Intelligent Community of the Year Awards: Stage One

Smart21 Communities of the Year

2016

Introduction

The Intelligent Community Forum will use the data provided on this form for the first stage of its international awards program: the selection of the Smart21 Communities of the Year, semi-finalists for the Intelligent Community of the Year award. The Smart21 will be announced in October at a ceremony hosted by the Institute for the Study of the Intelligent Community in Dublin, Ohio, USA. The following is the schedule of the 2016 Awards cycle:

July **Aug**	Communities complete and submit the Smart21 nomination form while ICF reviews and updates its database of potential Smart21 communities for consideration. During this period, ICF will present two Webinars for communities applying for the Award to explain the nomination form and evaluation process: • July 23, 11:00 am EDT (16:00 GDT) • Aug 25, 11:00 am EDT (16:00 GDT) • July 28, 8:00 pm EDT (01:00 July 29 GDT) • Aug 27, 8:00 pm EDT (01:00 Aug 28 GDT)
Sept	**September 23, 2015:** Deadline for submission of Smart21 nomination forms.
Oct	ICF names the **Smart21 Communities of the Year** (semi-finalists).
Nov **Dec**	Each of the Smart21 Communities completes a detailed questionnaire in order to be considered for ICF's Top7 and Intelligent Community of the Year (ICY) awards. During his period, ICF will make available to Smart21 communities a personal online consultation with an ICF co-founder to provide feedback on the Smart21 nomination form and consider content to be included in the Top7 nomination. The information in this form will be evaluated by an independent research firm, which produces numerical scores for each community.
Jan	**January 15, 2016:** Deadline for submission of Top7 nomination forms.
Feb	ICF names the **Top7 Intelligent Communities of the Year** (finalists).
Mar **Apr**	The Top7 Communities host an ICF co-founder for a **Top7 Site Visit** lasting not more than two business days, at the community's expense, for a site visit to validate the information provided to the Forum. The co-founder's report on the community is reviewed by an international jury, which votes on its choice for ICY. To select the ICY, ICF combines the results of the jury vote on a weighted basis with the scores of the independent research firm.
May **June**	**June:** ICF invites Top7 representatives to its annual **Summit**. They participate in panels, a ceremony honoring their achievement and an individual interview on stage. ICF names the **Intelligent Community of the Year**, which becomes a mentor community, serves on the Awards jury and is no longer eligible for future Awards.

Smart21, Top7 and ICY are eligible to become **members of ICF**, which provides a permanent platform for collaborative economic development and peer learning.

ICF

Nomination

Name of Community

Mitchell, South Dakota

Fill in the fields below. Each field will expand to make room for your complete answer. Save the file to your computer and email it to ICF at awards@intelligentcommunity.org **by September 23, 2015.** The Analysts for the Smart21 will use only the information on this form in making its evaluation. Do not send additional information or attachments.

The questions are grouped into six sections, each covering one of the Intelligent Community Indicators. **You will note that there are no questions concerning the 2016 theme**, *From Revolution to Renaissance*. Questions on the theme will be included in the Top7 questionnaire completed by the Smart21.

In each section below, you will find a mix of multiple-choice and short-answer questions plus one narrative question requiring a more detailed explanation. The multiple-choice and short-answer questions seek to identify the state of progress in your development of an Intelligent Community. The narrative question offers you an opportunity to explain specific projects and initiatives, and to share with us your aspirations for the future. **Before answering the questions, review the description of the Intelligent Community Indicators and Success Factors** beginning on page 14 or visit ICF's Web site at www.intelligentcommunity.org.

You may find that answering the questions requires you to gather information from several government departments as well as from educators, cultural institutions, community groups and individual community leaders. The communities that succeed in our program tell us that **completing the questionnaire helped bring about community-wide collaboration, which was a vital step in creating a better future.**

Vital Statistics

Population	Municipality	15,539		Metro Area (if applicable)	Micropolitan Area (MiSA) 23,228
Area	Municipality	12.14	X sq miles ☐ km^2	Metro Area (if applicable)	Micropolitan Area (MiSA) 873 square miles

| Indicator #1 **Broadband** | Broadband is the new essential utility. Intelligent Communities express a strong vision of their broadband future, develop strategies to encourage deployment and adoption, and may construct infrastructure of their own. |

1. Which of the following broadband systems are available in your community? For each system, indicate the number of competitive providers from which the service can be purchased. *Note: ICF expects the number of systems and providers to vary with population density and analyzes the data on a weighted basis.*

