pediatric wing. As of January 2011 eight students are participating in the program that not only provides them benefits by learning employment skills, but also may provide them with jobs. Avera McKennan gains by being able to fill positions that otherwise may be difficult to fill.

# Evaluation

## Sample Health Care Career Event Evaluation

	Poor	Average	Above Average	Exceeding Expectations	Not Applicable
1. Rate your health career fair experience overall.	1	2	3	4	N/A
2. Presenter A					
Extent of Expertise on Topic	1	2	3	4	N/A
Organization of Information	1	2	3	4	N/A
Knowledge of Audience	1	2	3	4	N/A
Effective Teaching Strategies	1	2	3	4	N/A
Created Excitement for Field of Study	1	2	3	4	N/A
3. Presenter B					
Extent of Expertise on Topic	1	2	3	4	N/A
Organization of Information	1	2	3	4	N/A
Knowledge of Audience	1	2	3	4	N/A
Effective Teaching Strategies	1	2	3	4	N/A
Created Excitement for Field of Study	1	2	3	4	N/A
4. Breakout Sessions					
Topic 1 (Use Topic Name)	1	2	3	4	N/A
Topic 2 (Use Topic Name)	1	2	3	4	N/A
Topic 3 (Use Topic Name)	1	2	3	4	N/A
	Unsure	Unlikely	Somewhat Unlikely	Somewhat Likely	Highly Likely
5. How likely are you to pursue a career in health care?	1	2	3	4	5
	Unsure	Did Not Influence	Influenced	Greatly Influenced	
6. Did the career fair influence your decision to pursue a health career?	1	2	3	4	
	Unsure	Unlikely	Somewhat Unlikely	Somewhat Likely	Highly Likely
7. If you plan to pursue a health career, how likely would you be to seek employment in our community?	1	2	3	4	5
	Physician	Nurse	Lab/X-Ray	Dental	Other
8. What health careers are you most likely to consider? (Mark X where applicable)					
	Shadowing Experience	Online Tours	Web Links to Careers	Brochures	Education Cost vs. Potential Salary
9. What other information would help you to make a decision to pursue a health care career?					

10. Comments or suggestions for future health career events:

## Sample Survey Tracking Tool

Event	Date	Invitations Sent	# Attendees	% Attending	Grade Level
ABC	2/15/2011	25	15	60	9
DEF	4/10/2011	30	20	67	10
GHI	10/11/2011	35	10	29	11

### Question 1: Rate your health career fair experience overall

Poor	1
Average	3
Above Average	10
Exceeding Expectations	1
Not Applicable	

### Presenter A Evaluation:

	Extent of Knowledge	Organization of Information	Knowledge of Audience	Effective Teaching Strategies	Created Excitement for Field
Poor	0				
Average	3				
Above Average	4				
Exceeding Expectations	8				
N/A					

### Presenter B Evaluation:

	Extent of Knowledge	Organization of Information	Knowledge of Audience	Effective Teaching Strategies	Created Excitement for Field
Poor	0				
Average	5				
Above Average	6				
Exceeding Expectations	4				
N/A					

### Breakout Sessions Evaluation:

	Topic 1		Topic 2		Topic 3
Unsure	2	Unsure		Unsure	
Unlikely	1	Unlikely		Unlikely	
Somewhat Unlikely	3	Somewhat Unlikely		Somewhat Unlikely	
Somewhat Likely	29	Somewhat Likely		Somewhat Likely	
Highly Likely	4	Highly Likely		Highly Likely	

Question 5: How likely are you to pursue a career in health care?

Unsure	0
Unlikely	4
Somewhat Unlikely	9
Somewhat Likely	2
Highly Likely	4

Question 6: Did the career fair influence your decision to pursue a health career?

Unsure	0
Did Not Influence	4
Influencedly	9
Greatly Influenced	2

Question 7: If you plan to pursue a health career, how likely would you be to see employment in our community?

Unsure	4
UnLikely	2
Somewhat Unlikely	9
Somewhat Likely	1
Highly Likely	0

Question 8: What health careers are you most likely to consider?(Mark X where applicable)

Physician	0
Nurse	2
Lab/X-Ray	4
Dental	9
Other	0

Question 9: What other information would help you to make a decision to pursue a health care career?

