



Southeast
Service
Cooperative

Connections

February 2023

Project
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STEM Signing
Day Information

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The Science
of Reading

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Thriving Together

Project MOMENTUM



By: Dr. Kendra Katnik & Dr. Ashley Karlsson

We are excited to announce the launch of Project MOMENTUM at Southeast Service Cooperative! Project MOMENTUM is a professional development project aimed at promoting the benefits of bilingualism and increasing the capacity of Minnesota educators to improve educational opportunities and outcomes for multilingual learners in our schools.

Southeast Service Cooperative has been selected to receive funding under the National Professional Development (NPD) Program from the U.S. Department of Education Office of English Language Acquisition. The NPD program provides grants for eligible organizations to design and implement high-quality professional development activities that improve instruction for multilingual learners.

Funding from the NPD Program will be used to fully finance Project MOMENTUM: Micro-Credentialing Options for Minnesota Educators Navigating Transformative Understandings of Multilingualism. The grant will total \$2.7 million over five years. In order to provide equitable access to high-quality professional learning opportunities, Project MOMENTUM will design and implement a series of micro-credentials that will be offered to Minnesota educators and administrators. These micro-credentials will engage educators in research regarding the benefits of bilingualism and assets-based pedagogies, evidence-based classroom practices for integrated and multimodal language development, instructional models to support language access and equity, and linguistically affirming family engagement strategies.

According to the Minnesota Department of Education, the enrollment of students identified as English Learners has risen at a rate faster than total enrollment in Minnesota schools. In 2020, there were more than 76,000 students identified as English Learners, which represents 8.5 percent of the total number of K-12 students enrolled in Minnesota schools. Students and families reported more than 300 home languages in 2019-2020. By building the capacity of educators and administrators to meet high professional standards and

improve instruction for emerging bilingual learners, Project MOMENTUM will contribute to the long-term educational opportunities and outcomes of culturally and linguistically diverse families in Minnesota and beyond.

Meet Our Team



Dr. Ashley Karlsson is the Director for Project MOMENTUM. Dr. Karlsson has a Ph.D. in Education Policy and Leadership from the University of Minnesota. She has worked as an Education Systems Specialist, English Language Development (ELD) teacher and program coordinator, and instructor for pre-service teachers. She has taught abroad in Afghanistan, Lebanon, Honduras, and Chile.



Dr. Kendra Katnik is the Instructional Designer for Project MOMENTUM. Dr. Katnik holds an Ed.D. in Educational Leadership from the University of Michigan. Her professional roles have included elementary classroom teacher, middle school teacher, English Language Development (ELD) consultant, teacher, program coordinator, and adjunct professor of education.

Ashley and Kendra collaborate with a number of dedicated education leaders who serve on Project MOMENTUM's Advisory Team and local education scholars who contribute to Project MOMENTUM as subject matter experts.

For additional information regarding Project MOMENTUM, please contact us at:

Ashley Karlsson | akarlsson@ssc.coop

Kendra Katnik | kkatnik@ssc.coop

TechFest and Future Educator Career Fair at Spring Forum

Engaging Event Takes Place on April 12 at SSC

This event is FREE for all STEM Forward educators and only \$25 for non-STEM Forward schools. This year's event will include a TechFest with 15 Cooperative Purchasing Connection STEM technology and curriculum vendors showcasing the latest and greatest technology, equipment, and curriculum to support STEM learning. It will also include a Future Educator Career Fair. Educators from Winona State University's teaching pathways will send students to learn about STEM teaching positions and student teaching opportunities in the region.

Spring Forum: Exploring AI and Its Impact

Students see TikTok content promoting websites like ChatGPT, that use OpenAI, and some are using these sites to complete their homework assignments. Teachers and IT departments are weighing the pros and cons of this new technology.

The Today Show featured content specialists recommending that education at all levels acknowledge the technology and pointed out it will only continue to evolve over time. Their recommendation is that educators will need to adapt to this technology.

STEM Forward would like to uplift this conversation at the Spring Educator Forum. We are seeking a diverse group of thinkers who can explain:

- What is AI/OpenAI?
- How it applies to everyday life.
- How it can support educators and students.

Please send your network connections to [Sarah Ness](#) to potentially serve on a panel discussion related to this topic for the Spring Educator Forum.

Apply to present at the Spring Forum

Register to attend the Spring Forum

Don't Miss Out - Join STEM Forward Today

Stay current with all the latest STEM programs, and make important connections!