DSL	No. of Providers: 1	**Fiber optics**	No. of Providers: 1
Cable modem	No. of Providers: 1	**Wireless ISP**	No. of Providers: 5

2. Please indicate the availability and adoption of broadband among the following groups. **Availability** means having the opportunity to subscribe to the service ("premises passed") as a percentage of total premises, while **adoption** means actual subscriptions to the service as a percentage of total premises. The availability percentage should be higher than the adoption percentage. *Note: if municipal-level data is not available, please provide county-level data.*

	Availability	Adoption	
Premises:	100%	76 %	**X** Municipal data ☐ County data

3. Is your community engaged in a project to promote availability or adoption of broadband by citizens and organizations? If so, please:
   - Explain what segment of the population is being targeted
   - Explain what problem the project seeks to solve
   - Describe the project
   - Outline its results to date

Project Name	1:1 Technology Program
Target Segment	Mitchell School District students
Problem to Solve	In 2003, the Mitchell School District recognized the differential access that its student population had to technology (at that time, computers, but today to include a broader understanding of devices which connect students to the world). The goal was set to provide a computer to each and every student in grades 7-12.
Description	In 2004, the original goal was realized and Mitchell became the first school district in South Dakota to offer such access to such a broad range of students. Since then, it has maintained and expanded the program to include all 6th graders as well as many elementary students. By the 2016-2017 school year, it now seems clear, the 1:1 technology program will be extended to all grades K-12.
Results to Date	Beginning in 2004-2005, the 1:1 technology program was fully deployed in grades 7-12. The result of this has possibly been higher student achievement and definitely higher proficiency rates at technology usage. Each year we inch closer to having a 1:1 program in grades K-6; to date, Mitchell School District has reached a rate of one computer/handheld technology device for every 1.5 students at those levels. The 1:1 level will be reached by 2016-2017.

| Indicator #2 **Knowledge Workforce** | A knowledge workforce is a labor force that creates economic value through its knowledge, skills and ability to use information effectively. Intelligent Communities exhibit the determination and ability to develop a workforce qualified to perform knowledge work from the factory floor to the research lab, and from the construction site to the call center or corporate headquarters. |

4. Check the boxes that indicate the technology offerings of public schools (elementary to secondary) in your community. (check all that apply)

☒ Inclusion of information and communications technology – e.g., smart boards, laptops, tablets, digital textbooks, Web conferencing, social media – in classroom instruction

☒ Interactive Web portal for students, teachers and parents

☒ One-to-one laptop or handheld device program

☒ Distance learning programs

☒ Specialized classes in coding, robotics, digital media and related topics

☐ Other:

5. How widespread are these technology offerings within the public schools? (check one)

☐ Pilot projects(s)   ☒ Schoolwide in selected schools   ☐ In deployment to all schools   ☐ Fully deployed to all schools

6. Check the boxes that describe programs in your community fostering collaboration between secondary, technical/community and undergraduate/graduate institutions and local employers. (check all that apply)

☒ Work-study programs provided as part of the curriculum by schools in partnership with employers

☒ Summer & post-graduate internship programs provided in collaboration between schools and employers

☒ Formal educational-employer task force, partnership or institute targeting employment issues

☒ Career fairs and employer open house events

☒ Customized skills training programs developed for local employers by educational institutions

☒ Other: Employer partnership program which funds a student's education and requires a two- or three-year employment commitment after graduation.

7. Indicate the percentage of the population with the following educational attainment. *Note: ICF expects educational attainment to vary with population density and analyzes the results on a weighted basis.*

Technical/Community College Certificate or "Some College"	34 %
Undergraduate degree	19 %
Graduate degree or higher	7 %

8. Indicate the number of higher education institutions located in your community or within reasonable commuting distance (approximately 2 hours travel time). *Note: ICF expects the number of institutions to vary with population density and analyzes the results on a weighed basis.*

	In your community	Within commuting distance
Technical/Community Colleges	1	3
Undergraduate or Graduate Institutions	1	10

9. Describe your most important program or project, created and operated by local government or a partner organization, that aims to raise the skill level of youth or adults in order to give them access to better economic opportunities, including:

• What segment of the population is being targeted

• What problem the project seeks to solve

• Description of the project

• Its results to date

Project Name	Workforce Recruitment Program/ Double Edge Scholarship/ Build Dakota Scholarship
Target Segment	Recent high school graduates, college transfer students, nontraditionally aged students, displaced workers, those seeking career change