Shadowing Experience	5
Online Tours	3
Web Links to Careers	2
Brochures	6
Education Cost vs. Potential Salary	9

Question 10: Comments or suggestions for future health career events

# South Dakota Training in Health Care Fields

## DID YOU KNOW ...

- South Dakota's health care industry added more workers than any other industry between 1999 and 2009.
- Several health care occupations are projected to have higher-than-average demand for workers in 2018.
- By 2025, the number of older adults in South Dakota is projected to double.

This means career options and availability in South Dakota health care will only continue to grow.

Do you want to receive training in a field that will almost guarantee you a job?

- South Dakota technical schools and private or public universities and colleges offer more than 60 training programs in the health care field.

Visit this link for a list of South Dakota training programs in the various, high-demand positions in health care:

[healthcareers.sd.gov/documents/South%20Dakota%20Training%20in%20Healthcare.pdf](http://healthcareers.sd.gov/documents/South%20Dakota%20Training%20in%20Healthcare.pdf)

Start on your fast track to a career in health care today!



# Appendix A

## 40 Developmental Assets® for Children Grades K – 3 (ages 5 – 9)

Search Institute® has identified the following building blocks of healthy development — known as Developmental Assets® — that help young people grow up healthy, caring and responsible.

### EXTERNAL ASSETS

#### Support

1. Family Support — Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.
2. Positive Family Communication — Parent(s) and child communicate openly, respectfully and frequently, with child receiving praise for her or his efforts and accomplishments.
3. Other Adult Relationships — Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
4. Caring Neighborhood — Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
5. Caring School Climate — Child experiences warm, welcoming relationships with teachers, caregivers and peers at school.
6. Parent Involvement in Schooling — Parent(s) talk about the importance of education and are actively involved in the child's school success.

#### Empowerment

7. Community Values Children — Children are welcomed and included throughout community life.
8. Children as Resources — Child contributes to family decisions and has opportunities to participate in positive community events.
9. Service to Others — Child has opportunities to serve in the community with adult support and approval.
10. Safety — Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.

#### Boundaries and Expectations

11. Family Boundaries — The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
12. School Boundaries — Schools have clear, consistent rules and consequences and use a positive approach to discipline.
13. Neighborhood Boundaries — Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).
14. Adult Role Models — Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
15. Positive Peer Influence — Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
16. High Expectations — Parent(s), teachers and other influential adults encourage the child to do her or his best in all tasks and celebrate his or her successes.

#### Constructive Use of Time

17. Creative Activities — Child participates weekly in music, dance or other form of artistic expression outside of school.
18. Child Programs — Child participates weekly in at least one sport, club or organization within the

school or community.

19. Religious Community — Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. Time at Home — Child spends time at home playing and doing positive activities with the family.

## INTERNAL ASSETS

### Commitment to Learning

21. Achievement Motivation — Child is encouraged to remain curious and demonstrates an interest in doing well at school.
22. Learning Engagement — Child is enthused about learning and enjoys going to school.
23. Homework — With appropriate parental support, child completes assigned homework.
24. Bonding to School — Child is encouraged to have and feels a sense of belonging at school.
25. Reading for Pleasure — Child listens to and/or reads books outside of school daily.

### Positive Values

26. Caring — Parent(s) help child grow in empathy, understanding and helping others.
27. Equality and Social Justice — Parent(s) encourage child to be concerned about rules and being fair to everyone.
28. Integrity — Parent(s) help child develop her or his own sense of right and wrong behavior.
29. Honesty — Parent(s) encourage child's development in recognizing and telling the truth.
30. Responsibility — Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
31. Self-Regulation — Parent(s) encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.

### Social Competencies

32. Planning and Decision Making — Parent(s) help child think through and plan school and play activities.
33. Interpersonal Competence — Child seeks to build friendships and is learning about self-control.
34. Cultural Competence — Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic and cultural backgrounds.
35. Resistance Skills — Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
36. Peaceful Conflict Resolution — Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.

### Positive Identity

37. Personal Power — Child has a growing sense of having influence over some of the things that happen in her or his life.
38. Self-Esteem — Child likes herself or himself and feels valued by others.
39. Sense of Purpose — Child welcomes new experiences and imagines what he or she might do or be in the future.
40. Positive View of Personal Future — Child has a growing curiosity about the world and finding her or his place in it.

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## 40 Developmental Assets® for Middle Childhood (ages 8 – 12)

Search Institute® has identified the following building blocks of healthy development — known as Developmental Assets® — that help young people grow up healthy, caring and responsible.