Join over 25 education and community partner organizations and:

- Support CTE and STEM career awareness
- Attend educator professional development events
- Enjoy Outstanding Educators Awards events and celebrations
- Take part in STEM signing days
- Attend STEM Day at the Minnesota State Fair
- And more!

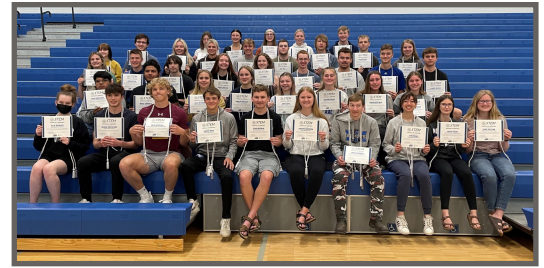
Learn more about our initiatives and collaboration, and join us today! Take advantage of prorated participation fees for new education or community partners to try out STEM Forward for the rest of the year.



Click [here](#) to learn more or apply to be a STEM Forward member.

STEM Signing Day Survey is Now Live!

Survey results will be used to develop the 2023 STEM Signing Day Report. This report will be distributed to STEM Forward participants to update their recruiting and program delivery options for youth to encourage careers in STEM. In addition, youth entering STEM careers will be celebrated by their local schools for entering these career pathways. STEM Forward is excited to announce that KTTC will partner with STEM Forward schools to livestream events and run a special on this initiative.



[View and share student survey.](#)

WE ARE HIRING!

MN STEM ECOSYSTEM FOUNDING DIRECTOR



FOR MORE INFORMATION VISIT
<https://bit.ly/STEMdirector>

STEM Forward, with its Minnesota STEM Ecosystem partners, is hiring a founding director for the MN STEM Ecosystem. The founding director will be responsible for three primary objectives in their first 18 months:

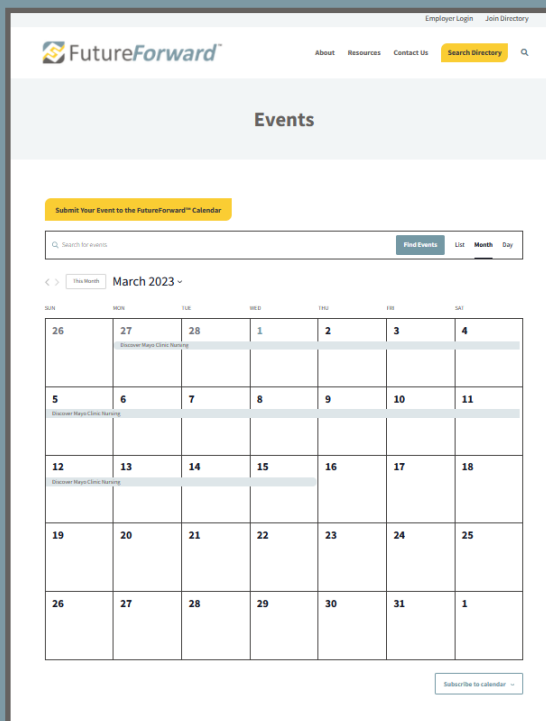
- Create a statewide map that outlines STEM ecosystem and STEM pathways efforts, opportunity, and stakeholders by region.
- Develop a vision and roadmap for a statewide network of regional STEM hubs.
- Lead resource development and planning to sustain the MN STEM Ecosystem Director position and regional system.

Please promote this opportunity with your networks and contacts.



New Calendar of Events Available in FutureForward!

The *events calendar* link has been added to the *resource* menu in the *main* navigation. Employers, post-secondary training partners, and schools can now post and promote events with the option to link to outside registration sites.



CAREER AWARENESS UPCOMING EVENTS

2023-2024

**Transportation may be needed.*

- SEPT** | SE MN POST-SECONDARY FESTIVAL*
- OCT** | CONSTRUCT TOMORROW @ ROCHESTER*
MANUFACTURING TOURS*
MN EDUCATION FAIR*
ROCHESTER CHAMBER OF COMMERCE STEAM SUMMIT*
- NOV** | CONSTRUCT TOMORROW @ MANKATO*
- JAN** | HEALTHCARE MONTH*
- FEB** | #IAMCTE CAMPAIGN
STEM FORWARD EDUCATOR FORUM & TECH FEST
ART SHOW & CAREER TOURS*
- MAR** | JOBS HQ JOB FAIR @ ROCHESTER*
MARINE & RECREATIONAL VEHICLE TOURS*
- APR** | JOBS HQ JOB FAIR @ WINONA & AUSTIN*
FUTURE READY COMMUNITY & INDUSTRY AWARDS
SE MN WELDING COMPETITION*

