

# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

## 1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

In FY20 the Riverland Perkins consortium did a great deal of thoughtful and deliberate work to refresh the programs of study (POS) for the Riverland consortium. Building on the results of the Continuous Improvement grants (CIP) from the previous 2 years the consortium started the process to review and update the programs of study (POS) based on data. As the Consortium worked through this process as part of the new Comprehensive Local Needs Assessment (CLNA). We met with a variety of secondary and postsecondary stakeholders as part of the process. Stakeholders from business and industry were included, as were community groups. Postsecondary focus included the Riverland Institutional Researcher (IR), CTE faculty, Admissions staff and Administrators from Academic Affairs and Student Services. Secondary was in a preparatory year for CTE program approval and that process was woven into the Riverland Consortium work to revise and update POS to be focused on in Perkins V.

The work to update the POS was overseen and reviewed by the Consortium Executive Board. The coordinators, the Consortium Operations Team and the CLNA work-group did the "heavy lifting" to accomplish the revisions. The re-design involved a comprehensive review of regional LMI, use of RealTime Talent data and resources, review of all college CTE programs, and the review of approved CTE programs at the secondary level. Secondary process is outlined with more detail further in this report.

One of the challenges is the data demonstrated need to incorporate medical careers pathways into the secondary side of POS. This area is a strength at postsecondary for the consortium, but difficult to build out at secondary level. The largest barriers being a lack of secondary teacher preparation programs and licensing of teachers for secondary course instruction in medical careers.

Another area that our LMI data pointed to is the need for an education pathway, especially in the CTE teacher area. The college has several 2 + 2 partnerships with colleges that prepare teachers, but there are barriers in some of these are not CTE programs. Work will be done on this pathway for FY21, as the consortium was given a Minnesota State Legislative Rural CTE grant, and will work on the 2 + 2 pathway for CTE teachers of Trade & Industrial Occupations (T&I) and within that grant will also work on pathways for teachers to add one of the 4 CTE T&I areas.

Both secondary and postsecondary students, including students who are members of special populations, learn about their consortium POS CTE course offerings and POS through a variety of sources, including the Career Navigators, the college engaged advising model (see attached graphic that shows how enrollment advising is grouped within the Career Wheel) and through a variety of presentations. The college has invested in "virtual" program visits that are available for students to view. In collaboration with CareerForce and other partners the college has a career services unit that promotes the POS broadly to all students. Both secondary and postsecondary were active in the regional STEMFORWARD organization that offers support for POS. The Riverland Consortium continued to partner with the 4 other Perkins consortia from southern Minnesota to broker services for additional opportunities for regional students to take part in POS that interest them.

In Austin we have added more rigorous programming to our manufacturing area. We have implemented added Riverland Concurrent coursework and students have a direct pathway to post-secondary program of study. Students use the college credit gained in the High School to pursue a degree/certificate in the Industrial Maintenance and Machine Repair program.

Within Austin the construction/woodworking program has teamed with the union to offer apprenticeship hours. Upon completion of curriculum, students could obtain a total of 500 hours towards their apprenticeship in carpentry/building trades. 500 hours is equivalent to one step on a pay scale.

In Lyle Public Schools we have assisted in bringing new technology to their budding program. They have purchased a Laser Engraver to give the students exposure to CNC driven equipment. The consortium also financially supports a partnership with Riverland Community College within their Carpentry Academy.

Southland Public Schools remodeled the CTE classrooms and have added new lab space for their district. We helped support their program with the purchase of industry standard Welding equipment. The goal is to help them create a program where they can offer concurrent credit to their students.

Glenville spent the year researching CNC equipment for their Agriculture and Manufacturing areas. They have purchased a PlasmaCam machine to add to their metalworking area to give the students exposure to CNC equipment in the High School. The instructor has also expressed interest into a partnership with Riverland Community College to offer concurrent courses within the welding area. The consortium is hoping to offer support with coursework and professional development in order to certify the instructors as concurrent teachers.

## 2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

The consortium carefully analyzed all secondary and postsecondary programs in FY20 and our findings supported that while all of our secondary schools have approved agriculture programs, the LMI supports that we need broader program availability at secondary to transition students into postsecondary programs that are available. One identified need was that there needs to be an increase in the offerings for smaller, rural schools, and all 9 consortium schools are thinking about how to address the regional need for health care careers and manufacturing. The college is also looking at how to increase capacity in health care occupations, and how build pathways with the secondary schools that will allow for seamless transition of students from secondary to postsecondary. There is a need at both secondary and postsecondary for professional development for teachers and faculty to continue to "upskill" as the technology and curricula are changing rapidly and they need to be at the skill level that business and industry are currently at. This is a challenge, as the change in technology and industry is accelerating at a pace we have not experienced previously and will require new and innovative partnerships and program designs to be certain that quality is assured. We also experienced considerable disruption because of the COVID-19 disruptions that happened midway through spring semester.

From our CLNA and work with the consortium we know that our consortium and region of the state are heavily geared toward Agriculture. Every secondary school, from our three large districts to our six small districts, has an Agriculture program. While our large schools offer Agriculture Science courses as well as traditional Agriculture courses our small school touch on many facets of Agriculture and Industrial coursework. Food production is a huge industry in our region. Within food production facilities we have many manufacturing areas such as the Industrial Machine repair needed to keep the plant working or the farm equipment running. As a result of this intertwining of Agriculture and Manufacturing, many of our schools use Agriculture Instructors to teach many different courses to fill the employment demand of our region. As a consortium we have supported the need for our schools to upgrade equipment and get the training necessary to offer more programming within these curricular areas.

The Consortium is planning to use size, scope, and quality as we fully transition to Perkins V in FY21. We are aware that we will need to fund fewer things and that we will need to tightly connect all Perkins investments to those programs we have identified. This is an area that will require more communication with all partners, as it is a change in the way that Perkins has been in the past, and we prepared for this change in the transition year of FY20.

### **3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?**

The Riverland Consortium supports CTSO's and demonstrated this in FY20 in a variety of ways which included all 3 Riverland Campus locations partnering with secondary and postsecondary CTSO's for holding competitions and events. The COVID-19 disruption prevented some early and late spring events from being held. However, the postsecondary faculty and Riverland staff partnered with these organizations throughout the year to assist with events, as hosts, as judges and other event support. Riverland Consortium Advisory Committee members also fully support the CTSO's and supported students with occupational advice, financial assistance for conferences, assistance with projects, materials for projects and many served as judges for various events both at the local and state level.