ICF

Problem to Solve	The Mitchell area's workforce needs to grow significantly in order to fill available employment to capacity and allow for employment growth. South Dakota is in the unique position of having a worker shortage. Several statewide initiatives to recruit workers from other states have not met with a great deal of success. What has been successful is finding individuals who wish to stay in the state and provide a means to supplement or pay for their technical education. By involving workforce partners early in the process, Mitchell Technical Institute has found new recruiting partners and students are benefitting by getting a quality education at low or no cost.
Description	Mitchell Technical Institute works with all kinds of industries to help students access the best possible job opportunities. As part of MTI's Workforce Recruitment Program (WRP), students apply for a "partnership" with a sponsoring company. If a partner company approves, the company will pay all or part of the student's tuition and fees (to be determined in advance) for semesters 2, 3, and 4 of a two-year program.
	The company is involved throughout the admissions and selection process, assuring that the student is a good fit for the organization. The company will also provide a paid internship experience for the student, giving the organization a chance to assess the student's skills and abilities midway through the program.
	After graduation, the company agrees to hire the student in a job relevant to his or her career at a competitive wage. A partner company's participation in the MTI Workforce Recruitment Program means that students who fulfill the employment commitment will have saved up to 75% of their education costs, and the company will have gained a loyal, well-educated employee.
	Since the WRP's inception in 2011, the state of South Dakota has implemented a new workforce recruitment program called the Build Dakota Scholarship. With a $25 million contribution by philanthropist T. Denny Sanford, and a matching grant from the state, the fund is set up to provide several hundred full ride scholarships to technical institute students in programs determined to be of critical need to South Dakota's economy. The full ride scholarships will be awarded through the 2019-20 school year and will then be scaled back in number to rely on proceeds from the remaining fund endowment.
	This program is very similar to MTI's WRP in that students must commit to working in their critical needs occupational area in South Dakota for three years after graduation. It is estimated that more than 1200 new technically skilled workers will be joining the state's workforce by 2020.
	In typical frugal Midwestern fashion, MTI and its sister institutes have developed a co-pay program. Called Double Edge at MTI, it combines the best parts of the WRP and the Build Dakota program. An employer signs on and commits to paying $8,000 of a student's two-year education cost (tuition, fees, books, tools) and the Build Dakota fund will cover the remainder. Students will have an ongoing relationship with their sponsor company, a part-time summer job between the two years of instruction and guarantee of full-time employment with the company for three years after graduation.
Results to Date	Since its inception in 2011, the program has become very popular among regional employers. As of Fall 2015, there are currently 15 companies funding students in a variety of programs ranging from technology to manufacturing to agriculture, with several more planning to sponsor students beginning in Fall 2016. There have been approximately 60 students who have either graduated or are currently enrolled in Fall 2015 who are funded by employers.
	There are approximately 60 students enrolled in Fall 2015 who are fully funded by the Build Dakota program. This cohort will graduate in Spring 2017.
	The companies who have funded students through the WRP since the beginning are already employing several graduates and have been greatly satisfied with the graduates and their skill levels. Several companies have informed others in their communities about the program and

interest among employers is robust.

Indicator #3
Innovation

Innovation is the creation of a new process, technology or method, as well as the discovery of new sources of supply, that have commercial value. It has become essential to the interconnected economy of the 21st Century. Intelligent Communities pursue innovation through the Innovation Triangle or "Triple Helix" – relationships between business, government and such institutions as universities and hospitals, help keep the economic benefits of innovation local, and create an innovation ecosystem that can engage the entire community in positive change. Investments in innovative technology by government contribute to that culture and improve service to citizens while reducing operating costs.

10. Does local government have policies in place to promote business, institutional and/or government innovation? If so, what is the status of those policies? (check one)

| ☐ No policies | ☒ Administrative guidance only | ☐ Under discussion/ review by Council | ☐ Approved by Council | ☐ Published as public policy document |

11. Which of the following innovation programs is available in your community? (check all that apply)
   ☐ Hackathons, mashups, apps contests and related innovation events
   ☒ Entrepreneurship training and mentoring
   ☒ Business incubator for start-ups
   ☐ Business accelerator for young companies
   ☒ Matchmaking between new and established businesses
   ☒ Angel investment
   ☒ Financing from the public sector or institutions (local, county, state, national)
   ☒ Venture capital investment
   ☒ Technology demonstration site for local businesses
   ☐ Maker space
   ☒ Other: Entrepreneurial higher education offered at both Dakota Wesleyan University, a private liberal arts college, and Mitchell Technical Institute, a public technical school.

