



Southeast
Service
Cooperative

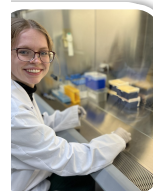
Connections

September 2022

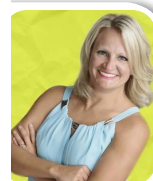
Young Authors,
Young Artists Conference **P2**



A Student's STEM
Success Story **P6**



FREE Well-Being
Conference! **P14**



Embracing Resiliency



12th Annual Young Authors, Young Artists Middle School Conference

Thursday, October 27

For students in grades 6-8



Registration will be accepted on a first-registered basis. There will be 150 seats for students in grades 6-8. The conference will be in-person and masks are optional.

Early Bird Registration (Open Now – October 13) - \$49 per student

Standard Registration (October 13 – October 27) - \$59 per student

Students will choose 4 sessions from knowledgeable presenters. Every effort will be made to grant your requests as space allows, but we cannot guarantee that your student will get all of the requested sessions. This conference will be held at the Wood Lake Meeting Center in Rochester.

Sessions and Presenters

Origami & You, Kathleen Sheridan

Did you know not all origami models are animals, flowers, boxes and stars? There is another category of models that are useful! A wallet, a cell phone holder, a letter fold and a purse are just a few examples. Come see some unique useful origami models and learn to make a 6 sheet notebook - no cuts, no glue!

This Page or That Page? Writing a You Choose Story, Lisa Bolt Simons

Have you ever read an interactive book where you choose what happens next? Yes? Great! But have you ever written one? If not, join this session to see what it takes to write a you choose story!

Stir Up a Monster Jam (of Comics), Kate St. Vincent Vogl

Wondering what you need for a story to feel complete? Come ready to jam on the page and discover monsters of ideas. Spark your creative process by drawing creatures at different moments in life. You'll leave with the frame of a story, and ideas for building new comics, new characters, and better stories going forward.

Kaiju Character Creation, Scott Rolfs

In this class we will create an awesome original Kaiju monster character. The term kaiju (which comes from the Chinese text classic of Mountain and Seas) can refer to the giant monster themselves, which are usually depicted attacking major cities and engaging the military, or other kaiju, in battle. We will create a kaiju by using our creativity and artistic skills.

Oh, The Waterworks!, Elin Johnson

We will paint with water and pigments as we create some random, partially controlled watercolor landscapes and see where the water will lead us and show us. This will be a basic session which will equip you with the knowledge to carry on this art style at home and enter the fun whimsical world of watercolors.

Monster Makers!, Nick Ozment

How did the minds who dreamed up (or nightmared up) Dracula, Frankenstein's Monster, werewolves, dragons, and trolls imagine such creatures and bring them to life in their stories? In Professor Oz's class you will learn some marvelous methods for making monsters. Through drawing and writing prompts you'll even spring one of your own to life.



Click [here](#) to register, or [contact](#) Katie Hartman for more information.

Area Superintendents Graduate from the AASA National Superintendent Certification Program®

By Kari Kubicek

MASA Region 1 and AASA partnered to offer a two year Region 1 cohort opportunity for superintendents to participate in the AASA National Superintendent Certification Program® from June 2020 through March 2022. The program was designed by superintendents and is led by superintendents with all participants assigned a seasoned superintendent as a mentor. Participants met for two day training sessions over the two year time period covering multiple themes including organizational culture, ethics and professional norms, addressing social, emotional and academic learning, legislative advocacy, and more.



SSC would like to congratulate the following SE MN superintendent program graduates:

					
Paul Besel <i>Grand Meadow Public Schools</i>	Bryan Boysen <i>Kenyon-Wanamingo Public Schools</i>	Gwen Carmen <i>Lewiston-Altura Public Schools</i>	Tammy Champa <i>Pine Island Public Schools</i>	Erick Enger <i>Lake City Public Schools</i>	Annette Freiheit <i>Winona Area Public Schools</i>
					
Scott Hall <i>Southland Public Schools</i>	Craig Ihrke <i>Caledonia Public Schools</i>	Gina Meinertz <i>Spring Grove Public Schools</i>	Jeff Sampson <i>Cannon Falls Public Schools</i>	Craig Schlichting <i>Triton Public Schools</i>	Belinda Selfors <i>Stewartville Public Schools</i>

We would also like to thank the SE MN superintendents who served as mentors for this cohort including Jeff Elstad, Owatonna Public Schools, Matt Hillmann, Northfield Public Schools, Mark Matuska, Kasson-Mantorville Public Schools, Rachel Udstuen, Spring Grove Public Schools, and Gary Kuphal, Mabel-Canton Public Schools.

