

South Dakota Human Services

June 13-15, 2016

Brookings

Participants:

Inger Wegener, Consultant, Saint Paul, MN
Kathy Haugan, Consultant, Brookings, SD
Erin Larsen, South Dakota Department of Education, Sioux Falls, SD
Amber Rost, South Dakota Department of Education, Brookings, SD
Sheila Anderson, Britton-Hecla High School, Britton, SD
Christine Bosma, Mitchell Technical Institute, Corsica, SD
Jean Clarke, DIAL Consortium, Emery, SD
Cindy Gerlach, Mitchell Technical Institute, Mitchell, SD
Nicole Graves, South Dakota State University, Sioux Falls, SD
Ellen Hohbach, Plankinton Public School, White Lake, SD
Kendra Hotchkiss, Centerville School, Centerville, SD
Tracy Kern, Harrisburg High School, Brandon, SD
Alyssa Krogstrand, T.F. Riggs High School, Pierre, SD
Charlotte Mohling, Wessington Springs School District, Wessington Springs, SD
Sarah Perez, Madison Central Public School, Madison, SD
Leatha Roland, Rapid City Area Schools, Rapid City, SD
Sara Skillman, Southwest Middle School, Rapid City, SD
Kathy Stevens, Wolsey-Wessington School, Wessington, SD
Kayla Stuefen, Elkton School District, Aurora, SD
Rachel Sturm, Tri-Valley School District, Brandon, SD
Ruth Swartout, Mitchell Technical Institute, Mitchell, SD

Participants introduced themselves stating name, location, and curricular area of expertise.

An introductory video, *Success in the New Economy* written and narrated by Kevin Fleming and produced by Bryan Y. Marsh, was shared. This video (available on the Internet at <https://vimeo.com/67277269>), describes a fallacy in the traditional “college for all” model of education and encourages individuals to select career paths based on interests and skills.

It was noted that the purpose of the work was to develop South Dakota’s state standards for human services to ensure that they:

- Are aligned with industry needs
- Prepare students to be successful in employment and in postsecondary training
- Establish a sequence of courses leading to completion of a program of study.

It was clarified that standards describe “what” is to be learned, not “how” it is to be learned.

Information was provided regarding the importance of the federal Carl D. Perkins Career and Technical Education Act to the work and an update on progress toward reauthorization of the Act, last authorized by Congress in 2006.

The role of the standards committee was clarified to show that the standards committee members were selected because they were subject matter experts who would:

- Take the suggestions of industry
- Utilize personal expertise about how students best learn, and

- Write a standards draft.

It was further clarified that the work of the committee will go through industry validation and multiple public hearings before consideration for adoption by the State Board of Education.

Program of study was defined as:

- A nonduplicative sequence of both academic and technical courses
- Beginning no later than grade 11 and continuing for at least two years beyond high school
- Culminating in a degree, diploma or certification recognized as valuable by business/industry partners.

A program of study was viewed as the bridge connecting preparatory and advanced work in high school with further study at the postsecondary level through a collegiate program or advanced training through work.

A summary of a recent labor market analysis for South Dakota was presented, with separate slides shown identifying the 20 largest industry clusters, the fastest growing industry clusters by percentage growth and increase in employment demand, and the occupations with a projected demand of 50 or more.

Participants were asked to identify industry trends by describing what was new in the industry, what is emerging in the industry but not yet routinely practiced, and what is no longer done in the industry. It was intended that this information would guide discussion about where new standards were needed and where existing standards could be deleted. For human services the discussion suggested:

New

- More technology
 - Equipment
 - Software – case notes and records
- Individualized
 - Personal nutrition, fitness, wellness
- 24/7 accessibility service
- Need for soft skills
- Ethical boundaries
- Confidentiality
- Social media and mobile devices
- Communication skills
 - Across age groups
 - Across economic groups
 - ELA standards
- Benefits (yoga, etc.) in school
- Medical on site
- Understanding generational issues

Emerging

- Digital citizenship
- New foods labels
- Emotional intelligence
 - “Un-selfie”
 - No empathy

- Parenting in digital age – helicopter parents
- Stress management/coping
- Alternate work station
- Alternate work schedule
- Alternate work locations/e-work
- Self-managing and self-management
- Work as lifestyle choice
- Interpersonal skills embedded