12. Which of the following online services is offered by local government or public agencies to improve quality of life? (check all that apply)

   ☐ Open data sets
   ☒ Web portal providing citizens with interactive services and transactions
   ☒ Mobile apps providing citizens with interactive services and transactions
   ☐ Online services specifically supporting sectors of the business community: Sectors _____
   ☒ Intelligent transportation management systems
   ☒ Smart meter systems for utilities
   ☐ Other:

13. Below are sets of two statements describing your community, representing opposite ends of a spectrum of situations. Between the statements are five check boxes. For each set of statements, check the one box that best describes where your community falls on that spectrum.

Strongly   Agree   Neutral   Agree   Strongly

	Agree ←	←	→	Agree →	
Government					
Local government generally leaves business and institutions alone to carry out their missions.	☐	☐	☐	☒	☐	Local government works to raise the innovation rate of businesses and connect them with institutions and services that can help.
Business					
Businesses generally operate independently in pursuit of innovation.	☐	☐	☐	☐	☒	Businesses actively collaborate with each other as well as institutions and government to spur innovation.
Education/health/culture institutions					
Universities, technical/community colleges and other higher education institutions operate independently to educate students.	☐	☐	☐	☐	☒	Schools, universities and other institutions work with business and government to drive innovation, prepare students for local careers and contribute to community quality of life.

14. Please describe an example of an innovative development in your community that involves business, institutions (universities, hospitals, museums, etc.) and government. The innovation may generate new companies, address social or infrastructure challenges, or add to quality of life.

- What segment of the population or business community is being targeted
- What problem the project seeks to solve
- Description of the project
- Its results to date

Project Name	Avera Health eServices
Target Segment	Rural Communities (12-County area surrounding Mitchell, SD)
Problem to Solve	Small communities often find themselves without the healthcare options they need and deserve, owing to small populations that cannot by themselves support an array of specialists and facilities. Additionally primary care providers in these communities often feel isolated from colleagues, leading to emotional strain and physician turnover.
Description	Avera Health has taken advanced information and communication technologies to an entirely new level in delivering healthcare services to the small rural communities it serves. Avera Queen of Peace Health Services, one of Avera's six regional hubs, is located in Mitchell, South Dakota. Avera Queen of Peace serves Mitchell and the surrounding 12-county area.

In 2004, with a grant from the United States Department of Agriculture, Avera Queen of Peace launched the eCare services suite with the implementation of eICU. With the help of the Helmsley Charitable Trust, Avera has since deployed an array of eCare services to serve those living in the rural upper Midwest.

The eCare services suite is a collection of innovative technology applications which extend 24-hour access to specialty care physicians and pharmacists to patients in remote locations. The |

	four primary eCare services are eICU, eEmergency, ePharmacy, and eConsult.
	eEmergency uses two-way video technology in 63 hospitals to make available board-certified emergency physicians and emergency-trained nurses to assist local providers in treating trauma, heart attack, stroke, and other critical conditions. With the push of a button, the around-the-clock eEmergency team gives local doctors and nurses immediate backup and support during difficult and multiple emergency cases. This approach initiates diagnostic testing sooner, streamlines emergency transfers when needed, and keeps patients close to home.
	eICU uses the same technology in 32 hospitals and links rural ICUs (Intensive Care Units) with 24-hour access to a care team led by intensivists. Cameras in patient rooms give the eICU team a firsthand look, and decision-support software continuously analyzes patient-specific data alerting intensivists to pertinent changes in patient conditions. This allows earlier intervention through coordination with local physicians and nurses before problems arise.
	ePharmacy provides rural hospitals without a full-time pharmacist 24-hour access to hospital-trained pharmacists, making it possible for every medication order to be reviewed and approved prior to administration to patients. This results in fewer medical errors, improved patient safety, and access to medication consults and comprehensive medication management.
	eConsult allows rural patients to access specialty services at their local facilities There are more than 40 different providers in specialties that include infectious disease, mental health, neurology, pulmonology and more. Ninety-eight percent of patients surveyed ranked eConsult with high levels of satisfaction noting the benefits of local access, less time from work or school, and fewer expenses of round-trip travel.
	Also in the Avera eCare portfolio, eLong Term Care has launched with full service to 34 sites serving over 2,000 residents. Meanwhile eCorrectional Health continues to meet the needs of all South Dakota prisons, and has cut transfers nearly in half.
	Additionally, Avera is piloting two new services: eBehavioral Health and eHospitalist, which will provide acute inpatient care support to rural facilities.
	The Helmsley Charitable Trust most recently provided another generous gift for the creation of the eHub which has now brought all the eServices under one roof. Not only is this more efficient, it gives the eSpecialists immediate physical access to each other and real time communication for enhanced care.
	Beyond the eHealth suite of services, Avera has also launched AveraNow: a 24/7 service that connects patients with a healthcare provider via smartphone, tablet, laptop, or computer for a face-to-face visit. This new service allows patients immediate access to healthcare, including appropriate prescriptions, regardless of time or location and without an appointment.
	Avera is leveraging broadband communication and other technologies to save lives, reduce costs and provide better care for our rural population most vulnerable due to a lack of close access to advanced healthcare.
Results to Date	The eEmergency approach initiates diagnostic testing sooner, streamlines emergency transfers when needed, and keeps patients close to home. Since inception, over 16,000 patients have been impacted, avoiding nearly 3,100 transfers resulting in estimated savings of more than $24 million.
	The eICU approach has had similar success. Since inception, over 75,000 patients have been monitored resulting in an estimated 1,400 lives saved, 49,000 ICU days reduced, and resulting in savings of more than $78 million.
	Since inception of the ePharmacy program, 64 hospitals have used ePharmacy to impact more