AASA, MASA, and MSC (Minnesota Service Cooperatives) are collaborating to provide this opportunity again as a statewide cohort with programming running from late October through March 2024. Seats are still available for interested superintendents.

Click [here](#) to learn more about this opportunity! If you are interested in participating in the program, please email [Kari Kubicek](#) at SSC.

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.

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.

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



How Will My District Benefit?

Not only will Althing increase your district's capacity for supporting student mental health and proactively identify and prioritize students with at risk behaviors, but it will provide districts with multiple other benefits including:

- Opportunity to reach all students using the AIRs approach
- Alerts in the cockpit indicate risk level and support triage (real-time results for school support staff)
- Majority of brief interventions will occur through engagements on PKS
- Support to professionals to connect with high-risk students through the cockpit in real-time
- Access to aggregate student data to inform programming needs (available in real-time)
- Access to school/behavioral health consultants to support district in developing evidence based action plans to guide programming that addresses and proactively prevents issues
- Tools to engage parents/guardians for consent (any language)
- Options for further services on PKS
- List of referral partners
- Access to program health benefits

To apply for funding, complete the [Althing Student Health Event Funding Application](#), and submit it to [Kari Kubicek](#).

If you have more questions and/or are interested in seeing a demo of the program, we are more than happy to come to your district. Please contact [Kari](#) at SSC with questions or to schedule a time to learn more!

Leadership Development Workshops with Agile Ideas Leadership

Kari Kubicek

SSC is hosting two workshops facilitated by Shannon Helgeson and Ross Herdina, founders of Agile Ideas Leadership. These offerings are appropriate for district and building leadership, instructional leaders/coaches, and school board members.

AGILE
IDEAS
LEADERSHIP

LEADERSHIP
DEVELOPMENT
FACILITATION

Guiding Conversations About Equity Wednesday, October 12, from 9:00 AM to 3:00 PM

In this workshop, participants will learn the skills of facilitating conversations about equity with staff, students and families. The session will focus on three main components including how to set the stage for complex conversations, how to facilitate rather than lead, and how to design with the end in mind.

Facilitating Instructional Feedback Wednesday, November 2, from 9:00 AM to 3:00 PM

Facilitating instructional feedback is one of the most powerful skills leaders have to build a culture of learning. During this workshop, participants will learn how to structure feedback for growth, how to facilitate, rather than direct, through coaching, and how and when to give compassionate and candid feedback.

Click [here](#) to register for either or both of these offerings.

About Agile Ideas Leadership

AIL is an education consulting group that improves professional learning through the lens of facilitation. We do this by exploring and modeling systems of adult learning, transforming the professional development experience, and building leadership skills that inspire the work of others.



Shannon Helgeson

is a growth-focused coach and leader who builds teams and supports teachers in becoming learning facilitators who make real change in their schools and communities. Through a deep understanding of the psychology of learning, she

encourages participants to realize that the answers are already in the room, and they are often their own best source of professional development.



Ross Herdina

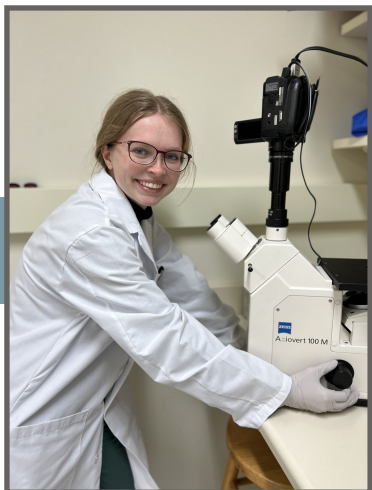
is a leadership development facilitator focused on building the skills of educators to be the leaders in their buildings and communities through training opportunities that focus on andragogy as a central practice to improving

learning experiences. With a focus on developing systems and a dynamic leadership style, he creates processes that make tangible change.