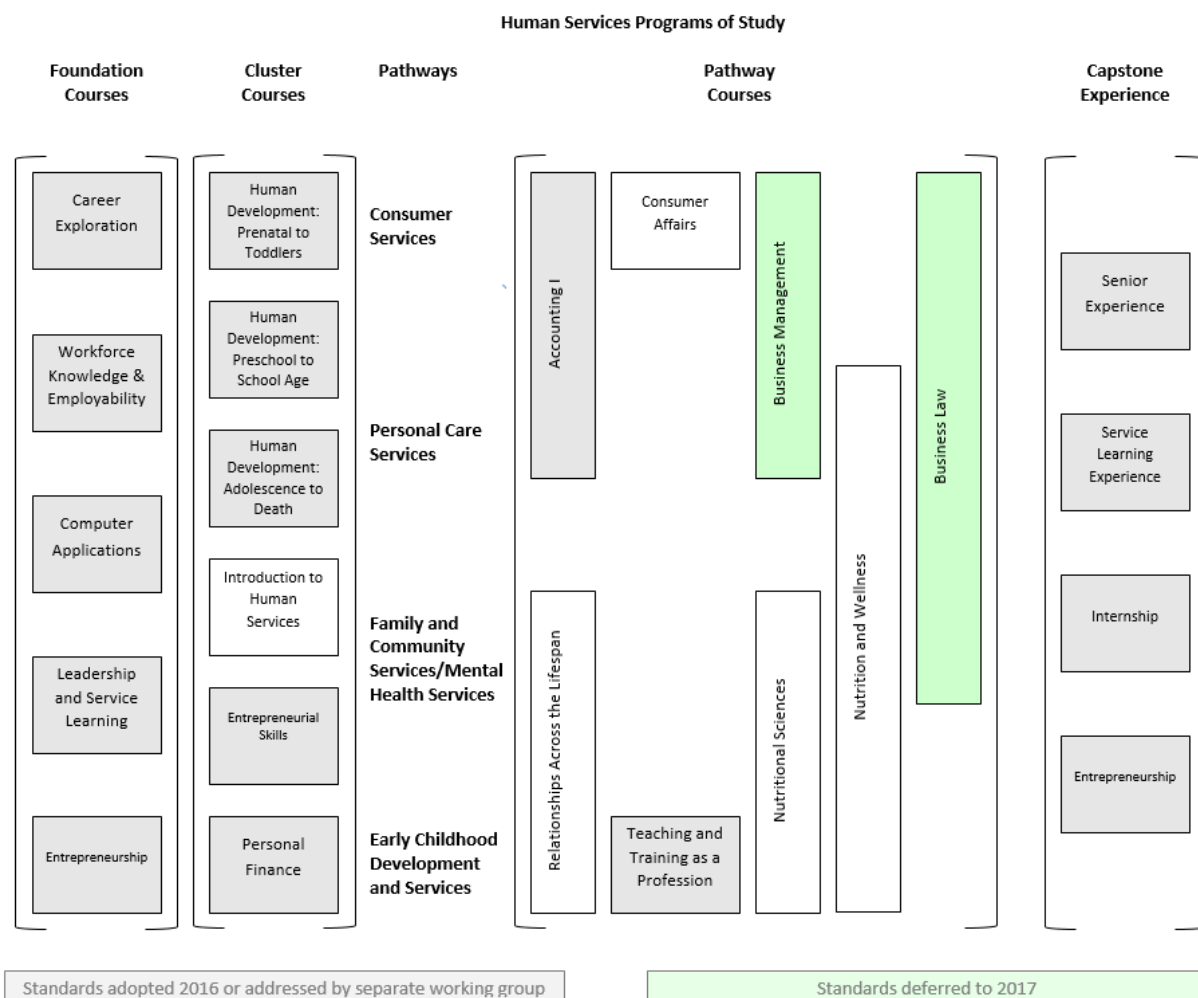
No longer done

- Stereotypes
- “Minor” age focus/narrow focus
- Low wages
 - Not only wages, consider benefits
 - Not monetary
- One job/one career
- Gender roles/non-traditional

Results of a recent survey of employers were shared. The survey was designed to ascertain if employers were having hiring difficulties, if applicants were deficient in either soft or technical skills, and options for a state response. Forty six survey responses were included in the results with largest participation from hospitality and tourism (8), architecture and construction (6), business management (6), agriculture, food and natural resources (5), manufacturing (5), and marketing (4). In general:

- Four out of five employers noted having hiring difficulties in the previous 12 months.
- Primary reasons for this hiring difficulty were:
 - Low number of applicants (29)
 - Lack of work experience (21)
 - Lack of technical or occupational skills (21)
 - Lack of soft skills (14)
 - Unwillingness to accept offered wages or work conditions (9)
- Occupational areas noting the greatest hiring difficulties were hospitality (8), and marketing (6) though these results are skewed by the response rate from the individual sector
- The most highly noted soft skills lacking were:
 - Initiative (33)
 - Attendance/dependability (30)
 - Communications (25)
 - Customer service (24)
 - Problem solving (23)
- Similarly, employers noted the highest needs for additional training in:
 - Attendance/timeliness/work ethic (73%)
 - Customer service (68%)
 - Problem-solving (50%)
 - Teamwork (41%)
- Slightly over half of employers noted that applicants lacked technical skills.
- Employers asked that the state response focus on:
 - Work ethic (8)
 - Communications (8)

The current state program of study in human services was reviewed and participants were asked to chart out a new program of study incorporating course titles for which standards would be developed. The process involved placing course titles on post-it notes on the wall with an open process to place courses where deemed appropriate, remove courses not considered appropriate, and add courses deemed necessary. The resulting structure is shown in the chart that follows and includes foundation courses, six cluster courses (five for which standards were adopted by the state board of education in 2016), pathway courses in four separate pathways (consumer services, personal care services, family and community services/mental health services, and early childhood development and services), and four capstone experience options. The structure gives students latitude to move from cluster courses to any of the four pathways. Pathway course options are generally associated with more than one pathway and may be taken in any order.



Members were also asked to look at their Program of Study to make certain that students would be ready to make the transition from middle school to high school and from high school to the postsecondary level. To do so, postsecondary partners were asked what they would want students to know and be able to do upon entry into their programs, not as hard prerequisites, but general expectations for students to be ready to participate fully and effectively. Similarly, high school partners were asked what they would want students to know and be able to do upon entry into their programs,

and to reflect upon whether those expectations were included in the courses available at the middle level or in the foundational courses. For human services, the following skills were identified:

Middle School to High School

- How to use:
 - Spell check
 - Grammar check
 - Copyright
 - Digital literacy
 - Proofread
- Introduction/foundation to nutrition
- Career exploration
- SD MyLife

High School to Postsecondary Program

- Work independently
- Initiative
- Communication skills
- Theories of development
 - Maslow
 - Piaget
 - Erickson
- Background in career choice
- Teamwork skills (projects)
- Money management
- Attendance and participation
- Computer skills
 - Excel
 - Power point
 - Word
 - Understand learning management systems
- Awareness/benefits of certifications in industry
- Client communication
- Family Educational Rights and Privacy Act (FERPA)/Health Insurance Portability and Accountability Act (HIPAA)

Participants were encouraged to identify a “big picture” concept statement describing what was to be accomplished within each course before developing standards. This “big picture” statement would eventually be revised to be an executive summary statement at the time that the standards had been drafted.

Information was provided about what makes good standards. These criteria included:

- Essential – does it define knowledge and skills that an individual must have to participate fully and effectively in programs that prepare them to enter careers with livable salaries, and to engage in career advancement in growing, sustainable industries?

- Rigorous – does it ask a student to demonstrate deep conceptual understanding through the application of knowledge and skills to new situations?
- Clear and specific – does it convey a level of performance without being overly prescriptive? Is it written in a way that the general public would understand?
- Teachable and Learnable – does it provide guidance to the development of curricula and instructional materials? Is it reasonable in scope?
- Measurable – Can it be determined by observation or other means that the student has gained the knowledge and skills to be demonstrated to show attainment of the standard?
- Coherent – Does it fit within the progression of learning that is expected for the program of study?
- Sequential – Does it reinforce prior learning without being unnecessarily repetitive? Does it provide knowledge and skills that will be useful as the student continues through the program of study?
- Benchmarked – Can the standard be benchmarked against industry or international standards? Does it prepare the student to be successful in the regional, state and global economies?

State agency staff met in May of 2015 to review the processes to be used for standards review. During that session the staff identified other criteria to be considered when writing standards:

- Connections to postsecondary programs
- Relevant across the content area
- Compatible with virtual learning
- Reflects business/industry input
- Adaptable to change over time
- Allows for instructional creativity
- Appropriate for the target audience
- Aligned with relevant academic content
- Applicable to student organizations
- Recognizes unique features of CTE

These additional criteria were shared with participants for their consideration during standards development, and an exercise was conducted in which participants individually, and then as a group, reviewed four sample standards.