> than 735,000 patients, and avoid an estimated 27,000 serious safety events.
>
> eConsult visits total more than 10,000 per year in 133 locations. Eighteen percent of patients claim they would not receive these services without eConsult.
>
> Another positive by-product of these eServices is that the reduced transfers result in the healthcare dollars staying local and making the local facility stronger financially.

Indicator #4
Digital Equality

As broadband deploys widely through a community, there is serious risk that it will worsen the exclusion of people who already play a peripheral role in the economy and society, whether due to poverty, lack of skills, prejudice or geography. Intelligent Communities promote digital equality by creating policies and programs that provide offline citizens with with access to computers and broadband, by providing skills training and by promoting a compelling vision of the benefits that the broadband economy can bring to their lives.

15. What facilities and services does your community offer to **citizens** who do not have their own online access? (check all that apply)
- ☒ Free Wi-Fi hotspots
- ☒ Free access to computers with broadband connections (for example, at public libraries)
- ☐ Free ad hoc technical support for users
- ☒ Free formal classes in digital skills for users
- ☐ Outreach and training in more than one language
- ☐ Programs to create community champions among excluded segments of population
- ☒ Computer donation or subsidy program for households without a computer
- ☒ Subsidies or discount programs for broadband access
- ☒ Other: Computers and broadband access available in the common areas of several Senior Housing facilities.

16. What facilities and services does your community offer to **organizations** (businesses, nonprofits, others) to promote digital adoption? (check all that apply)
- ☐ Evaluation checklist to assess an organization's digital readiness and training needs
- ☒ General classes in digital skills and applications for organizations
- ☐ Customized digital training programs for organizations
- ☒ Technology demonstration center to educate on digital opportunities
- ☐ Outreach and training in more than one language
- ☐ Other:

17. Describe the best example of a program in your community that aims to increase digital equality.

- What segment of the population or business community is being targeted
- What problem the project seeks to solve
- Description of the project
- Its results to date

Project Name	Discount Broadband Program for Students
Target Segment	Students in low-income families
Problem to Solve	Economic differences may lead to unequal access to broadband as families must be judicious

	in their budgeting priorities. Low-income families do not always have the means to provide the educational resources their children's classmates take for granted.
Description	To prevent economic constraints from becoming educational barriers, Mitchell Telecom partnered with the Mitchell School District to provide broadband service at an affordable price for low-income students. Families whose students qualify for free or reduced-price lunch are given information about the program at the beginning of the school year. Interested families can then contact Mitchell Telecom and register for the discounted broadband service, ensuring their students have access equal to that of their peers.
Results to Date	At this time in the 2015-2016 school year, no families have yet signed up for the discount service.

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Indicator #5
Sustainability

Environmental sustainability projects improve local quality of life, from cleaner air and water to improved public transportation and greater livability. Communities that use fewer resources to create products and provide services are also more efficient and productive, which is key to continued improvements in their standard of living. Communities that make environmental sustainability a shared goal typically engage

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organizations, community groups and neighborhoods in advocating sustainability programs and activities. These contribute to civic pride, local identity and shared goals.

21. Does local government track the following sustainability measures, based either on its own research or reporting from other organizations? (check all that apply)

Total greenhouse gas emissions of the community? ☐ Yes

Residential and commercial indoor water use? ☒ Yes

Percentage of municipal waste that is recycled, composted or incinerated rather than going to landfill? ☒ Yes

22. What support does sustainability receive from the local government? (check all that apply)
Statement of intent from elected officials ☐ Yes

Department/staff resources dedicated to sustainability ☒ Yes

Formal sustainability guidelines, framework or charter approved by Council ☐ Yes

By-Laws approved by Council ☐ Yes

23. Describe the best example of a sustainability program or project that contributes to quality of life, engages citizens in positive change and/or reduces operating costs for your community.