Through the Eyes of Our Graduates

One recent graduate's STEM experiences lead to a series of inspiring career moves

By Sarah Ness & Rhiannon Skauge



Meet Rhiannon Skauge, a local high school graduate from southeast Minnesota and current Summer Undergraduate Research Experience (SURE) intern in Luke Hoeppner, Ph.D.'s lab at The Hormel Institute.

Rhiannon and Luke Hoeppner, Ph.D., shared the inner workings of their lab during a STEM Forward meeting and their journey of experiences that have led them to this moment in their life. STEM Forward partners were inspired by their stories and visualized ways to foster learning experiences for other southeast Minnesota youth to find their passion while engaging in experiences like this locally.

What is your internship experience like at The Hormel Institute?

I work with Dr. Luke Hoeppner's lab on cancer biology research. I work on a research project dealing with lung cancer and drug resistance. The internship has been a great experience that allows me to research my interests, explore

different kinds of research, and broaden my knowledge and skills.

I foster relationships with fellow interns and research professionals, which I have enjoyed. I live with a couple of interns at the Riverland Community College housing. The housing benefit allows me to participate in this program when I previously may not have been able to attend due to driving distance.

What is your intended career path?

My intended career path is to go into medicine. I am currently interested in getting my Doctor of Medicine (MD) or Doctor of Osteopathic Medicine (DO). I am drawn to OB-GYN, but I also have interests in other areas, like research. While I enjoy the research process, patient care is most important to me. Going to medical school will allow me to focus on patient care and allow research as a possibility.

What are your next steps for life after this internship?

My next steps are to complete my senior year at St. Olaf and graduate with my bachelor's degree in chemistry. After that, I plan to take a gap year to explore the medical field through a hands-on position or get more research experience at another laboratory. Both opportunities would allow me the time to go through the process of applying for medical school, which has been slightly delayed due to challenges with the pandemic. I also look forward to being able to broaden my knowledge through a longer, in-depth position during my gap year.

How did working with The Hormel Institute help to develop your interest in medicine?

Working at The Hormel Institute has helped me to develop my interest in cancer research. This program has given me a deeper understanding of the laboratory technique and the paths available in cancer research from conversations with others. While medicine is still something I am focused on, I do enjoy research and am still considering it as an option.

How valuable are these types of experiences with local employers and why are they important for your success?

It is so important to understand what your interests truly are. I have had different experiences where I found that I was not as interested in the job as I had initially thought. While in other experiences, I was inspired to continue. Additionally, future employers look for people who have knowledge in the area.

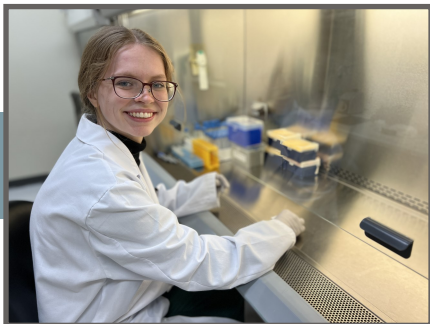
Finally, building connections before looking for future employment helps students gain more knowledge and provides help when needed. It is great to have these opportunities from local businesses which allow me to be closer to home.

What experiences during your K-12 education helped you decide to pursue training and get an internship in this area?

I've always enjoyed my science classes and had some great teachers growing up. I particularly remember one experience where my biology

This article is continued on the next page.

Graduates continued from previous page.



teacher got a gel electrophoresis kit from Mayo Clinic. My experience using the kits allowed me a greater understanding of the technique involved and inspired me to continue in science. I have even worked with gel electrophoresis occasionally this summer.

Do you have any advice for middle or high school students trying to expand their career interests?

I have two pieces of advice. First, try to get as many experiences as possible. It is so important to discover what interests you before you make a solid decision to go into

it. Even if it is not necessarily something that you think you want to do, try it and learn from it. Second, try to make connections when possible. You never know what you will learn or how you will be able to help each other.

How did you find out about this type of hands-on learning experience at The Hormel Institute?

I found out about it on my college's employment website and from a professor who recommended The Hormel Institute.

What barriers have you experienced trying to get into this field?