### EXTERNAL ASSETS

#### Support

1. Family Support — Family life provides high levels of love and support.
2. Positive Family communication — Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. Other Adult Relationships — Child receives support from adults other than her or his parent(s).
4. Caring Neighborhood — Child experiences caring neighbors.
5. Caring School Climate — Relationships with teachers and peers provide a caring, encouraging environment.
6. Parent Involvement in Schooling — Parent(s) are actively involved in helping the child succeed in school.

#### Empowerment

7. Community Values Youth — Child feels valued and appreciated by adults in the community.
8. Children as Resources — Child is included in decisions at home and in the community.
9. Service to Others — Child has opportunities to help others in the community.
10. Safety — Child feels safe at home, at school and in his or her neighborhood.

#### Boundaries and Expectations

11. Family Boundaries — Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. School Boundaries — School provides clear rules and consequences.
13. Neighborhood Boundaries — Neighbors take responsibility for monitoring the child's behavior.
14. Adult Role Models — Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
15. Positive Peer Influence — Child's closest friends model positive, responsible behavior.
16. High Expectations — Parent(s) and teachers expect the child to do her or his best at school and in other activities.

#### Constructive Use of Time

17. Creative Activities — Child participates in music, art, drama or creative writing two or more times per week.
18. Child Programs — Child participates two or more times per week in cocurricular school activities or structured community programs for children.
19. Religious Community — Child attends religious programs or services one or more times per week.
20. Time at Home — Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

## INTERNAL ASSETS

### **Commitment to Learning**

21. Achievement Motivation — Child is motivated and strives to do well in school.
22. Learning Engagement — Child is responsive, attentive and actively engaged in learning at school and enjoys participating in learning activities outside of school.
23. Homework — Child usually hands in homework on time.
24. Bonding to School — Child cares about teachers and other adults at school.
25. Reading for Pleasure — Child enjoys and engages in reading for fun most days of the week.

### **Positive Values**

26. Caring — Parent(s) tell the child it is important to help other people.
27. Equality and Social Justice — Parent(s) tell the child it is important to speak up for equal rights for all people.
28. Integrity — Parent(s) tell the child it is important to stand up for one's beliefs.
29. Honesty — Parent(s) tell the child it is important to tell the truth.
30. Responsibility — Parent(s) tell the child it is important to accept personal responsibility for behavior.
31. Healthy Lifestyle — Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

### **Social Competencies**

32. Planning and Decision Making — Child thinks about decisions and is usually happy with results of her or his decisions.
33. Interpersonal Competence — Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
34. Cultural Competence — Child knows and is comfortable with people of different racial, ethnic and cultural backgrounds and with her or his own cultural identity.
35. Resistance Skills — Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
36. Peaceful Conflict Resolution — Child seeks to resolve conflict nonviolently.

### **Positive Identity**

37. Personal Power — Child feels he or she has some influence over things that happen in her or his life.
38. Self-Esteem — Child likes and is proud to be the person that he or she is.
39. Sense of Purpose — Child sometimes thinks about what life means and whether there is a purpose for her or his life.
40. Positive View of Personal Future — Child is optimistic about her or his personal future.

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## **40 Developmental Assets® for Adolescents (ages 12 – 18)**

Search Institute® has identified the following building blocks of healthy development — known as Developmental Assets® — that help young people grow up healthy, caring and responsible.

### **EXTERNAL ASSETS**

#### **Support**

1. Family Support — Family life provides high levels of love and support.
2. Positive Family Communication — Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Other Adult Relationships — Young person receives support from three or more nonparent adults.
4. Caring Neighborhood — Young person experiences caring neighbors.
5. Caring School Climate — School provides a caring, encouraging environment.
6. Parent Involvement in Schooling — Parent(s) are actively involved in helping young person succeed in school.

#### **Empowerment**

7. Community Values Youth — Young person perceives that adults in the community value youth.
8. Youth as Resources — Young people are given useful roles in the community.
9. Service to Others — Young person serves in the community one hour or more per week.
10. Safety — Young person feels safe at home, school and in the neighborhood.

#### **Boundaries and Expectations**

11. Family Boundaries — Family has clear rules and consequences and monitors the young person's whereabouts.
12. School Boundaries — School provides clear rules and consequences.
13. Neighborhood Boundaries — Neighbors take responsibility for monitoring young people's behavior.
14. Adult Role Models — Parent(s) and other adults model positive, responsible behavior.
15. Positive Peer Influence — Young person's best friends model responsible behavior.
16. High Expectations — Both parent(s) and teachers encourage the young person to do well.