Postsecondary has an extremely active Ag & Food Science Technology Student Organization with over 25 members, and the advisor who has been recognized with a leadership award by the state organization. This CTSO uses other funding to provide students with various leadership and skills demonstration opportunities. These links demonstrate how this enhances CTE student engagement:

<https://www.austindailyherald.com/2019/12/in-your-community-riverland-ag-club-rings-bells-for-the-salvation-army/>

<https://www.austindailyherald.com/2019/06/progressive-ag-safety-day-teaches-mower-county-kids-how-to-be-safe/>

<https://www.austindailyherald.com/2019/11/riverland-ahs-students-take-part-in-feed-a-farmer-program/>

<https://www.austindailyherald.com/2020/03/fostering-a-network/>

<https://www.austindailyherald.com/2020/09/passion-for-ag-and-education/>

<https://www.austindailyherald.com/2020/07/sustainable-answer-acre-bringing-interests-together/>

<https://www.austindailyherald.com/2020/08/riverland-community-college-celebrates-the-graduation-of-the-2020-r-step-academy-class/>

The organization website: [www.riverlandagclub.theaet.com](http://www.riverlandagclub.theaet.com)

The pandemic altered plans to attend the National PAS Conference in Bloomington. Many plans were changed and activities were changed, but as the above links show, the CTSO continued to provide valuable leadership and learning opportunities for students.

At secondary In this transition year we did our best within the pandemic to offer our students the opportunity to participate in student organizations until schools shut down in March. Unfortunately, many organizations were unable to attend many events and their year was cut short by the shutdown. We have active clubs within FFA, SKILLSUSA, FIRST Robotics, and DECA. Many clubs held online seminars in the spring to keep students involved and engaged in career connections even in our changing educational environment. While traveling to seminars or competitions or conventions is ideal, students still gained connections and experiences through these online workshops. This pandemic has shown us that given our current level of technology, we don't always have to travel to different places to gain knowledge and experience.

Last October 2019 our L-O Ag Mechanics Team competed at the National FFA Convention in Indianapolis as they were the MN FFA 1st Place Ag Mech Team in Spring 2019. \*\*We placed 11th in the nation at Nationals!

Our FFA had a successful Fall 2019 Student-led Food Drive that brought in almost 2,800 pounds of food to local LeRoy Food Shelf to help with Fall/Winter Food needs of those less fortunate.

Our FFA Chapter had over 33 individuals take part in the Rochester Cool School Polar Plunge for Special Olympics in February. We raised over \$3,000 as a group for Special Olympics.

### **4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.**

# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

## 4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

The Riverland Consortium, to increase student success, increased the focus on the needs of special populations in FY20 and is employing strategies to support access and learning for these students. At the college services and strategies utilized include tutoring, accommodations, assessments, training, campus visits, and adaptive equipment. Perkins Performance Indicators and identified needs are used to determine where resources will be directed. We have worked to redesign our Counseling Services Department over the past year, moving from a 2 position (9 months a year each) department to a 4-position department. Implementation of the new accessibility services has reduced our turnaround time to provide accommodations from 6 weeks to 4 hours! This process improvement directly impacts our students with disabilities and special needs. Planned for expansion for a licensed mental health professional services to be available to students in FY21. Preparations were made for more academic counseling services to be available and more accessible for our CTE students on-site. The described restructure of the Student Services area has a Director of Counseling position and this will be an integral part of the effort to support the needs of special populations at the post-secondary level. The college has a Director of Accessibility Services who frequently presents to various teachers, faculty, and staff to make sure that all are aware of these services and how to facilitate use by those who are entitled to them. Riverland also has a Student Success Center that actively supports students in their academic and college success by working with them to identify and meet the individuals need for support. The College has a Chief Diversity Officer and many activities are held throughout the year to increase the engagement of our diverse student population and to continue to close any academic achievement gaps for students of color. The consortium is providing information regarding college preparation, selection, enrollment, and financing for special populations, as well as all students, and these efforts will continue to be a priority in this consortium. Many regional students who are PSEO or concurrent enrollment students who are members of special populations use a variety of service from the college which are appropriate for their needs and support their academic success.

At postsecondary we know from our data that we have a high percentage of English Language Learner (ELL) students who are entering programs while they are still acquiring language skills, and we are supporting these students with support services to increase success.

At Postsecondary from program data we know that we need to address non-traditional by gender in CTE occupations. The resources that were applied were targeted outreach by an Admissions representative to work with program faculty specifically to develop strategies to boost non-trad enrollments in these high wage, high skill, high demand occupations. Some of the things done were:

Campus Visit Days - This is an opportunity for students to come on campus for a one-on-one meeting to discuss their interested program of study. Faculty are invited to participate, and some do so. Visiting students gets a tour and a small token gift. COVID-19 has really restricted this, and FY21 is uncertain on how these tours will work. We anticipate that more will be via Zoom and program videos.

Information Sessions - Riverland hosted information sessions and Admissions did a PowerPoint presentation and then program faculty presented and talk about their program. Students then asked questions and then we would give them "Next Steps" for Admission. Admissions did the following events this year:

- Truck Driving Information Open House: February 6, 2020
- Cosmetology/Massage Therapy Informational Open House: March 19, 2020
- Criminal Justice Informational Open House: April 9, 2020
- Healthcare Informational Open House: April 22, 2020
- Motor Vehicle Repair/Manufacturing Informational Open House: April 30, 2020

## 4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

Postsecondary and secondary worked collaboratively to provide access to career information that highlights regional LMI for high wage, high skill, high demand careers through connections to workplace opportunities, guest speakers, and once the pandemic started we assisted faculty and teachers in making "virtual" connections with business and industry.

The college partnered with Workforce Development - let prospective students know of available funding for underserved communities. Also, had a campaign for displaced workers (promoted CTE programs to them.)

The college did Multicultural Planning - Working with another Admission Specialist to grow our Multicultural and Diverse populations. Both staff were able to use personal background to connect with those communities.

The college staff worked with SteeleCoWorks - A local initiative to connect students that are not currently interested in a 4-year-degree to explore workforce or technical programs. The college admissions staff had the role to connect faculty to local business/industry and to be a liaison to the initiative.