I wouldn't say that this is necessarily a barrier, but coming from a small school, I didn't have as many opportunities or experiences in STEM that are given to students at larger schools. While I would never give up what I gained going to a small school, I did feel that I

missed out on working with newer equipment and experiences that would have shown me more options at an earlier age. Particularly in science, where new equipment can be expensive, but important for demonstrations. For that reason, I think that it is so important to make sure that schools, even small ones, have well-funded STEM programs.

Looking for more information?

- For more information on this program or the Hormel Institute, click [here](#).
- For more information about Dr. Hoepfner and his cancer research lab, click [here](#).
- To join STEM Forward, click [here](#).

Hope is Not Lost and You Can Help *by Sarah Ness*

I was reflecting on an article from STEM Ecosystems authored by Dr. Calvin Mackie *Hope Lost & Found*. In his article, I am reminded that the effort we put into STEM education today truly impacts every facet of our life as we know it. We are all impacted by events in life such as recessions, extreme changing weather conditions, pandemics, etc. The skills taught in our classrooms are the tools our generation and future generations need to address these issues and more. We can't just sit back, as Dr. Mackie says, and think "this too shall pass". If you haven't read his article, take a minute to do so.

You may not have the words math, science, or STEM in your professional title, but I guarantee you, you do teach STEM education in some manner. I invite you to share your approach to STEM education at this year's upcoming Fall Educator Forum. Whether you teach traditional core subjects or teach art, social studies, or career and technical education... you ARE

a STEM educator. Share your best activities and lessons that engage students and push them to gain critical skills needed to solve today and tomorrow's biggest challenges.

The STEM Forward partnership is seeking STEM ecosystem professionals from in and out of school time, non-profits, industry, and more, to share ideas and best practices for classroom lessons and activities that provide hands on STEM learning at the Fall Educator Forum on Wednesday, November 9, from 4:30-7:00 PM.

This event is open to all! Those who work at a participating STEM Forward education or industry entity attend for free! CEU's and dinner are included in your admission.

- [Apply to Facilitate a Session](#)
- [Register to attend!](#)
- [Check to See If My School/Organization is Part of STEM Forward](#)

Free Website that Makes Local Career Exploration a Breeze

Explore all the tools at www.futureforward.org

By Sarah Ness

Youth: Clear the Cloud of Uncertainty and Explore Careers Right for You

Whether it's touring a business that has been on your list of places to work, job shadowing someone in a position which interests you or just looking into things further with some questions over coffee, FutureForward™ is for you. FutureForward™ offers 16 Career Cluster paths in which all careers fall. While some careers are well-known, it may be surprising to know that there are a greater number of less familiar, but equally rewarding careers in your local area that many students will discover and love. By pursuing opportunities presented through FutureForward™, students can explore careers that can offer great happiness and job satisfaction if their passion lies within these fields.

How Youth and Parents Use FutureForward™

- Talk with your parents about what interests you, and look for careers to explore in the directory.
- Use the Resource page to use free and trusted third party gamified sites to explore your talents and interests that are aligned to potential careers.
- Decide what type of interaction best fits your schedule or needs so you can sort through the directory for a one-time interaction like a mock interview or longer-term experience like an internship.
- Search the Directory to get an idea of all the opportunities and ways you can experience a



FutureForward™

potential career.

- Search the Directory to learn more about what these businesses do and how you can get in touch with them.
- Connect with your guidance counselor to talk further about career pathways, how to take career aptitude assessments, and other ways you can use FutureForward™.

Educators: Bring Classroom Content to Life Through Real-World Experiences

Career exploration is vital for students developing life skills and planning for life after high school. The process helps them learn about modern work opportunities in an ever-changing world and better understand the type of post-secondary education or training needed to do the job. For some students, going to college is the only way they can imagine themselves living their future dreams. However, many students want to know their options and better understand how on the job training, apprenticeships, and certification programs work that historically haven't been as widely understood. Educators and guidance counselors can play a vital role in encouraging and helping students use FutureForward™ to explore their career options and discover what they enjoy prior to investing in a post-secondary career path.

How Educators and Counselors Use FutureForward™

- Include FutureForward™ in your curriculum to teach students how to best use it.
- Guide students toward experiential learning that best meets their learning style.
- Invite local professionals to be a classroom speaker.
- Search the directory to find upcoming career fairs to share with students.
- Schedule tours for your students.
- Use business mentors registered in the directory to offer suggestions for elective classes.
- Access the Resources page to leverage other free and trusted resources to aid in content delivery to students.