Free Alternative Licensure Program for CTE and WBL

In partnership with Lakes Country Service Cooperative and financed by the Rural CTE grant, Minnesota educators seeking to move to a Tier 3 or 4 CTE or WBL license can participate in this cohort style alternative licensure program. **Only select CTE content areas available.* View the Tiered Licensure Pathway Worksheet (Screening Tool) to

understand the requirements for Tiers 1, 2, 3, & 4. For guidance on the best path forward or to register, [contact](#) Sarah Ness

View the Screening Tool [Here](#).

Upcoming Events



 Southeast Service Cooperative

**2023
SEMNH
HS ART
SHOW**
NOW FEATURING
ART CAREER
EXPLORATION

ROCHESTER ART CENTER
SUNDAY, FEBRUARY 26 TO
SUNDAY, MARCH 19

Southeast Minnesota youth and community members are invited to attend a student-led and directed art show. This event is in collaboration with the Rochester Art Center and arts community professionals who give informational interview and hands-on experience as mentors to youth interested in pursuing a career in the arts.

Contact Kevin Cardille for more information.



**ATTENTION
WELDING INDUSTRY**

BE A PART OF THE FIRST ANNUAL
SOUTHEAST MINNESOTA WELDING COMPETITION
FOR HIGH SCHOOL STUDENTS!

- Welding Competition • Career Fair
- Networking • Vendor Expo • YST Info

**SOUTHEAST MINNESOTA
WELDING COMPETITION**
DURABILITY. STRENGTH. PRECISION.

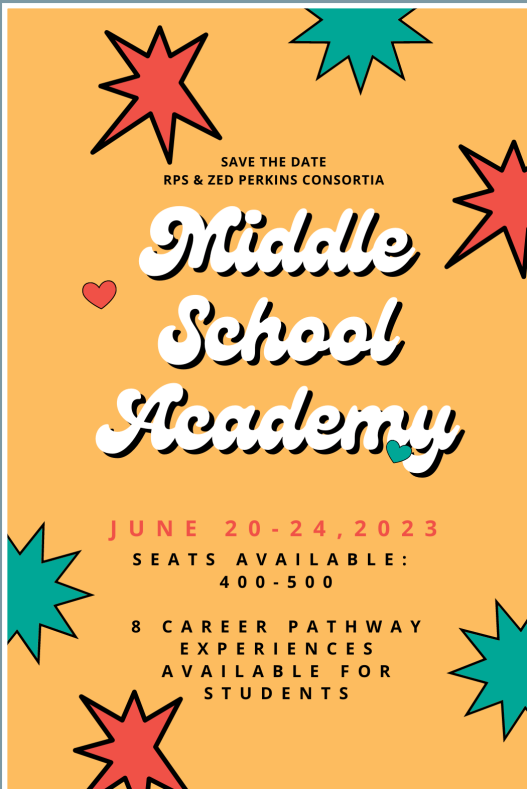
Wednesday, April 26, 2023 • RCTC Heintz Center

FOR MORE INFORMATION OR TO REGISTER YOUR BUSINESS GO TO
www.semnwelding.com

Over 100 students from Southeast Minnesota are coming together to put their welding skills to the test. See the next generation in action, begin the recruiting process, and build your workforce pipeline.

You can also connect with the next generation workforce by registering your business at futureforward.org

 **FutureForward™**



SAVE THE DATE
RPS & ZED PERKINS CONSORTIA

**Middle
School
Academy**

JUNE 20-24, 2023
SEATS AVAILABLE:
400-500

8 CAREER PATHWAY
EXPERIENCES
AVAILABLE FOR
STUDENTS



SE MN School Crisis Response Team Recruitment

By Kari Kubicek

SSC is recruiting individuals to serve on the SE MN School Crisis Response Team (SCRT). SCRT team members will be trained to respond and make decisions objectively, counsel groups and support individuals to assist in restoring the emotional well-being of the school during a crisis.

Schools experience a wide variety of crises that have the potential to harm the mental and physical health, learning environment, and safety of students and educators. A school crisis is any traumatic event that seriously disrupts coping and problem-solving abilities of students and school staff. It is typically sudden, unexpected, dramatic and forceful and may even threaten survival. School crises can be on a large scale, such as severe violence, hostage situations, and natural disasters that require an emergency response from the community. Or, they can be more individualized, such as a car accident or the unexpected death of a student or staff member.