The college did Social Media Posts to provide for prospective students' information about programs and special events.

## 4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

The coordinators each reviewed data for their respective students in the process of doing the CLNA and through that process the postsecondary coordinator worked closely with the IR for the college and with the deans to communicate with programs regarding the gaps and root causes that we will continue to address in Perkins V. The consortium is aware that we need to work to resolve achievement gaps and that we have work to do in this area. The College will implement in FY21 a "Bridges" career pathway partnership with the local ABE providers, and will work with program faculty to partner with the Bridges program as students complete ABE and transition into program coursework with "wrap around" support services to get at the success and retention issues that these students often experience.

# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

#### 4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

Riverland community College also hosted R-STEP Academy in the summer of 2019 where students participate in enhancing their academic skills R-STEP Students took courses in Composition I, Fundamentals of Statistics, and First-Year Experience (College success strategies). The group learned in STEM-applied seminars on how STEM is used in the world around them from local and regional leaders. Both STEM Camp and R-Step use other funding but supports our Perkins transition plan and benefits many CTE students.

The Riverland consortium and the college are both members of the regional STEMFORWARD coalition that provides support for STEM careers and for non-traditional students in these careers.

The postsecondary admissions specialist arranged specialized tours for students to visit programs, and meet program faculty, and in the T & I and Health Occupations area there were non-trad students enrolled and they were available to have conversations with students.

In our engaged advising model that we have invested heavily in, we have had trainings for our enrollment advisors regarding how to best support non-trad by gender students, and ways to assist and support these students to program completion.

Our program advisory committees also support non-trad by gender students by offering tours, virtual and in-person, and also by offering opportunities for students to speak with non-traditional by gender employees that are in their businesses.

#### 4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

The Riverland Community College "Be Your Best" summer bridge program was delivered in July and August of 2019 for regional students up to age 22, serves students who need academic preparation in English and Math, and supports students who additional barriers to college success, such as being first generation college students, English language learners, poverty, as well as other factors that can impede college success. The program focuses on academics, as well as career explorations, and workshops that support postsecondary success. This is a collaborative venture between the college and our secondary partners, and the consortium schools are represented in the students assisted through the program.

The program is a success and we are looking at ways to expand this and support serving more students. The college has an active Credit for Prior Learning (CPL) work-group that serves students and is a strategy to assist students to achieve credit for learning that they have already accomplished but is not in college credit form. Very successful in assisting special populations who may have language skills, or life experience that translates to credits.

A success for the region is the Hormel Foundation Austin Assurance Scholarship (details at <https://austinassurance.org/>) which provides support for students for essentially 2 years at Riverland Community college for any graduate of either Austin High School or Pacelli High School that meet the minimum qualifications to participate. This scholarship is transformational for the community as it will enable many students who previously would not be able to continue their education to do so with no financial burden. We are looking forward to gathering data on this project over the coming years to learn how to replicate this in other communities, and to see what the success factors are for student participants.

#### 5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

##### 5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

The Riverland Consortium feels that the area of transitions for students to college is one of the major strengths of the partnership for FY20 and the transition to careers is the area where we will be BOLD in FY21. The college has heavily invested Perkins and other funds to build the Office of College Partnerships & Transitions to support increasing the opportunities for students to achieve advance standing credit while still in high school and to smoothly transition to postsecondary education and training and eventually to careers.. The college has steadily increased the number of partner high schools from just a few several years ago to 28 in FY20. This increase has really focused on CTE and Science courses that prepare students for postsecondary success and careers in CTE/ STEM fields.

The following chart shows that students in the region, including the consortium high schools, had robust opportunities through the Riverland College NOW program for the opportunity to take concurrent enrollment (CE) or dual credit courses in a wide variety of courses. In FY 20 we had a strong increase in CTE courses available and taken. These 54 courses were offered regionally to 2,568 students with 150 sections courses at 28 partner high schools:

Riverland Community College also served a large number of students who completed courses through traditional PSEO courses. In the future the college plans to look at data in our new CRM system to see how students who were PSEO/CE succeed in postsecondary courses. Riverland Early Middle College Model: in FY20 the college expanded outreach and support for regional Alternative Learning Centers (ALC) for the Early Middle College Model (EMC) that offers PSEO to ALC students who have been underserved for options to achieve postsecondary standing and credit. Riverland Community College has a state approved EMC model with Albert Lea, Northfield, Owatonna and SMEC (a group of regional small districts that cooperate for specialized student services in the region). The Austin district submitted an EMC model and was approved in FY20 and that makes the EMC models to 5 in the region to serve this special population that has been historically underserved. Lessons learned: the EMC model has promise for assisting students to enter POS and to achieve careers in high-wage, high-skill, and high-demand areas. This program is showing growth in the region, and our plans are to partner to offer additional CTE pathways to these students.

##### 5b. In addition to the narrative, please provide numbers of students participating in these categories.

## Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

Course	Course number	C. enrollment	Sections	headcount
ACCT1011	Principles of Bookkeeping1	16		
AGBS2000	Introduction to Agribusiness Management28			
AGSC1010	Introduction to Agronomy2	8		
AGSC1020	Introduction to Soil Science1	6		
AGSC2020	Principles of Animal Science I5	72		
BIOL1091	General Biology I5	92		
BIOL1092	General Biology II4	62		
BUSA1060	Computer Concepts and Applications2	25		
BUSA2043	Principles of Marketing2	28		
BUSO1620	Introduction to Computer1	21		
BUSO1679	Essentials of Business Law1	13		
BUSO2641	Applied Principles of Bookkeeping3	69		
CARP1110	Construction Material and Tool Safety1	13		
CARP1121	Blueprint Reading I1	14		
CCLS1000	First Year Experience1	19		
CHEM1000	Introductory Chemistry2	26		
CHEM1201	General Chemistry I5	64		
CHEM1202	General Chemistry II2	19		
ECON2292	Microeconomics7	169		
ENGL1101	Composition I8	172		
ENGL1103	Introduction to Literature3	58		
ENGL1104	Composition II: Argument1	13		
ENGL1105	Composition II: Research1	20		
ENGL2241	American Literature I2	35		
ENGL2242	American Literature II2	22		
ENGL2260	Survey of Children's Literature1	14		
FIRE1100	Firefighter I1	17		
FIRE1106	Firefighter II1	16		
FIRE1110	Hazardous Materials Operations1	16		
FSCI1000	Principles of Food Science2	36		
GSCL1270	Employment Search Skills2	53		
GSCM1510	Workplace Human Relations3	53		
HIST1001	United States History: Colonial to 18773	72		
HIST1002	United States History: 1877 - Present4	92		
HIST1011	Early European History (Ancient to 1688)4	55		
HIST1012	Modern European History (1688 - Present)6	90		
HUMA1101	Humanities I6	148		
HUMA1102	Humanities II3	60		
IMMR1725	Arc Welding211			
IMMR2765	Gas, Metal, Arc Welding I3	17		
MATH1110	College Algebra6	115		
MATH1120	Trigonometry5	84		
MATH1210	Calculus I2	30		
MATH2021	Fundamentals of Statistics2	32		
MUSC1125	Instrumental Ensemble1	8		
MUSC1126	Instrumental Ensemble1	7		
PHED2214	Prevention and Care of Athletic Injuries1	7		
PHYS1501	College Physics I1	3		
PHYS1502	College Physics II1	2		
PSCI1010	Introduction to U.S. Politics7	168		
PSCI1020	State and Local Government3	79		
SPAN1002	Beginning Spanish II2	55		
SPAN2001	Intermediate Spanish I2	14		
SPAN2002	Intermediate Spanish II2	11		
SPCH1100	Fundamentals of Speech7	139		
TOTAL		150	2568	