Brief mention was made of resources available in the Dropbox in which members shared information. Because an introductory video regarding the Dropbox had been prepared and reviewed by participants prior to participation in the standards review team, the Dropbox review conducted here only showed categories of information provided in the general section and note that a Working Drafts folder would be created in which participants would store their work.

A Standards Template was shared with the participants and reviewed:

- The course title was inserted at the top.
- A grid of administrative information was completed to the extent the information was known. This grid included:
 - The Career Cluster [Human Services]
 - The Course Code [to be added by state staff if not known]
 - Any prerequisites or recommended prior coursework
 - Credits [generally established by the individual school district]
 - Graduation requirement [generally established by the individual school district]

- Program of study and sequence [a listing of the components of the program of study]
- Student organization options
- Coordinating work-based learning appropriate for the course
- Industry certifications [if appropriate for the course]
- Dual-credit or dual enrollment options if available
- Teacher certification requirements [to be completed by state staff]
- Resources
- Course description. Eventually this will be an executive summary describing the course, but in the process participants were encouraged to develop a “big picture” statement about the course to serve as a reminder when developing standards.
- Program of study application: a more detailed description of the elements within the program of study and where the particular course fits within a sequence.
- Course Standards and prods
 - “Prods” is a list of topics to keep in mind when developing standards to see that related topics are included. The prods identified by state staff include:
 - Safety
 - Soft skills
 - Reinforcing academic concepts in math, language arts, science and social studies
 - Addressing all aspects of the industry
 - Trends [so that students are thinking of the direction that an industry is moving]
 - Indicators – the main topics written in terms of a demonstration of knowledge and skills
 - Sub-indicators – statements identifying in more detail how the indicator will be demonstrated
 - Integrated content – A space that allows for examples, explanation, reference to credentials, alignment with other academic standards or other useful information to bring clarity to the understanding about the intent of the sub-indicator
 - Notes – a place for additional information to clarify the intent and expectations of the indicator.

An example was shared to ensure understanding.

Two working teams were then established to write the standards. Each team selected a course to begin the work. Early drafts were reviewed by the consultants and participants were led with guiding questions so that they could refine their own work. Eventually, when standards had been developed for all courses, the participants did a final group review of all standards to give their approval. Final documents were then reviewed by the consultants for format and structure, and saved to the shared Dropbox. Participants were given two weeks to make any final comments or suggestions, at which time the Dropbox was put into a “read-only” status.

For Human services the following course standards were developed:

Cluster Course

Introduction to Human Services

Explore personal attributes for a career in Human Services.

Describe personal values, interests, and personalities

Identify personal abilities, learning styles and skills

Compare personal attributes to those needed for careers in Human Services

Investigate careers in Human Services.

Identify the Human Service Pathways

Examine current social issues and support agencies related to each of the Human Service pathways
Examine professional behaviors, skills and abilities necessary in Human Service careers.

Summarize ethical, legal and safety issues in Human Services

Demonstrate effective management skills

Analyze the importance of a professional image and professional behavior

Demonstrate effective communication and conflict resolution strategies

Consumer Services pathway

Accounting I

[Standards completed by the Finance pathway group]

Consumer Affairs

Apply concepts of consumer advocacy.

Summarize consumer rights and responsibilities

Investigate consumer protection laws and regulations

Apply strategies to reduce risks of consumer fraud

Investigate procedures to protect the health and safety of consumers

Analyze the role of advocacy groups and policy makers at state and national levels

Analyze the use of education and promotion in consumer advocacy

Assess the factors that influence consumer relationships.

Investigate consumer trends for sensitivity to cultural, socio-economic, religious, generational, disability, and gender issues

Review ethical and legal concerns related to consumer and business actions

Assess effects of advertising and technology on consumer decisions

Analyze conservation and waste management practices.

Examine the roles of government, industry, and consumers in resource consumption

Cite evidence of strategies to conserve energy, recycle and reduce waste

Apply concepts needed for product development, testing, and presentation of consumer products.