During a crisis, schools face unusual demands. While maintaining day-to-day operations, they must adapt to unexpected and unpredictable influences caused by a crisis event. Both school staff members and students will be personally affected by the crisis. Therefore, at the time of a crisis it is very difficult for a school to organize an effective crisis intervention response and still maintain the required long-range perspective of recovery. Schools may underestimate the full impact of the crisis or feel overwhelmed by the extent and magnitude of crisis event.

This support of a regional crisis response team for a few days can help the school staff to care for their community in the long run. Quick crisis response mental health support can help minimize damaging psychological results following the tragedy, and help schools return to normal routines as quickly and calmly as possible.



The SE Regional School Crisis Response Team will consist of trained, experienced professionals who will provide support, guidance and resources to SE MN schools and their communities in a crisis situation. Team members can be school administrators, guidance counselors, psychologist, social workers, teachers, nurses, security experts, media relations professionals, and individuals from other related areas.

Members of the SE MN SCRT will be required to participate in an initial two-day Managing School Crisis Training, designed to introduce Critical Incident Stress Management (CISM) framework and specific intervention techniques that can easily be applied with the school setting, followed by one regional training per year.

If interested in serving on the SE MN School Crisis Response Team, please [contact](#) Kari Kubicek at SSC.

Upcoming Webinar

SSC is hosting an informational webinar facilitated by Brian Skogen, one of the founders and current coordinator of the SWWC School Crisis Response Team, Monday, February 27, from 2:30 to 3:30 PM. Brian will provide an overview of his program and the Managing School Crisis Training that members of the SCRT will go through, and provide time for individuals to ask questions.

Click [here](#) to sign up for the webinar.

Support Your Students' Mental Health and Well-Being with an Althing Student Health Event



By Kari Kubicek

Thanks to funding made available from the Minnesota Department of Health (MDH), SSC invites member districts to apply to host an Althing student health event during the 2022-23 school year. Funding is available to support three to five rural districts interested in bringing innovative mental health support solutions to their students through SSC's Althing Health Service.

SSC's Althing Health Service

SSC and Althing have partnered to distribute breakthrough student mental health, addiction, and general health services with immediate provider access. This opportunity includes Althing's revolutionary "Assess - Intervene - Refer Services" approach (AIRs), the only effective and scalable solution in the nation, providing

behavioral health services directly to the students who need it most. It allows schools to proactively identify mental and physical health concerns, safety, and substance use challenges. The service carries beyond identification into brief intervention and referral to treatment to ensure the help needed is provided in an intentional and timely manner.

Through Althing, districts can proactively identify students with at risk behaviors who were not previously identified and increase capacity to support students with the additional resource of Althing's qualified health experts. This equitable solution removes barriers to students getting help such as lack of transportation, stigma, and months long provider waiting lists.

Please contact Kari Kubicek with any questions. To apply for funding to host a student health event at your district, please complete the [Althing Student Health Event Funding Application](#), and submit it to [Kari Kubicek](#).

Click [here](#) to view a walkthrough of an Althing Student Health Event.

What is an Althing Student Health Event?

During an Althing health event, students experience a health encounter following the AIRs model that includes the Screening for Brief Intervention and Referral to Treatment (SBIRT+), a validated method of identifying and addressing the rising mental health and addiction challenges communities face today.

School support staff and virtual Althing providers monitor student progress in real time and are immediately notified of at-risk behaviors related to mental health, suicide ideation, chemical and drug use, food insecurity, safety concerns and general well-being. Based on the identified level of at-risk behavior, students may receive a brief intervention through the Althing provider and/or school support staff right away. If a referral is necessary, the existing school referral protocols will be followed. Althing becomes an additional referral source to add to the list of options for ongoing support.

Important Updates

Funding Available to Cover Professional Development Costs

Thanks to funding from the Minnesota Department of Health, SSC is now able to cover a portion of member costs when contracting with SSC for professional development in the areas of mental health, trauma-informed schools, and behavior management. Don't miss out on this opportunity as the funds are limited. Contact Kari at SSC for additional information or to schedule professional development for your staff.



“Lunch and Learn” for School Leaders

SSC is offering a Trauma Informed, Resilient Schools Virtual Series to introduce superintendents, principals/school leaders to Starr Commonwealth's 10 steps to creating a trauma-informed, resilient school at no cost to participants thanks to funding through the Minnesota Department of Health.