#### **Constructive Use of Time**

17. Creative Activities — Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth Programs — Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community.
19. Religious Community — Young person spends one or more hours per week in activities in a religious institution.
20. Time at Home — Young person is out with friends “with nothing special to do” two or fewer nights per week.

## INTERNAL ASSETS

### **Commitment to Learning**

21. Achievement Motivation — Young person is motivated to do well in school.
22. School Engagement — Young person is actively engaged in learning.
23. Homework — Young person reports doing at least one hour of homework every school day.
24. Bonding to School — Young person cares about her or his school.
25. Reading for Pleasure — Young person reads for pleasure three or more hours per week.

### **Positive Values**

26. Caring — Young person places high value on helping other people.
27. Equality and Social Justice — Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity — Young person acts on convictions and stands up for her or his beliefs.
29. Honesty — Young person “tells the truth even when it is not easy.”
30. Responsibility — Young person accepts and takes personal responsibility.
31. Restraint — Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### **Social Competencies**

32. Planning and Decision Making — Young person knows how to plan ahead and make choices.
33. Interpersonal Competence — Young person has empathy, sensitivity and friendship skills.
34. Cultural Competence — Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance Skills — Young person can resist negative peer pressure and dangerous situations.

### **Positive Identity**

36. Peaceful Conflict Resolution — Young person seeks to resolve conflict nonviolently.
37. Personal Power — Young person feels he or she has control over “things that happen to me.”
38. Self-Esteem — Young person reports having a high self-esteem.
39. Sense of Purpose — Young person reports that “my life has a purpose.”
40. Positive View of Personal Future — Young person is optimistic about her or his personal future.

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# Career Link Programs



### Career Link: Making it “Real”

Career Link is an exciting, comprehensive career-education program for high school students.

Connecting students with industry representatives is Career Link’s primary goal.

Our programs are flexible and can be customized to fit the needs of your students and school.

### What Can Career Link Do For Your School?

- Career exploration via one-day job shadow experiences
- Career development via semester- long internships
- **Career awareness programming:**
  - Custom events designed to connect students with industry; includes in-school seminars, workplace tours and job fairs
- Career planning for students of all abilities



### For More Information:

Kristy Jackson, Career Counselor and Program Manager  
East Dakota Educational Cooperative  
kjackson@edec.org  
(605) 367-7680 x 120  
www.edec.org/eplacement

*Career Link: Relevant. Real. Right Now.*

## AUTHENTIC BUSINESS ACTIVITY

Instructions: Please circle the items you have tried. Please put a star next to any new ideas that might work for your school or class.

- Ask a business person to come in to lecture on a particular topic.
- Ask a business for access to a particular piece of equipment for a day so that you can demonstrate to your class how it works.
- Ask a business to host your class for a tour.
- Ask a business person to include you as a guest when at a professional networking event related to what you teach.
- Ask a business person to include one of your students as a guest at professional networking event or conference.
- Ask for the business to draft a couple of test questions for your class based on what was shared with your class previously (through a tour, class presentation).
- Ask a business to let a student “shadow” for a couple of hours. You and the student should both send a thank-you note afterwards, especially if it’s the first time you’ve had a student shadow there.
- See if a business will let you shadow for a couple of hours.
- For businesses that sponsor sports teams at your school ... ask them to take it a step further by discussing “teamwork” and how it fits into life and work.
- Invite local employers to visit your school and coach a class in a certain workplace skill, such as planning, problem solving, dealing with difficult people, etc.
- Invite business representatives to talk about their career pathways and current trends in their industry.
- Invite a business representative to participate in a career fair.
- Request that a representative participate in a mock interview day.
- Invite a business representative to serve as a tutor and/or mentor.
- Request that a local business provide your class with one or two real challenges within its workplace that a team of students could tackle; this could be used as a simulation, a small group exercise or as a senior project or internship.
- Invite a local business or community group to engage your students with a problem related to youth. For example, in a small community perhaps a community advocacy group could invite students to research and present findings on ways to improve quality of life in its town. Students could present findings to the community group.
- Invite local professionals to discuss money management, fiscal responsibility and financial literacy.
- Invite local employers to talk about background checks utilized prior to making hiring decisions.
- Invite local businesses to share job descriptions with your class. See if your students are graduating with proof of their capabilities to perform some of the job tasks. This is a great opportunity to tie together their portfolios and personal learning plans.
- Ask for businesses to participate in a year-end review of your students’ portfolios. This will give students a chance to verbalize what they’ve accomplished, and it gives businesses an opportunity to hear what kids are really doing in school.
- Encourage current business partners to contact friends and peers in other businesses and encourage them to get involved with your school.
- Ask a business to post something on its website related to what it is doing with your school.
- Ask your business partners if they are

involved in any community groups (Kiwanis, Elks, Chamber, Lions). Ask them if you can spend five minutes at one of their meetings talking about what your students are doing and how they can get involved.