Employers: Develop Long Term Pipeline Strategies and Shape Tomorrow's Workforce

When employers work with schools to design job-based exploration activities, they can ensure that the curriculum and hand-on experiences provide students with a more accurate understanding of the necessary skills and training needed to fill future crucial roles. Students get a better understanding of what jobs entail, as well as further their increasingly important soft skills like communication, active listening, self-confidence, and time management. Businesses who join the

This article is continued on the next page.

FutureForward continued from previous page.

FutureForward™ directory take an active role in impacting skilled-training and education decisions that help graduates enter the workforce quicker. Employers have complete control to adjust the types of opportunities your business offers in the directory, your current level of participation, and FutureForward™ program contact at your place of business, at any time!

How Employers and Business Mentors Use FutureForward™

- Join the directory and create a robust profile, offering as many experiential learning opportunities at your business as possible.



- Start relationships with potential employees by offering internships and job shadowing to students in key growth areas of your business.
- Guide students toward the training and education you desire your new hires to have while mentoring them or

holding mock interviews.

- Educate on lesser known jobs and what they entail as you offer tours and show students around your facility.
- Help students consider local job opportunities by offering to speak to classrooms about your industry.
- Offer hands-on learning like internships and apprenticeships that can turn into permanent employment benefiting you and the student.
- Access the Resources page to download templates to grow your recruitment efforts through increased work-based learning offerings.

Visit futureforward.org to learn more!

Save the Date!

Legislator/School Leader Breakfast Forum

Southeast Service Cooperative, MASA Region 1, and Kasson-Mantorville Public schools are hosting a Legislator/School Leader Breakfast Forum **on Friday, February 10, 2023, 9:00 AM to 12:00 PM**, at the Minnesota WiFi Performing Arts Center at Kasson-Mantorville High School.

Mark your calendar for this event which will feature brief presentations and Q & A on several topics by area superintendents and board members with the opportunity for area legislators to ask questions and provide feedback.

More details coming soon!



Upcoming SE Minnesota Career Awareness Experiences for Youth

Your SSC Career Awareness team is hard at work continuing to build partnerships with important industry partners to support hands on experiential learning for youth and parents. Below you will find upcoming events for educators, students, and parents, and staff to attend.

College Festival – September and October

Starting in September and continuing through October, Southeast Service Cooperative is again partnering with GRAUC to feature great ways for students to engage in various post-secondary opportunities. SSC provides our member schools [a digital booklet](#) that features information about upcoming college fairs in La Crosse, Rochester, and Albert Lea. It offers information about the most suggested way to *EASILY* make your experience better in bringing colleges to your high school campus, and provides links to the FutureForward™ pages of the Minnesota Office of Higher Education and numerous colleges which allows educators, parents, and students the ability to learn more, watch videos, and connect directly with the schools.

Foods Tours – October 5

A pilot of high school students will take tours of local food production and manufacturing companies to better understand where our food comes from, careers available in these sectors, and experience lunch at a restaurant that sources local, while learning about the hospitality industry that brings the food to consumers.

Construct Tomorrow + Manufacturing Month – November 3

Construct Tomorrow is back at the Mayo Civic Center in Rochester on November 3. The event features hands-on experiences from the trades and construction careers. Register for the event at www.constructtomorrow.org. If you are interested in combining the Construct Tomorrow event with tours of Manufacturing businesses in the area, please [contact](#) Nick Wobig for more information. A digital guide, *Careers in Construction and Manufacturing*, will be shared with educators prior to the Construct Tomorrow and Manufacturing Month events. This digital guide provides best practice check lists for educators and students, activities for students and parents to learn about careers, local training pathways, and employers on FutureForward™, and much more!

Healthcare Month Immersive Experience – January 2023

Through a partnership with Olmsted Medical Center and other medical employers and post-secondary institutions, students will immerse themselves in short hands on activities that showcase well-known and some not-so-well-known careers available in healthcare. [Contact](#) Jami Schwickerath for more information.