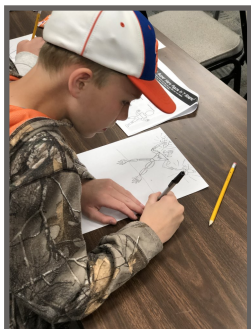
We highly encourage you to participate in all four sessions if possible. The dates are February 14, March 14, April 11, and May 9. These sessions will take place from 12:00 to 1:30 PM so grab your lunch and join us virtually! Click here to register and learn more.

Save the date for the 36th Annual Young Authors, Young Artists Conference May 16—18, 2023

Students in grades 3-5 are welcome to join in learning from 14 professionals in their field. Some topics include: sculpting, comic drawing, creative storytelling, pastel and acrylic painting, origami, song writing, and so much more!



Young Authors
Young Artists



For more information please visit:
www.ssc.coop/yayaelementary

Why Every Educator Needs to Understand the Science of Reading

Teachers of all kinds, from elementary reading specialists to high school science teachers, rely on their students' literacy abilities to effectively deliver instruction. However, not all teachers receive the same literacy education training—and it's not all equal. At the forefront of the current literacy conversation is the science of reading, a gold-standard body of research that provides educators with foundational knowledge about how students best learn to read. Understanding the science of reading is key for educators to provide the best possible literacy support to their students.

Nationally recognized author and authority on literacy education, Dr. Louisa Moats, has written widely about the professional learning teachers require, the importance of brain science, and the relationships among language, reading, and spelling.

Q: In your opinion, why do so many students fail to become proficient in reading?

Dr. Moats: Many factors contribute to the “achievement gap” in reading—insufficient early childhood language development, insufficient familiarity with books and print, differences in “wiring” or the brain’s capacity to analyze speech, and so forth. The solution to reading problems, no matter what their origin, is instruction by a well-informed teacher who knows how to help kids overcome those disadvantages.

Q: For decades, you have been a spokesperson for reading research and what we understand about how children learn to read. Can you define the science of reading?

Dr. Moats: The body of work referred to as the “science of reading” is not an

ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students.

Q: Is there evidence that the science of reading can make a difference in reducing reading problems?

Dr. Moats: Yes, those findings about effective instruction are what's driving our commitment to try to change the status quo. Whole states, as with Mississippi on the 2022 National Assessment of Educational Progress (NAEP), can make significant gains. But we have a series of studies showing that by the end of first grade, the rate of serious reading problems can be reduced to about 5% or less.

Q: There has been much discussion about the science of reading. For example, Emily Hanford of American Public Media has brought new attention to the concept. Do you feel educators are becoming more familiar with the science of reading and are applying this into their teaching?

Dr. Moats: These days, I have moments when I feel more optimistic. Emily Hanford's reports have been the catalyst sparking our current national discussion. A growing number of states are confronting what is wrong with the way many children are being taught to read. I'm inspired by the dialogue and courage of the people



who know enough about the science of reading to offer a vigorous critique of those practices, programs, and approaches that just don't work for many children. I am also optimistic about the recent report out from the National Council on Teacher Quality. There's an increasing trend of new teachers being trained in the components of reading, and I think that many veteran educators are open to deepening their learning.

However, there's still a long way to go. In general, our teaching practice lags far behind what the research tells us. We consolidated the research on what it takes to teach children to read way back in the early 1990s, and yet today a majority of teachers still haven't been given the knowledge or instruction to effectively teach children to read.

Q: Some states, like Mississippi and Ohio, are improving student literacy rates across the entire state. To what do you attribute this noticeable rate of improvement in those states?

Dr. Moats: Change in those states and others is a consequence of many converging factors, including unambiguous and consistent leadership from the state level; statewide delivery of professional development (mainly with Lexia® LETRS®) to most teachers; in-class coaching to help teachers apply their professional learning; standards and incentives for both students and

This article is continued on the next page.

Reading continued from previous page.

teachers, as is manifest on required tests; and support for changes in how teachers are licensed in the first place.

Q: Could you tell us a bit about LETRS and how it supports educators?

Dr. Moats: LETRS (Language Essentials for Teachers of Reading and Spelling) empowers teachers to understand the what, why, and how of scientifically based reading instruction. We focus on teaching essential components including phoneme awareness, phonics, vocabulary, fluency, and comprehension that should be taught during reading and spelling lessons to obtain the best results for all students. Teaching reading is a complex undertaking because, ideally, all aspects of language are explicitly addressed within a curriculum that is rich and meaningful. Not only do teachers need to understand how kids are learning to read, but also, they must adopt instructional routines, activities, and approaches that can be used to differentiate instruction.