- Network. Ask your business partners if their vendors and suppliers could potentially be interested in working as a partner with your school. Ask for their contact information!
- Ask your current business partners for short work/volunteer placements for your students.
- Invite your business partners to send their college interns, apprentices, new-hires and other young people to your school to talk about their experiences. Young people listen to young people.
- Ask your current business partners if they have any employees who graduated from your school district. Have students interview these people for use in the school newspaper or parent newsletters.
- If you have access to a larger business or group, ask them for a copy of their organizational chart. This is a great tool for helping kids see how various jobs function together. It's also a great tool for visualizing career paths.
- Send thank-you letters to the businesses that spent time with you and your students.
- Publicly acknowledge businesses that spent time with you and your students. (Examples: Send letter to paper. Send photos to newspaper. Post their names on scoreboards at games, on bulletin boards.) This will generate goodwill and might pique the interest of even more businesses!
- Ask local businesses to support a "teacher in industry" day at your district. Teachers could spend part of the day immersed in the business setting, and then the rest of the day in in-service with other teachers, discussing what they learned. This kind of immersion fosters lots of opportunities for repeat engagements.
- Ask a trusted business representative to audit your curriculum, equipment, guidance plan or student work. Two valid reasons why you'd do this: 1. Shape developments for next year. 2. Give reason to use when making a case for your school leadership about why you need something changed.
- Is your business representative part of a national or international company? See if he or she will help you set up a "Skype" informational meeting with someone from afar that can enhance what you are teaching in class. The sky is the limit!
- Arrange a forum with a variety of local employers; have them talk about generic employability or life skills, such as self-direction, initiative, etc.
- Are you using personal learning plans? Invite a local human resources representative to talk with your students about how personal learning plans are used at his or her company to help prepare people for future promotions.
- Are you using portfolios at school? Invite a local professional in to talk about his or her professional portfolio ... how it's used, how it's updated and why it's important.
- Develop a local database of "e-mentoring" contacts. If your students are working on a class project, they can contact someone from the database for quick questions related to their expertise.
- Approach a company or cluster of employers about sponsoring an innovation room within your school for student project work to take place.
- Ask for businesses to donate books related to their industry.
- Ask your business representative if they have any industry books, videos or posters that you could borrow for use in your classroom. They typically have excellent resources on safety, customer interaction, procedures,

diversity awareness, etc.

- Look for opportunities for your students to interact with adults while demonstrating their new skills. For example, does your business partner have a key charity? Perhaps your students could contribute an hour or two helping with the project. (Example: Shop students could pair up to help your business partner by providing labor for a charity outreach on home repairs for older adults.)
- Ask your local chamber or service group to issue a challenge to another school! (Example: Two family and consumer sciences classes could provide hors d'oeuvres for a chamber of commerce lunch or PTA meeting.)
- Invite business partners to listen to senior project presentations. Encourage business representatives to help students discern what they learned that is applicable to their workplace and industry.
- Leverage relationships with your local community groups, chambers or economic development councils. Ask them to sponsor a celebration for students who completed internships or senior projects in your local community. Thank the businesses for making it work, and thank the students for contributing their time and efforts to their own community, rather than driving in to a different town. This could also lead to a brainstorming session of future opportunities for younger students.
- Compare and contrast. Consider inviting representatives from two different businesses to your class, either on the same day, or on different days. Have them discuss how they handle something in their workplace (Examples: customer service, workplace safety, technology.) Have students write an essay about how each business handles things differently and the same.
- Consider a forum. Invite representatives from many different businesses in your town to talk about the state of your school.
- Take it to the PTA. Ask your PTA for help with a parents as career partners workshop. See what ideas they can brainstorm to help connect business people and other role models with your students.
- Develop a campaign with your local chamber of commerce or economic development council to show students that businesses value good grades and a good education. (Examples: Host a student art/slogan contest promoting education as an integral part of your community's future. Print posters or decals that can be displayed in supporting businesses. Keep the students involved in distributing the posters. Talking to local business owners is great practice for them!)
- Do you have potentially at-risk students who congregate in a certain club or sport? Try bringing in business mentors to help with these programs.
- Great professional development workshop idea: have your chamber of commerce organize a tour of local businesses for teachers. Often, teachers do not live in the towns where they teach, so they are largely unfamiliar with the people and businesses near their schools. This is a very efficient way to help them connect. Take it a step further: Have everyone meet at the chamber afterwards for cookies, coffee and a reflective discussion.
- Consider involving retirees, laid-off workers or stay-at-home moms who have recently left the workplace. Many of them will have lots of skills and experience to share with your students, and they may appreciate having the chance to be involved again.
- Try adding a teacher wish-list link to the community page on your school's website. Be sure to include requests for time as well as requests for supplies.