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

The Riverland Consortium, Riverland Community College and regional businesses and community organizations started the process to align workforce development goals to create a Career Connections Program for the region. This is a BIG and BOLD step for the consortium and the region. This program started in FY20 with discussions with specific business partners in each of the college's high demand fields of study, such as Healthcare, Information Technology, Advanced Manufacturing, Business, Transportation and Construction Trades and Agriculture. Education and business partners were contacted and are being asked for input as the design and development of the career center will happen in FY21. The Career Connections Program would create a win-win partnership for the region. This is a BOLD step for the region and the project was really moving ahead when the COVID-19 pandemic disrupted the ability to meet in person with partners to build the relationships as we start the process. Although we worked via Zoom, so much has changed about how in-person contact will work in the center. We also recognized that the local and state LMI will probably change in light of the pandemic and we will need to revise some of our employment forecasts. Through a legislative grant for improving rural CTE the college was funded to do the preparatory work with the consortium schools to establish a CAN and LPN program at Owatonna High School. This is a super example of our BOLD system changes. The Owatonna district is building a new high school and in the design there are plans for a health occupations section where we will be able to offer instruction for both CAN and LPN. This will enable high school students to complete both their high school diploma and their LPN diploma concurrently. We will offer CNA starting in spring 2021 (we already have 2 other CAN partnerships in the consortium) and through a mix of concurrent and PSEO courses will be able to have the first group to take the LPN pathway ready to complete the program when the school opens in the fall of 2023. This is, as we have been told, going to be the first high school based LPN program in Minnesota. The local health care providers are participating in the project, as is the college and consortium school districts, and it will be addressing the number one regional workforce shortage area, and will offer students a pathway to high wage, high skilled careers. The LPN degree can be used to ladder to RN and then to BSN and MSN and so forth, with no credits ever being wasted. This is a huge win for the region!

The Southland agriculture department recently received 5 new Millermatic 220 multi-functional welders from grant monies. Carl Perkins grant money helped to pay for 4 of the welders and a compeer financial grant paid for the 5th welder. The Southland welding classes currently have 24 students this semester that will put these new machines into use. Each machine has the ability to perform TIG, MIG and arc welding while also being digital. These machines should better prepare students for a CTE career path.

## 7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

### 7a. What was the total Perkins-funded investment in PD for the year?

Secondary spent approximately 21% of the total budget on Professional Development for the consortium and postsecondary spent approximately 24% of the total budget on Professional Development. The College invested in a Faculty Support Center this year and the center served faculty for on-boarding at the beginning of the year and a portion of the time was for CTE faculty support was from Perkins and was done through open labs and PD workshops throughout the year. In March assistance was given through the center to transition instruction to an online format and the Perkins portion was to support 37 CTE faculty members and 70% of the time was to support faculty with Assessment, Curriculum Development and Pedagogy, Technology such as Zoom, Office and various software, and concurrent enrollment documentation for CTE courses. 509 appointments were done over the year over these categories. In addition, the Faculty Support team supported professional development that faculty accessed to self-pace through various technology and instructional needs. The college invested additional college funds in support for faculty and staff to transition to an online format once the pandemic caused all instruction to go to a total online or distance format.

### 7b. Who (positions, not specific names) benefited from professional development?

At postsecondary the Perkins Coordinator, the VP of Academic Affairs, faculty and staff all benefited from Professional Development (PD) that was in part funded through Perkins, and other funding streams.

The college invested some Perkins funds as well as other funds this year in a Faculty Support Center (<https://www.riverland.edu/departments/faculty-support-center/>) to serve CTE faculty and other faculty. This was planned and designed to offer support for teaching and learning, instructional technology and to assist with professional development needs. The center works to "on-board" new faculty and this has been a success for both faculty and students. This center was instrumental for CTE faculty to transition to an online format once the pandemic caused all instruction to go to a total online or distance format.

Especially beneficial was the Minnesota CTE Works! Conference in November that was attended by many from the Consortium and information and knowledge gained was disseminated within the consortium schools and college. The Postsecondary coordinator also attended then National ACTE Vision Conference and attended sessions that addressed the transition to Perkins V, data, program administration that were helpful for the Consortium as we completed the CLNA.

At the secondary level teachers are the initial beneficiaries of professional development as they use this time to improve their teaching, gain much needed CEU's for re-licensure, and build a network of people with the same goals. The students are the final beneficiaries as they benefit from the network of people their teacher can introduce and they get a better educational experience from the teachers that take the knowledge gained during professional development and apply it to their own classrooms.

### 7c. What professional development activities were conducted/sponsored?

# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

Postsecondary Perkins paid for a Riverland Student Services team to attend the workshop "Empowering Students to pursue their Career Goals" on 9/27/19 and those who attended shared the information and strategies with the Student Services staff. This was important professional development for the Engaged Advising staff to have access to additional strategies and ways to assist students, especially those who are undecided on a program or major to make career decisions.