After going through the LETRS training, educators generally have a better sense of what they should be looking for in a reading curriculum and are much more critical consumers. For example, in one state we had a strong group of teachers who learned a tremendous amount about early reading through LETRS. When the state pushed to adopt a particular program, these educators could immediately identify the program's significant design weaknesses based on what they had learned from LETRS.

Q: What should school and district leaders consider when evaluating programs that support what is known about the science of reading?

Dr. Moats: Here are a few important



Dr. Louisa Moats

things for leaders to consider when evaluating programs. First, ideally, there should be explicit instruction in foundational skills for approximately 45 minutes daily that follows a lesson routine: review, explain the concept, provide guided practice, provide more (independent) practice, spell and write to dictation, read decodable text. Then, determine if the instruction in phoneme awareness, phonics, and text reading is informed by knowledge of both the speech-sound system and the orthographic system. Third, examine the scope and sequence for order and pacing of concept introduction. Intervention materials should be aligned with [Tier I] classroom instructional materials but provide more intensive practice. Avoid any program that includes drawing shapes around words, making alphabetic word walls, teaching the "cueing systems" approach (appealing to context to guess at unknown words), or that does not follow a clear scope and sequence where one skill is built upon another.

Q: What advice would you give to district or school leaders who want to change how reading is being taught in their classrooms?

Dr. Moats: Invest in teacher education before investing in specific programs. Any program will be more powerful if knowledgeable, confident teachers are using it. In fact, we have evidence that if teachers do not understand either the content or the rationale for explicit teaching, they are unlikely to get results even if the program they have been given is well designed. The program is only a tool; teachers must know how to use it. It's a wonderful thing when we understand what we're doing, why, and for whom we're doing it.

This piece was reprinted from a 11/30/22 blog post on [LexiaLearning.com](https://www.lexialearning.com).

Looking for more information?

SSC is partnering with Lexia Learning to offer LETRS® training opportunities for teachers and administrators. Learn more on the next page!

SSC Launching LETRS Training Cohorts

By Kari Kubicek

SSC is partnering with Lexia Learning to offer LETRS® training opportunities for teachers and administrators. The LETRS® (Language Essentials for Teachers of Reading and Spelling) provides early childhood and elementary educators and administrators with the deep knowledge they need to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and other leaders in the field of literacy, LETRS is a comprehensive professional learning course of study designed to teach the foundational and fundamental skills of reading and writing instruction, including:

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Written Language

The teacher and administrator LETRS® trainings will follow a guided implementation model using a combination of an online learning platform, print materials, and virtual unit professional learning sessions. Both the teacher and administrator trainings are facilitated over a two year timeframe.

LETRS® for Teachers is a professional learning course, composed of two volumes of content (Volume 1 (Units 1-4) and Volume 2 (Units 5-8)), for instructors of reading, spelling, and related language skills. Teachers will work as a cohort with support from an SSC staff member. Each unit is organized around four components that take deep, meaningful research and bridge that research into practice in the classroom: LETRS Online Learning Platform, LETRS Bridge to Practice, LETRS Participant Manual, and LETRS Unit Trainings.



LETRS® for Administrators is a professional learning opportunity designed to guide state, district, or building administrators and instructional leaders to create a Multi-Tiered System of Support (MTSS) and structures to improve overall literacy instruction. It provides the components necessary, including systems and structures, to create a comprehensive implementation plan for a literacy initiative, taking into consideration systems thinking, implementation science, change management, and leadership research. This two year commitment is organized around the LETRS online learning platform, LETRS print material, and the LETRS Unit Trainings.

Click [here](#) to view the *LETRS for Administrators Brochure*

Find more information about these trainings [here](#)!

We are in the process of determining cohort start dates and district participation. If your district has an interest in your teachers or administrators participating in a LETRS training cohort, please [contact](#) Kari Kubicek at SSC.