Project Name	Pheasants Forever Youth Pollinator Program
Problem to Solve	Over the last several years, pollinator species (honey bees, Monarch Butterflies, etc.) in North America have seen dramatic population losses. At the same time, reliance on pollinated plants for food sources has only increased – in fact, one out of three bites of food in America is directly dependent on pollination. While the causes of pollinator population decline is still being researched, early findings have been clear that habitat loss is one of the leading contributors. There has been a cultural detachment from the food chain, causing many Americans to have only a vague idea of their connection to the food they eat and the factors that contribute to a sustainable food supply.
Description	In 2013 Pheasants Forever, a national nonprofit with deep local roots, partnered with the

	Mitchell Christian School to teach curriculum about pollinators to middle school students. As a hands-on demonstration, the students were then able to plant a pollinator plot, a garden of pollinator-friendly plants and habitat, on school grounds. Each student was also given seeds to plant their own pollinator plot at home. Since then, the program has grown in both interest and support. Beginning in 2016 Pheasants Forever will be partnering with the local students to introduce pollinator plots on the campuses of local businesses.
Results to Date	To date over 230 students have taken part in the pollinator curriculum, and each has been provided with pollinator-friendly plant seeds. Five acres of pollinator plots have been planted in the Mitchell area on school campuses, privately owned ground, and state-owned land.

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Indicator #6
Advocacy

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It is a natural tendency to resist change. A community's leaders and citizens can be a barrier to progress or can become its most powerful advocates for a better future. Intelligent Communities work to engage leaders, citizens and organizations as champions of change. They are also effective marketers of their advantages, shaped by their digital policies and cultural strengths, for economic development.

18. In what ways does local government seek to educate and involve citizens and leader in building a better future for the community? (check all that apply)

   ☒ Citizen surveys on civic, planning and related issues
   ☒ Open government meetings on civil, planning and related issues
   ☒ Online engagement through email broadcast and/or access to streaming media
   ☒ Online interaction through social media (Facebook, Twitter, LinkedIn, etc.) and/or specialized collaboration systems
   ☒ Development and publication of formal strategies or charters through government-organization-citizen collaboration
   ☒ Creation of a government-citizen-organizational task force responsible for future planning and implementation
   ☒ Progress reporting to the public on the result of formal strategies or charters
   ☐ Other:

19. How do you communicate your economic and community development story to the outside world? (check all that apply)

   ☒ Online marketing including a Web site and email broadcasting
   ☒ Social media interaction (Facebook, Twitter, LinkedIn, Intstagram, etc.)
   ☐ Print and/or digital advertising in site selection and other publications
   ☐ Public relations targeting site selection and other publications
   ☒ Participation in trade shows and conventions of target industries
   ☒ Participation in state, provincial, national or multinational development projects
   ☐ Trade missions to other cities and countries
   ☐ Other:

20. Describe a project or program that educates citizens and leaders about issues critical to the community's future and engages them in creating needed change.

Project Name	Smart Mitchell Group

ICF

Problem to Solve	It is in the nature of small communities for businesses and organizations to partner, but there must be a spark to connect ideas and abilities with resources, support, and like-minded individuals. Ad hoc collaboration was successful, but left room for better cross-organizational communication and broader community improvements.
Description	When the Mitchell Community first applied to be an Intelligent Community Forum Smart21 City in 2012 (2013 awards year), multiple conversations began at once: Who knows of a great program in this area? Are there innovative ideas we don't know about? What do we do now? Who needs to be part of this discussion? What began as a small think-tank in 2012 comprised solely of business and education leaders slowly grew into a volunteer gathering of nearly 30 individuals from across the community. The group, informally named the Smart Mitchell Group, meets quarterly to discuss new developments and ideas from around the Mitchell area. The meetings offer a chance to exchange information and updates on various projects and initiatives, as well as an opportunity to learn about new resources and tools available in the community.
Results to Date	The Smart Mitchell Group has become the advisory council for Mitchell's Intelligent Community Forum awards nominations, which were successful for each of the 2013, 2014, and 2015 awards years. Additionally, the group's gatherings have inspired the Palace City Profile series, a bi-weekly newspaper column sharing stories of community members; assisted volunteer outreach for the middle and high school robotics teams; connected Pheasants Forever with local businesses and students in support of the Youth Pollinator Program; facilitated focus group interviews with local high school and college students to give a youth voice to community improvement; shared information about public studies and plans, including those for bike trails, walking paths, downtown redevelopment, and Lake Mitchell habitat; and provided a platform for guidance of privately-funded public-school grants in support of innovative classroom ideas. Most importantly, the Smart Mitchell Group has established a network of individuals that, while perhaps tangentially acquainted before, now actively work together towards a common goal. The connections between individual projects and successes are not always obvious (i.e., Middle School robotics teams and Lake Mitchell habitat), but all stem from a genuine desire to collaboratively grow and enhance the Mitchell area. Brought together through the ICF awards process, the group has become a catalyst not only for information exchange but for systematic, citizen-driven community betterment.