CTE Month – February 2023

I AM CTE is a campaign schools around Minnesota can adopt to highlight current and former students involved in your district's CTE courses, enrolled in local training programs after high school graduation, or employed by local employers in CTE fields. Canva templates will be shared for your school this fall to showcase familiar faces that create awareness of CTE career options. Your school will be able to update your logo, pictures of current or recent graduates, information on your I AM CTE influencer, and more! In addition, hashtags for social media and virtual Zoom backgrounds will be provided by ACTE. [Contact](#) Sarah Ness for more information.

Southeast Minnesota Welding Competition – April 2023

The Southeast Minnesota Welding Competition is an event for high school students interested in pursuing a career in welding and manufacturing. Along with the competition, there will be a career fair, vendor expo, and networking. Registration is open at SEMNWelding.com. [Contact](#) Nick Wobig at if you would like more information or to be added to the mailing list. Stay up to date with us on Facebook, Instagram, and Twitter at @SEMNWelding.



Hospitality Experience – April 2023

Based on feedback from southeast Minnesota schools, and a number of industry partners, SSC is currently working closely with members of the hospitality industry to create an event, or series of events, that allow students to gain hands-on experiences in the hospitality industry. These experiences are tentatively planned for April of 2023 and more information and specifics will be coming over the next few months. [Contact](#) Mike Schnell for more information.

ESSER Language to Support Career Awareness Event Engagement

The following language taken from the Minnesota Department of Education's Funding State Education Priorities with ESSER III (FIN160 & FIN161) PDF. This funding source may be an eligible source to support CTE and career awareness events that align with your district's goals. See Upcoming Career Experiences for Career Awareness.

"The ESSER III funds to Local Education Agency (LEAs) is comprised of two buckets that schools apply for and spend under separate finance codes (FIN) – 160 and 161. Each LEA is required to spend 20% of the total ESSER III award to address the impact of lost learning time with a focus on programming that happens in addition to the standard school day (by adding time to the regular school day or for services during the summer); Minnesota calls this portion of the funds "FIN161." The remaining 80% of ESSER III funds are less restricted and can be used for any number of activities that are necessary for an LEA to prevent, prepare for, and respond to COVID-19; Minnesota calls this portion of the funds "FIN160."

The American Rescue Plan and the federal government's Interim Final Rule outline the requirements regarding spending ESSER III funds and public reporting. The Minnesota Department of Education reviewed FIN160 and FIN161 plans from 476 districts and charters receiving ESSER III funds. Since LEAs must publicly share the following aspects of their plans, MDE has linked below to the FIN160 & FIN161 applications for these funds where these requirements are met.

1. Community Engagement - in developing its plans for spending ESSER III funds, districts and charters must engage in meaningful consultations with students, families and other stakeholders, including those representing the interests of specific student groups, including:

- Students receiving special education services
- Multi-lingual learners
- In each racial and ethnic group
- From low income families
- American Indian Parent Advisory Committee (AIPAC)

This engagement is documented in the FIN160 application in "Part B, Section 2: ESSER III Spending Plan Community Engagement" and in the FIN161 application in "Part B: Identifying Assets and Needs"

2. Tribal Consultation - based on enrollment and amounts of other funding sources, some districts and charters are required by federal and state regulations to consult on the use of some federal education funds. MDE requires these LEAs to also consult regarding these ESSER III funds with their



nearest Tribal Nation or the state wide Tribal Nations Education Committee (TNEC). This consultation and related findings are documented in the FIN160 application in "Part B, Section 3: ESSER III Spending Plan Tribal Consultation"

3. "Safe Return to in Person Learning Plans" - every district and charter school is required to publicly post its policies and procedures for managing the risks of COVID-19 exposure for students and staff. Links to these plans can be found in the FIN160 application in "Part B, Section 1: Safe Return to In-Person Learning Plan – Required Public Comment." MDE has also separately compiled these plans for each district and charter school. Districts are required to update these plans at least every six months, providing a public comment period with each update.

4. Spending Plans - after identifying needs for students, LEAs must describe their plans for spending, including specifics about (i) their plans to spend on COVID-related health and safety, (ii) 20% of funds to address the impact of lost learning time, and (iii) plans for the more flexible 80%. Some of this funding fits in identified state education priorities; the Funding State Education Priorities with ESSER III (FIN160 & FIN161) document describes those priorities. Additionally, the Interim Final Rule requires these plans to describe (iv) "how the LEA will ensure that the interventions will respond to the academic, social, emotional, and mental health needs of students disproportionately impacted by the pandemic (including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students)."