Click [here](#) to view the *LETRS Suite of Professional Learning: Language Essentials for Teachers of Reading and Spelling Brochure*

Cheryl Wendt



I am excited to join the team at SSC! I grew up west of Minneapolis in Orono. After earning my BA in Social Work at Bethel College, I started my career as a school social worker in the Prior Lake-Savage School District. I later earned my MA in educational leadership, and Ed. D. in education administration, both from Bethel University. My family moved to the Faribault area in 2015, where I did a few administrator roles at Cannon River STEM School. Most recently I worked as a program manager for the Community Action Center of Faribault, but my heart was drawing me back to working in the field of education, so I was fortunate to start my role as the school social worker regional coordinator at SSC this past fall.

When I am not working, I enjoy spending time with my husband of 22 years, Scott, our 19 year old daughter and 16 year old son. We also have a dog that we got from a rescue organization about 4 years ago, and let's face it, she steals the show!

School Health

CONFERENCE

Thursday, March 23, 2023

9:00 AM - 3:00 PM

FREE TO ATTEND!

Register at <https://www.eventsquid.com/event/18949> to join us at any of the three locations below. The keynote speakers will be streamed, along with in-person regional breakout sessions and networking.

SOUTHWEST WEST CENTRAL SERVICE COOPERATIVE

SWWC

1420 East College Drive
Marshall, MN 56258

Southeast Service Cooperative

Southeast Service Cooperative

210 Wood Lake Drive SE
Rochester, MN 55904

SCSC South Central Service Cooperative

SCSC

2075 Lookout Drive
North Mankato, MN 56003

REGISTER NOW!

Keynote Speaker Spotlight: Katie Dorn

Katie is a licensed school counselor, a marriage and family therapist and a social-impact entrepreneur with a focus on helping students, families and educators build resilience. After serving as a high school counselor, Katie opened a private therapy practice and worked as a school counseling graduate program director. The gaps in serving student and educator mental health support fueled Katie's passion for founding EmpowerU as a way to deliver transformational student and educator mental health support. Katie is a dynamic speaker who has published several books and appeared on the Today Show, weaving in personal stories with humor and grace as she helps educators focus on their own wellbeing.

Keynote Speaker Spotlight: Becky Hudlow

Becky is an experienced registered nurse, school nurse and health services director. She has worked in public health, education, wellness, safe and drug free schools. Rebecca has spoken at state and national nursing conferences, was a consultant and trainer for Hazelden Betty Ford and a speaker for the Bureau for Education and Research. She has served on national and state boards for School Nursing and has been honored as State School Nurse Administrator. Her seminars provide participants with practical information on a variety of topics where she shares her expertise, knowledge, tools and passion for keeping students and staff as her focus. Becky is also certified as a Trauma Informed and Resilient Schools presenter by STARR Commonweath.

Keynote Speaker Spotlight: Dr. Salome Thomas-El

We are excited to welcome Dr. Salome Thomas-EL (aka Principal EL) an award-winning teacher, principal, and internationally recognized educator. In his thought-provoking presentations, Principal EL shares how we can develop positive relationships and foster a supportive school culture so teachers and leaders can focus on the protective processes that impact and build resilience in all of our students. Principal EL brings a powerful combination of passion, caring, and leadership to craft a refreshing, common-sense roadmap to help kids achieve their dreams, no matter the odds.

This conference is made possible through COVID-19 Public Health Workforce supplemental funding from the Centers for Disease Control and Prevention (CDC), administered by the Minnesota Department of Health (MDH). Additional sponsors include Medica, Minnesota Department of Human Services, and EmpowerU.

CPC is here to help you save time, effort, and money!

Here's how we do it: CPC engages in the expensive, time-consuming competitive solicitation process on your behalf and then provides the awarded contracts to your organization to leverage! We stay focused on providing contracts that meet both your current and future needs so our contract portfolio is always relevant. And we keep your public dollars working for you in multiple ways:

- Your regional vendors are supported in our contract portfolio right alongside large, national vendors.
- A dedicated team of public, nonprofit procurement professionals support your procurement goals.
- Fees charged to CPC vendors support your service cooperatives, enabling them to provide more services back to you.

The CPC Team will help you through procurement decisions, steer your team to the appropriate vendor, teach your team how to shop our online marketplace Express like pros, and work to ensure that your organization's experience with cooperative purchasing is a successful one!

Reach out to CPC! Email us at info@purchasingconnection.org or call us at 888-739-3289.

We love hearing from our members!

COOPERATIVE
Purchasing
CONNECTION



**IAQ & VENTILATION DIRECTLY
IMPACT LEARNING, TEST SCORES,
AND CAN INCREASE BUILDING
CONCERNS.**

How Can You Provide Confidence in Your Building?