The College hosted a training for regional high school counselors in September and the Postsecondary coordinator provided an overview of Perkins, the transition to Perkins V and the importance of POS in the region that are based on LMI and are preparing students for college and career success. We also looked at some data on non-traditional (by gender) careers and how to encourage students to explore those high wage, high skill, and high demand career areas.

The postsecondary coordinator met regularly with the VP of Academic Affairs and the Dean's Council to present for them the Perkins IV to Perkins V transition and to identify with them the needs for their faculty and staff for professional development to meet Perkins goals. The Deans were involved in the focus groups that contributed to the work to complete the CLNA.

At the secondary level many of the teachers at the secondary level are members of their state and national associations. With the Pandemic and the cancellations, many were unable to attend their conferences. These conferences provide many workshops that focus on their specific program of study. It also gives these teachers some valuable time to collaborate with like-minded individuals. Even though they may teach many of the same subjects, teachers design their lessons based on the region they teach so what they do in southern Minnesota may be different than what they do in the Iron range. It gives these teachers time to meet and share ideas that far out ways traditional professional development. The consortium deems these conferences essential and has supported them with funding for registration, travel and lodging.

## 7d. What topics were addressed and what were the related outcomes?

Equity and inclusion were addressed for faculty and staff at postsecondary through two professional development days one in fall and one in spring semester. The college is implementing strategies to ensure that the college is an inclusive and welcoming environment and that programs are equitable. As the college prepares for the initiative of "Equity by Design" the Chief Diversity Officer, the Perkins Coordinator and others will work to provide meaningful PD for this area. The college will continue to review data on this area to ensure that equity and inclusion are in practice at the college.

Career Advising Strategies in our final year of funding the Engaged Advising model the Director of Advising held multiple trainings for her staff and she continued to improve the model to make sure that the career areas are represented and that program staff develop strategies in collaboration with program advisors that better serve students. Program data over time should show increased enrollment and retention for programs that this advising model.

Data and LMI were addressed and several sessions were held in the fall and winter that brought together secondary and postsecondary administrators, teachers, faculty and coordinators to look at the region and the CTE programs in light of LMI and Program information.

After the COVID disruption there was a need to assist faculty to transfer instruction to online formats and there was a huge effort by postsecondary to help faculty with instructional technology, curriculum, pedagogy, and assessment in a distance education format.

At the secondary level we have many different programs of study within the consortium. Many professional development sessions attended were based within state and national associations as stated above. Many of these associations held sessions based on current issues facing all of education right now: access and equity, recruitment, instruction, instructional technologies, and curriculum. All change starts with discussion and these discussions were had to improve instructions for all teachers in education.

## 8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

In partnership with the area ABE and ELL programs the college prepared to offer an entry program that is a "Bridges" style program that transitions adult students from ABE/ELL programs into college programs while retaining connections to those programs and offers "wrap around support" for these students to be successful. This program has multiple stakeholders, and regional workforce and employer support and has promise to serve a traditionally underserved population.

In FY20 the college and Consortium moved away from the "Bridges" style one day career event. The college and the Consortium had heavily invested for two years in building a one-day career event modeled after the Central Lakes Bridges Career Day for 11th grade students with less results than expected. Based on stakeholder feedback, the number of other career fair events in southern Minnesota which forced secondary students to choose one event to attend and the cost for the events seemed excessive for the numbers who could attend, and it did not serve the public or non-traditional students well. What resulted was a transition (pre COVID-19 disruption) model of Career Information Open Houses on each of the 3 Riverland Campuses. We held these events both during the day for High School students and the evening on the same day for non-traditional students or any students were welcome to attend. A total of 8 separate events were held by Career Cluster on each campus and these provided career information, career exploration and exposure to non-traditional careers. We invited and partnered with ELL and ABE programs to make sure those students had the opportunity to attend. We also advertised these through Chambers of Commerce in all 3 communities, and to our program advisory committees. These events highlighted CTE programs such as Agriculture, Manufacturing, IT, Nursing, Transportation, Construction, and so more! The dates and participant numbers for the day event are listed down below, the evening events were more difficult to take participant numbers from as they were an "Open House" model with no formal registration or gathering place, but we did have participation from special populations, such as males checking out Health Occupations and females investigating careers in skilled trades where they are underrepresented.

•Albert Lea - October 24, 2019 (Total of 150 secondary students)

# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

- Owatonna - November 7, 2019 (Total of 70 secondary Students)
- Austin East - November 14, 2019 (Total 150 secondary Students)
- Austin West - November 20, 2019 (Total 300 secondary Students)

We planned more of these Open House events for Spring 2020 but due to the pandemic we cancelled some these and we used funds we had set aside for this to make CTE program videos that function as a virtual visit for students and will offer career exploration and information in a virtual setting.

We have been involved in several initiatives to grow CTE enrollment. The changes because of COVID-19 allowed us to work on our virtual recruitment strategies and to connect with students we typically did not connect with before. We continue building relations with Faculty, High School Counselors, and Business/Industry to improve opportunities for students.

Riverland's Admissions department and college staff also worked with Consortium school counselors and administrators to plan an 8th grade career event for the region. The date was set for April 27th and plans were well underway when the pandemic hit, and the event was cancelled for 2020. Discussion will resume at the Consortium and regional level in FY21 and decisions on these events are uncertain under current restraints for gatherings.

Riverland Early Middle College Model: in FY20 the college expanded outreach and support for regional Alternative Learning Centers (ALC) for the Early Middle College Model (EMC) that offers PSEO to ALC students who have been underserved for options to achieve postsecondary standing and credit. Riverland Community College has a state approved EMC model with Albert Lea, Northfield, Owatonna and SMEC (a group of regional small districts that cooperate for specialized student services in the region). The Austin district submitted an EMC model and was approved in FY20 and that makes the EMC models to 5 in the region to serve this special population that has been historically underserved. Lessons learned: the EMC model has promise for assisting students to enter POS and to achieve careers in high-wage, high-skill, and high-demand areas. This program is showing growth in the region, and our plans are to partner to offer additional CTE pathways to these students.

## **9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?**

During the transition year the secondary coordinator with the help of the post-secondary coordinator wrote a Future Ready CTE legislative grant through the Southeast Service Cooperative. Due to the pandemic work was postponed on the grant to limit travel which will be essential to the implementation of the grant. It is a planning grant to facilitate the start of a 2+2 training program for Trade and Industrial educators to be licensed. There will be four district pathways for licensing. The college is a full partner in the grant and will facilitate the 2 + 2 education pathway for this program with St. Cloud State University.