Annual Theme

If your community is named to the Smart21, you will be invited to complete the Top7 questionnaire. In addition to the six Intelligent Community Indicators, that questionnaire will address the theme, *From Revolution to Renaissance*. It will offer ample opportunity for you to explain your community's planning priorities and process, and how it prepares your community for continuing progress. You can learn more about the theme from our online white paper at www.RevolutionToRenaissance.com.

Key Contacts

24. Please provide contact information for a key public-sector, private-sector and nonprofit leader involved in your community's Intelligent Community programs.

Public-Sector Official	Name: Stephanie Ellwein
	Title: City Administrator
	Organization: City of Mitchell
	Telephone: 605-995-8143 Email: sellwein@cityofmitchell.org

Contribution to the Community:	Stephanie Ellwein joined the City of Mitchell in July 2014, making a significant and immediate impact in public accountability, technology adoption, and administrative communication.
	Through her coordination, a new city network was adopted that streamlined government operations, improved network security, and eliminated inconsistent and inefficient technology use across city departments.
	Stephanie is no stranger to outreach, averaging a presentation nearly every month to help citizens understand city issues. She has served on two government-citizen-organizational committees, including both the Smart Mitchell initiative and the Community Branding process.
	An advocate for community education and government transparency, Stephanie has spearheaded the development of open planning sessions each quarter and improved end-user experiences for streaming public meetings.

Private-Sector Executive	
Name: Roger Musick	
Title: CEO	
Organization: Innovative Systems	
Telephone: 605-995-6120	Email: rogerm@innovsys.com
Contribution to the Community:	The founder of Innovative Systems, Roger Musick serves on numerous boards of directors and advisory boards including Mitchell Area Development Corporation, Mitchell Technical Institute, and the Dakota Wesleyan University Board of Trustees, where he served as Chairman for many years. He is also past Chairman of the Avera Queen of Peace board of directors.
	Telephony pioneer and innovator, Roger has been awarded an honorary Doctorate of Business Administration from Dakota Wesleyan University in Mitchell in recognition of both his leadership in the telecommunications industry and his humanitarian contributions to the community of Mitchell.

Nonprofit Executive	
Name: Bryan Hisel	
Title: Executive Director	
Organization: Mitchell Area Development Corporation and Chamber of Commerce	
Telephone:605-996-1140	Email: bhisel@mitchellsd.org
Contribution to the Community:	Bryan has served as the Executive Director of the Mitchell Area Development Corporation and Chamber of Commerce since 1985. His tenure has included two successful long-range visioning and planning charters, Vision 2000 and Focus 2020.

> In addition to his role in business and community development, Bryan was instrumental in the development of the entrepreneurship program at Dakota Wesleyan University, where he served as both a professor of entrepreneurship and as the Director of the Kelley Center for Entrepreneurship.

25. Please provide the name and contact information for the person to be contacted by ICF in connection with this application.

Name: Bryan Hisel

Title: Executive Director

Organization: Mitchell Area Development Corporation and Chamber of Commerce

Telephone: 605-996-1140   Fax: 605-996-8273

Email: bhisel@mitchellsd.org

26. Please provide from your own press list up to 10 local and regional media (print, broadcast or online), including the publication's name, the name and title of an editor or reporter, and an email address.