The description of these spending plan requirements is found in the FIN160 application in "Part C: Funding State Education Priorities" and "Part D: Funding Other Needs" and in the FIN161 application in "Part C: Funding the Learning Recovery Plan and State Education Priorities."

Lakes Country Teacher Preparation Program

By Sarah Ness



Southeast Service Cooperative is partnering with Lakes Country Service Cooperative (LCSC) to provide a Minnesota Professional Educator Licensing and Standards Board-approved teacher preparation provider that offers a program to candidates that culminates with a recommendation for licensure endorsement.

Basic Program Structure

LCSC strives to create an efficient, affordable, attainable, results-oriented, competency-based licensure program that is a clear pathway to obtain a license, but yet nimble enough to provide individualized programs of study based on the identified needs of the licensure candidate. The intention is to provide these high-quality experiences on-demand to candidates without the traditional confines of the academic year. In brief, candidates are recruited, admitted through a defined process, appointed an advisor/mentor that will stay engaged with the candidate throughout the entire program, work with their advisor/mentor to determine their individualized licensure program needs, and obtain necessary content through micro-credential stacks and field experiences.

Once the individualized program is complete, the candidate and advisor/mentor will go through a program completion review and licensure requirement review before finally obtaining a recommendation for licensure.

Even at the point of licensure recommendation, the candidate is asked to continue to provide information and data as it relates to continuous program evaluation and improvement. It is imperative to note that the role of each advisor/mentor is integral to successful program completion, however, it is also important to note that not all candidates will need the same level of advisement/mentoring.

Planned Licensure Programs and Current Status

At this time, LCSC has PELSB approved licensure programs in the following CTE areas:

Licensure Program	MN Rule Standards
CTE Core	8710.8000
Construction Careers	8710.8020
Transportation Careers	8710.8080
Manufacturing Careers	8710.8030
Teacher Coordinator of Work-Based Learning	8710.4825

History

In October of 2018, Lakes Country Service Cooperative (LCSC) was approved by the Professional Educator Licensing & Standards Board (PELSB) as the first alternative teacher preparation unit/provider under Minnesota Statute § 122A.2451. In Addition, LCSC was awarded a \$150,000 Alternative Teacher Preparation Grant from the Office of Higher Education to build career and technical education (CTE) licensure programs for incumbent teachers to obtain additional CTE licenses or endorsements.

Give Youth Communication Skills to Open Doors to Careers



Contact Sarah Ness for more information.

Lakes Country Work-Based Learning (WBL) Endorsement Program

By Sarah Ness

SSC is partnering with Lakes Country Service Cooperative (LCSC) to provide a Minnesota Professional Educator Licensing and Standards Board-approved teacher preparation provider that offers a program to candidates that culminates with a recommendation for the Teacher Coordinator of Work-Based Learning (function code 160000) licensure endorsement.

In order to obtain this endorsement through LCSC's program, candidates must:

- Have a current Tier 3 or Tier 4 teaching license (related service licenses are not eligible for the endorsement); and
- The Tier 3 or Tier 4 teaching license must have a scope of at least grades 9-12.

Micro-Credentials

Upon admission to the program, candidates will meet virtually with an advisor to design their program to show competence in the WBL licensure standards, which most often includes earning a stack of micro-credentials. A micro-credential is a form of micro-certification earned by demonstrating competency in one specific skill at a time, via a portfolio of evidence, created through classroom practice. Micro-credentials are not like a college course, they are not time-based, they do not require scope and sequence, they do not require seat-time, and they are not measured by passing an exam. A micro-credential is learned by practice and support and earned by demonstration.

The WBL endorsement is designed as a stack of four micro-credentials:

- Applying the Concepts of Work-Based Learning
- Customizing the Work-Based Learning Experience
- Implementing Work-Based Learning Program Infrastructure

- Guiding Work-Based Learning Partnerships

Each micro-credential will take each candidate a different amount of time to complete dependent on the background knowledge and experiences of the candidate. Candidates will work through the micro-credentials asynchronously with support from their advisor when necessary. Candidates are also able to utilize the expertise of their colleagues if that is useful to them. The content phase of the program will be considered complete when the candidate has earned all four micro-credentials.