Traditional students wishing to gain a Technology education degree.

Industrial Arts/Tech Ed teachers seeking a CTE license in Manufacturing, Transportation, Communication or Construction.

Current CTE licensed teachers seeking another CTE endorsement.

Industry personnel seeking a position within the classroom and all current Tier 1 educators, bringing them to Tier 4 status.

This will be a joint effort for our region with partnerships from St. Cloud State University and Riverland Community College along with local businesses and industry.

In addition the college continues to support efforts for CTE programs to recruit, train and support faculty for programs. There is an effort to make sure that we are seeking a diverse applicants to have more faculty that are similar to the students we serve. It is increasingly hard to find faculty for most CTE areas, and medical occupations is really in a severe shortage situation.

## **10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?**

For WBL Postsecondary programs have internships, and clinical experiences that are part of the program requirements. The Riverland Cosmetology Program has an actual working salon that exposes students to the experiential concepts in their industry. All allied health care and the medical occupations programs have a wide variety of options for experiential learning through site visits, guest presenters in classes, and clinical requirements for programs. Program brochures and outlines list these for postsecondary students, and program faculty discuss these opportunities with students. In the T & I area the students often visit regional manufacturing businesses, many of whom serve on the college program advisory committees. The Riverland Carpentry program and Construction Electrician program build and wire a structure each year that gives WBL experience to students. With the pandemic much of the activity in this space was done remotely and virtually in spring of 2020. The admissions and advising staff also communicate with all students about these opportunities.

## **11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.**



# Minnesota Annual Performance Report (APR) FY20

FY20 Riverland Consortium  
Riverland Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

The college works to increase all students' opportunities for academic and career success. The college offers many services that support integrating academic and technical skills and these include tutoring, accommodations, assessments, training, campus visits, and adaptive equipment.

The faculty support center at the college worked with CTE faculty on pedagogy, integrating academic content into courses, and connections between academic and technical faculty

## 12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?

A success for the region is the Hormel Foundation Austin Assurance Scholarship (details at <https://austinassurance.org/>) which provides support for students for essentially 2 years at Riverland Community college for any graduate of either Austin High School or Pacelli High School that meet the minimum qualifications to participate.

The planned CNA/LPN option at a consortium high school (described fully in question 6) is a perfect example of the partnership focus that the Riverland Consortium takes a great deal of pride in. We see this as a tremendous win for education, business and industry, the community and most importantly the students who will benefit from this option.

The consortium is working well together and are balancing secondary and postsecondary needs and perspectives to work toward common goals. We are taking the lessons learned from Perkins IV and the transition year to Perkins V to embrace the changes that are necessary to implement the new Perkins law. It is a sea change for many to realize that Perkins V is focused on using LMI, data and regional needs to develop a plan that provides for funding projects and initiatives that are sustainable, that have evidence of braided funding for stability and strength, and that there is far less funding available for equipment, as the emphasis is on programming, professional development to improve instruction, and measuring outcomes through technical skill attainment.

We are also thinking of how the new career navigator position will assist the consortium schools in implementing POS. We are also thinking about the potential for CTE pathways for the students who will make use of the Hormel Foundation Assurance Scholarship that is available to all graduates of Austin High School and Pacelli High School starting this year. This scholarship will provide for funding for these graduates attend Riverland for 2 years, and have their tuition paid, and also receive a stipend for books/materials. We think this will be transformational for the region.

For the Secondary programs within the region, bringing a much needed CTE training program to southern Minnesota will be one of the greatest accomplishments of this consortium. The need for Trade and Industrial teachers is great. Many districts have had to get very creative with these positions, often filling them with unqualified instructors. The 2+2 program we create will help alleviate some of the demand by training teachers currently in the classroom to gain certifications within CTE. The program will also be customizable to help traditional students gain initial licensure within Technology Education. This program will help break down the geographic barrier for those that cannot travel to St. Cloud State University. The college completed the 3 year investment in the engaged advising model by funding a position to coordinate that effort and our enrollment, retention and program completion data show that this was the correct strategy. Until the pandemic hit, the college was experiencing robust enrollment growth, and we saw that as strong evidence that this strategy was best for students and once the pandemic eases, we anticipate that enrollment will stabilize.

# Riverland's Advising Aligned with Minnesota Career Fields, Clusters & Pathways

## Riverland's Career and Technical Programs

- > Accounting
- > Accounting Transfer Pathway
- > Bookkeeper
- > Business
- > Business Transfer Pathway
- > Tax Preparer
- > Human Resource Management
- > Leadership
- > Supervising and Managing
- > Supervisory Management

## Liberal Arts

- > Accounting
- > Business, Management, & Administration
- > Finance
- > Hospitality and Tourism
- > Marketing
- > Restaurants and Food/Beverage Services
- > Sales
- > Travel and Tourism

## Juliana Sammon

[juliana.sammon@riverland.edu](mailto:juliana.sammon@riverland.edu)  
507-431-2215

- > Administrative Assistant
- > Health Unit Coordinator
- > Medical Administrative Assistant
- > Medical Receptionist
- > Medical Secretary

## Kris Gullord

[kris.gullord@riverland.edu](mailto:kris.gullord@riverland.edu)  
507-379-3316

## Riverland's Career and Technical Programs

- > Global Studies (Britani)
- > Elementary Education (Britani)
- > Cosmetology
- > Criminal Justice - Corrections
- > Criminal Justice - Law Enforcement
- > Law Enforcement Transfer Pathway
- > Emergency Medical Care (Britani)
- > Exercise Science Transfer Pathway (Britani)
- > Fire Science (Britani)
- > Human Services
- > Massage Therapy (Britani)
- > Public Safety Dispatch
- > Physical Education/Coaching (Britani)
- > Personal Trainer (Britani)
- > Psychology Transfer Pathway (Britani)

## Amber Caswell

[amber.caswell@riverland.edu](mailto:amber.caswell@riverland.edu)  
507-433-0583

## Liberal Arts (Britani)

- > Human Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Education and Training
- > Government and Public Administration
- > Law, Public Safety, Corrections, and Security
- > Personal Care Services