Publication	Editor/Reporter	Email Address
Mitchell Daily Republic	Luke Hagen, Editor	lhagen@mitchellrepublic.com
KMIT Radio	Billy Lurken, News Director	kmit@kmit.com
KORN Radio	J.P. Skelly, News Director	kornnews@kornq107.com
KELO Television	Beth Jensen	bjensen@keloland.com
KDLT Television	Paul Heinert	P_Heinert@kdlt.com
KSFY Television	Mark Roper	mroper@ksfy.com
Sioux Falls Argus Leader	MariCarrol Kueter, Executive Editor	mkueter@argusleader.com
Huron Plainsman	Sean Kelley, Managing Editor	Editor.plainsman@midconetwork.com
Pierre Capital Journal	Lance Nixon, Managing Editor	Lance.nixon@capjournal.com
Aberdeen News	J.J. Perry, Executive Editor	jperry@aberdeennews.com

Ownership of Information

By submitting this information, the above-named community attests and acknowledges that:

- All information provided is accurate and fairly represents the past and current condition of the community to the best knowledge of the individual submitting the information.

- All information submitted to the ICF in connection with its international awards program becomes the property of the Intelligent Community Forum and will be used for the purposes of research, analysis and publication in pursuit of its global mission.

Intelligent Community Indicators

For a complete description of the Intelligent Community Indicators, visit www.intelligentcommunity.org and select "IC Indicators" on the Intelligent Communities menu.

1.   **Broadband Connectivity.** Broadband is the next essential utility, as vital to economic growth as clean water and good roads. Whatever the speed, the power of broadband is simple enough to express. It connects your computer, laptop or mobile device to billions of devices and users around the world, creating a digital overlay to our physical world that is revolutionizing how we work, play, live, educate and entertain ourselves, govern our citizens and relate to the world.

2.   **Knowledge Workforce.** Today, all desirable jobs in industrialized economies – and increasingly in developing economies as well – require a higher component of knowledge than they did in the past. It is by applying knowledge and specialized skills that employees add enough value to what they do to justify the cost of employing them. In the future, any employee whose "value-added" does not exceed his or her salary cost can expect to be replaced, sooner or later, by software or hardware. A continuous improvement in an evolving range of skills is the only route to personal prosperity.

3.   **Innovation.** Innovation is essential to the interconnected economy of the 21st Century. Intelligent Communities pursue innovation through a relationship between business, government and such institutions as universities and hospitals. The Innovation Triangle or "Triple Helix" helps keep the economic benefits of innovation local, and creates an innovation ecosystem that engages the entire community in positive change. Investments in innovative technology by government contribute to that culture and improve service to citizens while reducing operating costs.

4.   **Digital Inclusion.** Digital equality is a simple principle: that everyone in the community deserves access to broadband technologies and the skills to use them. Like most principles, it is easier to understand than it is to live. The explosive advance of the broadband economy has worsened the exclusion of people who already play a peripheral role in the economy and society, whether due to poverty, lack of education, prejudice, age, disability, or simply where they live. It has disrupted industries from manufacturing to retail services, enlarging the number of people for whom the digital revolution is a burden rather than a blessing.

5.   **Sustainability.** Improving current living standards, while maintaining the ability of future generations to do the same, is at the core of sustainability. Throughout human history, economic growth has always involved the consumption of more resources and the production of more waste. As humanity begins to push up against the limits of the ecosystem to provide resources and absorb waste, we need to find ways to continue growth – with all of its positive impacts on the community – while reducing the environmental impact of that growth.

6.   **Advocacy.** It is all too common for a community's leaders or groups of citizens to set themselves against changes that would ultimately benefit the community. The willingness to embrace change and the determination to help shape it, however, are core competencies of the Intelligent Community. Few places naturally possess those competencies. They must be cultivated, often over years, through advocacy.

Success Factors

In evaluating nominations, ICF looks for trends that characterize successful Intelligent Communities. We suggest that, where appropriate, your nomination refer to the following success factors in describing your strategy and results.

Collaboration. The development of an Intelligent Community typically requires intense collaboration among government, businesses, universities and institutions. Few organizations have enough resources, political capital or public backing to drive a community-wide transformation. But collaboration is challenging. It demands vision, flexibility, and a high degree of trust among the partners. Intelligent Communities develop the vision, find the flexibility and create trusting relationships among key constituencies. Effective collaboration is typically the result of the working environment created by effective leaders.

Leadership. It is fair to say that no Intelligent Community has succeeded without strong leadership. Effective leaders identify challenges, set priorities, communicate a compelling vision and foster a sense of urgency in achieving it. They establish a collaborative environment that encourages risk-taking and creates win-win relationships with partners in government, businesses and institutions. It matters little where leadership comes from. In the Intelligent Communities that ICF has studied, leadership has emerged from elected officials, government employees, business executives,

universities and nonprofit organizations. What matters is the character, motivation and talents of the individuals who commit themselves to improving the economic and social wellbeing of the community.