Commit to an inspection of your existing building and ventilation systems for **real-time IAQ conditions**

Prioritize ventilation system needs around limited **maintenance staff availability**

Confirm the facility operation is providing the **healthiest student learning environment**

Reassure occupants that ventilation operation is providing sufficient building IAQ

HOW IEA CAN HELP YOUR BUILDING CONFIDENCE

- 3rd party review of buildings for IAQ and ventilation issues based on ASHRAE, EPA, and industry Guidelines
- Combine staff concerns, IAQ measurement levels, and recommendations for a clear outline of building challenges
- Recommendations to make immediate improvements to the system operation
- Reliable resource for ventilation system inspection during limited facility staff availability

IEA Staff Qualifications

Professional Engineers/Certified
Commissioning Agents
Certified Safety Professionals (CSP)
Indoor Air Quality Professionals

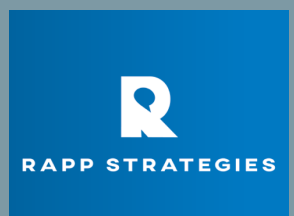
**IEA has provided trusted IAQ
and ventilation assessments for
over 25 years**

WWW.IEASAFETY.COM

800.233.9513

Operating Levy Communication Assistance From Rapp Strategies

SSC has continued our partnership with Rapp Strategies to bring you high-quality public information and community engagement plan assistance during operating levies. For less than \$10,000, Rapp Strategies can provide a full range of communications materials that school districts need to engage their residents and inform potential voters about the details of the referendum.



Rapp Strategies is a full-service strategy and communications firm that has extensive experience working on local referenda in Minnesota. As of November 2022, they have provided local governments with communications support for 87 referendum elections, and their clients were successful in 63 of them, mostly in Minnesota school districts.

For more information, please click here or contact Todd Rapp, todd rapp@rappstrategies.com.

SSC Board Actions and Information

In addition to routine fiscal and business actions, the Board took the following actions in recent meetings. Complete SSC Board of Directors meeting minutes are available on the SSC website at www.ssc.coop.

September

- Approved SSC's role as fiscal host of MN STEM Ecosystem, MN STEM Ecosystem Budget, the agreement between SSC and Ignite, along with the job description and band and grade.
- Rescinded the offer of Deborah Dow as MDH Regional Social Worker.
- Approved the hiring of Cheryl Wendt as Regional Social Worker as part of the MDH Workforce Grant.
- Approve Board of Directors Election Schedule, Call for Nomination-Education and Call for Nomination-Local Government.
- Approved the annual Designation of Identified Official with Authority (IOWA).
- Approved membership for City of Lake City.

November

- Accepted the grant from the U.S Department of Education for ELL education services called Project MOMENTUM.
- Approved the hiring of Ashley Karlsson as the .5 FTE Project MOMENTUM Coordinator, effective October 17, 2022.
- Approved the Project MOMENTUM job description and Gallagher classification letter.
- Approved the changes in health plan design, employee premium rates, employee account contributions, removal of six-month wait for vacation time and 403B match, and removal of 30 day wait for health, dental and vision insurance, as recommended by the Personnel Committee.

- Approved the Annual Plan/Report.
- Approved the consultant contract with Kimberly Pokrandt for MDH School Health Services between 10/15/2022 and 06/30/2023.
- Approved the Board nominations for Jean Roth and Monica Sveen-Ziebell.
- Approved the waiving of paper ballot use for voting.

December

- Approved the revised 2022-2023 Employee Benefits Plan.
- Approved all Project MOMENTUM contracts.
- Approved the Band/Grade Adjustment for MN STEM Ecosystem Director.
- Approved the hiring of Kendra Katnik as Project MOMENTUM Instructional Designer, effective January 3, 2023.
- Approved Jean Roth and Monica Sveen-Ziebell for four-year terms (1/1/2023-12/31/2026).

January

- Approved the election of officers and committee appointments.
- Approved the MSC Board Appointments.
- Confirmed the termination of Trish Busch's employment.
- Approved the creation of a new job description and to post the position.
- Approved an increase to Kim Swanson's hours to a maximum of 35 hours per week to help in the WLMC.
- Approved the 2023-2024 board meeting schedule.
- Approved the 2024-2025 board meeting schedule.
- Approved the Marco Technology contract.
- Approved the 2021-2022 Health Insurance Mid-Year Pool Settlement.

**There was no October board meeting due to the MSC Conference.*

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Shaping the Future
for communities of leaders and learners

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