## Britani Espe

[britani.espe@riverland.edu](mailto:britani.espe@riverland.edu)  
507-421-2208

- > Computed Tomography
- > Magnetic Resonance Imaging
- > Radiography

## Paula Halvorsen

[paula.halvorsen@riverland.edu](mailto:paula.halvorsen@riverland.edu)  
507-433-0660

- > Medical Assistant
- > Phlebotomy

## Kathy Kirkpatrick

[kathy.kirkpatrick@riverland.edu](mailto:kathy.kirkpatrick@riverland.edu)  
507-433-0580

## Riverland's Career and Technical Programs

- > Agribusiness
- > Agricultural Science
- > Biotechnology
- > Food Science
- > Natural Resource Conservation
- > Precision Agriculture

## Amy Wagner

[amy.wagner@riverland.edu](mailto:amy.wagner@riverland.edu)  
507-433-0575

## Liberal Arts

- > Agriculture, Food, and Natural Resources

## Riverland's Career and Technical Programs

- > Art
- > Music
- > Musical Theatre Transfer Pathway
- > Theatre
- > Theatre Transfer Pathway
- > Cisco Network Associate
- > Computer Technology
- > Cyber Security
- > Fundamentals of Network Security
- > Fundamentals of Voice Over IP
- > Microsoft Systems Engineer
- > Management Information Systems Transfer Pathway
- > Social Media Marketing
- > Web Developer and Game Design
- > Web Page Design

## Anthony Riesberg

[anthony.riesberg@riverland.edu](mailto:anthony.riesberg@riverland.edu)  
507-433-0520

## Liberal Arts

- > Arts
- > Audio/Video Technology
- > Communications
- > Information Technology
- > Journalism and Broadcasting
- > Performing Arts

## Riverland's Career and Technical Programs

- > Applied Technology
- > Auto Service
- > Carpentry
- > Chemistry Transfer Pathway
- > Diesel Technology
- > Electrician - Construction
- > IMMR
- > Machining
- > Math Transfer Pathway
- > Solar Installer
- > Truck Driving
- > Welding
- > Wind Turbine Technician

## Kris Gullord

[kris.gullord@riverland.edu](mailto:kris.gullord@riverland.edu)  
507-379-3316

## Liberal Arts

- > Architecture and Construction
- > Manufacturing
- > Science, Technology, Engineering, and Mathematics
- > Transportation, Distribution, and Logistics

**Foundation Knowledge & Skills**

Problem Solving • Critical Thinking  
Employability • Citizenship • Ethics  
Career Development • Integrity • Teamwork  
Legal Responsibilities • Academic Foundations  
Technology Application • Communications  
Safety, Health & Environment • Leadership  
Technical Literacy • Cultural Competence  
Lifelong Learning • Financial Well-Being  
Organizational & Global Systems  
Creativity • Innovation

**CAREER FIELD**  
Business, Management, & Administration

**CAREER FIELD**  
Agriculture, Food, & Natural Resources

**CAREER FIELD**  
Arts, Communications, & Information Systems

**CAREER FIELD**  
Human Services

**CAREER FIELD**  
Health Science Technology

**CAREER FIELD**  
Engineering, Manufacturing, & Technology

## Special Populations:

**PSEO:** Julie Rogerson [julie.rogerson@riverland.edu](mailto:julie.rogerson@riverland.edu) or Paul Anderson [paul.anderson@riverland.edu](mailto:paul.anderson@riverland.edu)

**MN Reconnect:** Amy Wagner (above)

**ESLA and International:** Mel Morem, 507-433-0558, [melodee.morem@riverland.edu](mailto:melodee.morem@riverland.edu)

**THFAAS:** Katelyn Flatness, 507-433-0636 [katelyn.flatness@riverland.edu](mailto:katelyn.flatness@riverland.edu)

**TRIO:** Becky White, 507-433-0679, [rebecca.white@riverland.edu](mailto:rebecca.white@riverland.edu)

**From:** [Kyle, Jean K](#)  
**To:** [Ohrn, Karl R](#); [Jargo, Jeralyn J](#)  
**Cc:** [Embacher, Barb](#); [Stanley, Ryan](#)  
**Subject:** Riverland Consortium APR has been submitted  
**Date:** Thursday, October 1, 2020 4:05:35 PM  
**Attachments:** [Riverland graphic for Mn Career Fields and Assigned Advising Model \(002\)\(1\).pdf](#)  
[Copy of FY2020 Non-Cash - Cash Donations to Riverland Career Technical programs \(Perkins\).xlsx](#)  
[pastedImagebase640.png](#)

---

<!--[if lte mso 15 || CheckWebRef]-->

Kyle, Jean K has shared a OneDrive for Business file with you. To view it, click the link below.

 [Riverland graphic for Mn Career Fields and Assigned Advising Model \(002\)\(1\).pdf](#)

---

<!--[endif]-->

Hi Karl and all,

Here are supporting documents for the Riverland Consortium APR that are not able to be placed in the Amplifund site. We are proud of the work we are doing as a Consortium and the way in which secondary and postsecondary are working well to maximize the grant for the benefit of the region. We have attached the Graphic that shows how the postsecondary Career Wheel is used in the Engaged Advising model that the college has adopted and invested in the past 3 years. We also have attached the file that lists donations, both cash and non-cash, that contribute to the success of college and the consortium in providing quality educational opportunities to students. As you will see the cash contributions exceed one and one half million, and the non-cash donations include a donation of equipment valued a \$120,00. 00 from Mayo Clinic, and that our transportation program received numerous high value non-cash donations to support the program.

Here is a photo from Southland (secondary) with equipment that was approved from Perkins:



We have submitted our APR in Amplifund and we anticipate that our final "save" selection completes the process. If you have any questions about our report, please let us know.