Field Experience

Candidates in teacher preparation in Minnesota are required to participate in some level of field experience in the area for which they are obtaining the license in. The design of this field experience (length, placement, and goals) will be determined jointly with the advisor, candidate, and field experience supervisor.

Frequently Asked Questions

How many credits is your program?

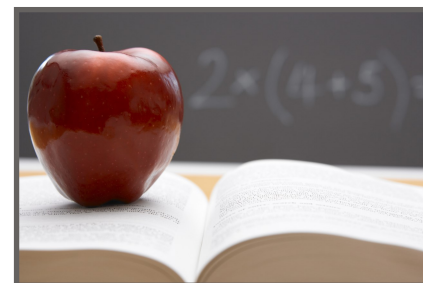
LCSC's licensure program is an alternative teacher preparation program, which is defined in statute as a teacher preparation program based not in higher education, therefore it does not result in academic credit.

Can I obtain a lane change for completing the program?

That is dependent upon your collective bargaining agreement with your district of employment. Some collective bargaining agreements have language that does provide for lane advancement for professional development outside of the traditional granting of academic credit. Check with your bargaining unit and district administration.

How long will the program take?

LCSC's program is self-paced and is not



time-based and takes candidates varying amounts of time based on backgrounds and experiences. Some candidates have been able to complete the stack of micro-credentials in as short of time as approximately six weeks; some candidates have taken much longer.

Is the LCSC program all online or is there an in-person component?

LCSC's WBL licensure endorsement program is all virtual and on-demand except for the field experience, which is required by Minnesota Rule to be school-based. The field experience, as explained previously, is job embedded and only in extreme circumstances would require the candidate to take time off their normal teaching duties.

What makes LCSC's program different than other WBL programs?

Aside from the fact that LCSC is not a higher education program, LCSC's WBL program is more individualized and ultimately requires candidates to prove proficiency in the standards rather than simply learn about them. LCSC is most concerned about the application of the content and not simply the knowledge of it – which is atypical of most traditional teacher preparation experiences. This does take some getting used to for most candidates, but also provides for a rich learning experience in the end.

For more information regarding Lakes Country Teacher preparation, [email](#) Troy Haugen.

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SSC Wins MSP Wellness Award

We're thrilled to share that SSC has been honored as a mspWellness Champion. This designation was created by the Minneapolis Chamber/Health Department and SHIP to honor organizations, statewide, that develop, implement, and promote wellness programs as part of their organizational culture.

For more information on the mspWellness designation, click [here](#).



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.

May

- Approved Revised Policy 717.
- Accepted the resignation of Julie Mitchell, effective June 30, 2022.
- Accepted the resignation of Keitha-Gail Martin-Kerr, effective August 31, 2022.
- Approved the hiring of Ali Alowonle, effective August 1, 2022.
- Approved the hiring of Abby Rombalski, effective August 1, 2022.

June

- Approved the 2021 January 1 Health Insurance Pool settlement.
- Accepted the resignation of Ashley Karlsson, effective July 15, 2022.
- Accepted the hiring of Eli Zimmerman, effective August 1, 2022.
- Approved changes to the 2022-2023 SSC Employee Benefit Plan.
- Approved the audit engagement proposal for 2023-2025.
- Approved the SSC Budget for 2022-2023.

August

- Approved three grants from Mayo Clinic for the Mobile Science Lab in the amounts of \$17,500 from the Department of Laboratory Medicine and Pathology, \$17,500 from the Department of Research, and \$15,000 from the Department of Human Resources.
- Accepted the resignation of MaryAnne Smith, effective July 15, 2022.
- Approved the hiring of Deborah Dow as Regional Behavior Intervention Specialist as part of the MDH Workforce Grant, effective September 1, 2022.
- Waived 2022-2023 membership fees for City of Lakeville, as an out-of-region health insurance client only.
- Approved the revision of Dr. Kara De La Fosse's contract to focus her time on supports for the fall 2023 Rural Ready CNA Pathway program.
- Approved membership of Rochester Beacon Academy.

**There was not a July SSC Board Meeting.*

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Shaping the Future
for communities of leaders and learners

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