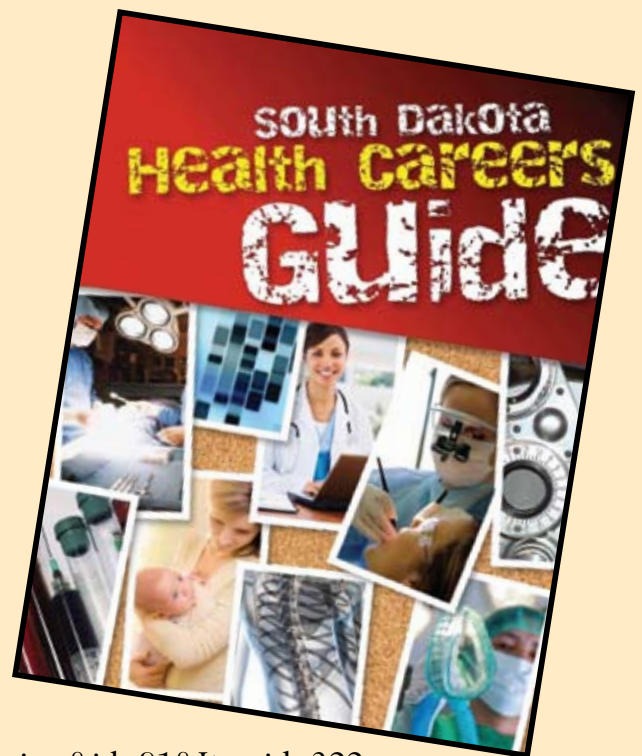
- Coordinate a “Lunch and Learn.” (Example: If you have several students who are interested in journalism, then invite a local reporter to eat lunch with these students and the journalism teacher. Perhaps they could all eat together in the teachers’ classroom.)
- If you are trying to improve your students’ writing skills, consider inviting a business person to judge your students’ one-page essays. Make sure it’s a short assignment and related to something that would be of interest to the reader. (Example: If your carpentry students are writing a short paper on green building practices, see if you can get someone from the construction industry to read and comment on their work.)
- Ask local businesses, especially restaurants and office buildings with lots of foot traffic, if they would consider displaying some of your students’ artwork.
- Most businesses track data. If you have access to a larger company, ask representatives what kinds of data they track, how they interpret it and how it’s used to communicate to all levels within their organization to help bring about systemic change. Teacher-leaders could use these ideas.
- Do you have a student teacher in your mix this year? Try leveraging this person’s experiences as a college student. Perhaps he or she could talk with your high school students about career/college planning. Or perhaps he/she has young friends who are completing an internship somewhere. Invite him or her to your classes.
- Did you find an enthusiastic business partner? Consider bringing him or her with you to the symposium next year and teach all of us how you did it!

Source: taken in part from the Vocational Education in Schools Directorate, New South Wales, Dept of Education and Training.

# Appendix C

## South Dakota Health Careers Guide

- South Dakota needs you!
  - ◇ There is a shortage of health care workers in South Dakota.
  - ◇ That means there are jobs available for you.
- Don't want to be a doctor or a nurse? That's okay!
  - ◇ Health care includes administrative positions as well as clinical and medical.
  - ◇ There are various ways you can help people in the state through a health care career.
- The guide contains information about more than 60 careers in the health profession, including:
  - ◇ Brief descriptions of the various fields within health care and of each position
  - ◇ A list of which South Dakota university or technical school to attend for training in specific areas of health care
  - ◇ A general list of all of the universities and technical schools in the state



To order your **FREE** copy, visit:

[www.sdaho.org/index.php?option=com\\_content&task=view&id=81&Itemid=322](http://www.sdaho.org/index.php?option=com_content&task=view&id=81&Itemid=322).

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