Explain product protection practices

Determine consumer trends and product development needs through market research

Apply consumer concepts learned to create and promote a research-based product

Business Management

[Standards deferred to 2017]

Business Law

[Standards deferred to 2017]

Personal Care Services pathway

Accounting I

[Standards completed by the Finance pathway group]

Business Management

[Standards deferred to 2017]

Nutrition and Wellness

Evaluate factors that influence nutrition

Investigate the impact of technology and media on food and health practices

- Analyze the effects of psychological, cultural, economic and social influences on food choices and other nutrition practices
- Determine the effects of nutrition on health, appearance, and peak performance
- Evaluate the needs of individuals and families in relation to health, nutrition, and wellness across the lifespan
- Identify dimensions of wellness
- Apply current dietary guidelines to meet nutrition and wellness needs
- Describe the effect of physical activity on health, appearance, and peak performance
- Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness
- Evaluate factors that affect food safety.
 - Apply practices to promote safe food handling
 - Describe food borne illness that cause health issues
- Demonstrate ability to acquire, handle, and utilize foods to meet nutrition and wellness needs of individuals and families across the life span.
 - Plan and prepare a meal incorporating nutritional guidelines
 - Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods
 - Use kitchen tools and equipment in a proper and safe manner

Business Law

[Standards deferred to 2017]

Family and Community Services/Mental Health Services pathway

Relationships Across the Lifespan

- Analyze functions and dynamics of interpersonal relationships.
 - Demonstrate communication skills that contribute to positive relationships
 - Identify effective conflict prevention and management strategies
 - Investigate the diversity of family roles and structures
 - Recognize the influence that internal and external conditions have on interpersonal relationships
- Analyze healthy relationships with children.
 - Assess conditions that impact relationships with children such as culture, society, and technology
 - Examine roles and responsibilities of families including discipline, parenting styles, and nurturing strategies
- Analyze healthy relationships with adults of all ages.
 - Discuss the effect of lifestyle choices
 - Contrast healthy and unhealthy relationships
 - Investigate the impact of aging in family and community relationships
- Evaluate the impact of relationships between family and workplace.
 - Examine personal and work ethics
 - Investigate stress management techniques for life and work balance

Nutritional Sciences

- Analyze career paths within food science, food technology, dietetics, and nutrition industries.
 - Classify skills and educational requirements for employment in dietetics and nutrition field
 - Differentiate the impact of societal and industry trends on food science, dietetics, and nutrition careers
- Evaluate nutrition principles, food plans, and specialized dietary plans.
 - Analyze nutrient requirements across the lifespan addressing the diversity of people
 - Critique the impact of food choices and trends on health and wellness

Construct a modified diet based on nutritional needs and health conditions
Implement practices that promote industry-based safe food handling.
Demonstrate an ability to follow food service management safety and sanitation procedures
Implement industry standards for documenting, investigating, and reporting foodborne illnesses
Apply food science principles in a laboratory setting to maximize nutrient retention and meet specialized dietary requirements.
Analyze recipe/formula proportions and modifications for specialized diets
Apply nutrition knowledge to maximize nutrient retention in prepared foods

Nutrition and Wellness

[See Personal Care Services pathway]

Business Law

[Standards deferred to 2017]

Early Childhood Development and Services pathway

Relationships Across the Lifespan

[See Family and Community Services/Mental Health Services pathway]

Teaching and Training as a Profession

[Standards adopted by state board of education in 2016]

Nutritional Sciences

[See Family and Community Services/Mental Health Services pathway]

Nutrition and Wellness

[See Personal Care Services pathway]

A cover letter has been drafted to guide business/industry feedback to the standards developed through this process. The seven standards documents will be reformatted with three columns for business/industry feedback at the sub-indicator level utilizing a 1 (low) to 5 (high) scale:

- Is the sub-indicator essential?
- Is the sub-indicator clear and specific?
- Is the sub-indicator measurable?

Business/industry partners are also asked if the standards reflect the preparation necessary for a student to enter her/his particular occupational field. A sample of the reformatted document follows.

Course Standards

IHS 1: Explore personal attributes for a career in Human Services.

			Essential 1 (low) – 5 (high)	Clear and Specific 1 (low) – 5 (high)	Measurable 1 (low) – 5 (high)
<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>			
One Recall	IHS 1.1 Describe personal values, interests, and personalities.	<i>Ex: SDMyLife</i>			
One Recall	IHS 1.2 Identify personal abilities, learning styles and skills.	<i>Ex: Working conditions (Nights, weekends, indoors, outdoors, in home, etc.)</i>			
Three Strategic Thinking	IHS 1.3 Compare personal attributes to those needed for careers in Human Services.	<i>Ex: Identify short and long term goals, personal plan/career portfolio</i>			

Notes

Following business/industry review, state staff will revise the standards documents as necessary to incorporate business/industry suggestions. The revised documents will be shared with participants in the standards development process and, eventually, with teachers of law and public safety courses throughout the state for their feedback. Final documents will be taken through public hearings and delivered to the State Board of Education for adoption.