Best regards,

Ryan Stanley, Secondary Coordinator

Jean Kyle, Postsecondary Coordinator



Date	Company	Gift Amount
7/3/19	Albert Lea Select Foods	\$ 600.00
7/3/19	Hormel Foundation	\$ 74,541.82
7/3/19	Hormel Foundation	\$ 11,498.91
7/9/19	South Central College	\$ 1,500.00
7/24/19	McNeilus Truck and Manufacturing, Inc.	\$ 20,000.00
7/31/19	RSP Architects, Ltd.	\$ 500.00
8/7/19	Hormel Foundation	\$ 9,972.21
8/7/19	Hormel Foundation	\$ 3,662.66
8/7/19	Hormel Foundation	\$ 4,718.82
8/7/19	US Bank Foundation Grants Program	\$ 1,500.00
8/21/19	Hy Vee Food Store - Albert Lea	\$ 636.02
8/29/19	Bosch Community Foundation	\$ 10,000.00
8/29/19	First Congregational United Church of Christ	\$ 200.00
9/4/19	Apple American Group - Applebee's Austin	\$ 130.00
9/11/19	Hormel Foundation	\$ 14,965.57
9/25/19	AAUW of Austin	\$ 3,000.00
9/25/19	Austin Area Retired Educators Assoc.	\$ 400.00
9/25/19	Austin Area Retired Educators Assoc.	\$ 25.00
9/25/19	Austin Area Retired Educators Assoc.	\$ 25.00
9/25/19	Austin Utilities	\$ 2,500.00
10/2/19	Hormel Foundation	\$ 13,984.97
10/2/19	Hormel Foundation	\$ 67,500.00
10/2/19	ISC Financial Advisors	\$ 1,000.00
10/2/19	Mayo Clinic Foundation for Medical Ed	\$ 10,000.00
10/2/19	PEO C.U. Chapter	\$ 750.00
10/8/19	Austin Rotary Club	\$ 2,000.00
10/8/19	Metal Services, Inc.	\$ 2,500.00
10/16/19	Albert Lea Freeborn Cty Chamber of Commerce	\$ 1,000.00
10/16/19	Allina Health System	\$ 1,500.00
10/23/19	AAUW Owatonna	\$ 1,600.00
10/23/19	Austin Early Risers Kiwanis Club	\$ 500.00
10/23/19	Federated Mutual Insurance Co	\$ 1,000.00
10/23/19	Gerard Academy	\$ 1,500.00
10/23/19	IBI Data	\$ 500.00

10/23/19	Olseth Family Foundation	\$	5,000.00
10/23/19	Olseth Family Foundation	\$	2,000.00
10/23/19	YMCA of Austin	\$	98.00
10/31/19	Northwestern Singers	\$	500.00
10/31/19	St. Olaf Lutheran Church	\$	193.95
11/6/19	AAUW of Albert Lea	\$	800.00
11/6/19	PEO Chapter AQ	\$	1,000.00
11/6/19	Rochester Area Builders, Inc.	\$	3,000.00
11/13/19	Austin Area Chamber of Commerce	\$	2,000.00
11/20/19	Golden Tress Beauty Salon	\$	25.00
11/20/19	Great Clips - Roch N Roll, Inc.	\$	25.00
11/20/19	Koda Living Communities	\$	2,500.00
11/20/19	Sisters Salon & Day Spa LLC.	\$	25.00
11/20/19	Style Lounge Salon	\$	25.00
11/20/19	Waseca Area Foundation	\$	4,000.00
11/26/19	Dakota County Technical College	\$	600.00
11/26/19	Dakota County Technical College	\$	1,000.00
11/26/19	United Employees Credit Union	\$	500.00
12/4/19	Albert Lea Lions Club	\$	500.00
12/4/19	Austin Area Foundation	\$	1,000.00
12/4/19	Mayo Clinic Foundation for Medical Ed	\$	2,000.00
12/4/19	Mayo Clinic Foundation for Medical Ed	\$	2,000.00
12/5/19	Hormel Foundation	\$	89,745.87
12/5/19	Hormel Foundation	\$	36,239.31
12/5/19	Hormel Foundation	\$	77,190.77
12/5/19	Hormel Foundation	\$	300,835.27
12/11/19	Foresight Bank	\$	2,000.00
12/11/19	Knutson Construction Services	\$	500.00
12/18/19	IBI Data	\$	1,500.00
12/18/19	Workforce Development	\$	67,500.00
12/18/19	Southeastern Minnesota Arts Council (SEMACE)	\$	10,000.00
12/31/19	Brinkman Claim Service LLC	\$	250.00
12/31/19	Olseth Family Foundation	\$	5,000.00
12/31/19	Steven Leuthold Family Foundation	\$	25,000.00
1/9/20	Hormel Foundation	\$	18,105.88

1/9/20 Midwest Diesel Sales & Service, LLP	\$	100.00
1/23/20 Freeborn Mower Coop Services	\$	4,000.00
1/23/20 Mayo Clinic Foundation for Medical Ed	\$	3,000.00
1/23/20 National Association of Home Builders	\$	1,500.00
1/23/20 PEO C.U. Chapter	\$	750.00
1/27/20 Rochester Area Builders, Inc.	\$	210.00
1/30/20 Sanford Health	\$	100.00
2/5/20 Rutledge Trading Partnership	\$	500.00
2/17/20 Gardens at Cannon Falls	\$	100.00
2/26/20 Hurst Review Services 12/04	\$	100.00
2/26/20 Village Cooperative of Austin	\$	250.00
2/26/20 Village Cooperative of Austin	\$	250.00
2/28/20 REM Woodvale	\$	100.00
3/4/20 Minnesota Farmers Market Assoc.	\$	250.00
3/4/20 Village Cooperative of Austin	\$	110.00
3/5/20 Regency Home Health Care	\$	100.00
3/11/20 Hormel Foundation	\$	33,746.36
3/25/20 Mower County Farm Bureau	\$	300.00
4/8/20 Hormel Foods Corporation Charitable Trust	\$	300.00
4/8/20 Hormel Foundation	\$	17,547.19
4/8/20 Hormel Foundation	\$	320,537.88
4/8/20 Hormel Foundation	\$	17,000.00
4/8/20 Hormel Foundation	\$	5,263.44
4/8/20 Innovance	\$	5,000.00
4/8/20 Quality Pork Processors, Inc.	\$	750.00
4/8/20 The Joseph Company, Inc.	\$	500.00
4/8/20 United Employees Credit Union	\$	500.00
4/22/20 Hormel Foundation	\$	15,000.00
5/6/20 Hormel Foundation	\$	1,423.57
5/6/20 Owatonna Foundation	\$	2,500.00
5/13/20 Albert B. Cuppage Charitable Foundation	\$	2,000.00
5/20/20 Federated Mutual Insurance Co	\$	2,500.00
6/3/20 Freeborn Mower Coop Services	\$	5,000.00
6/3/20 Hormel Foundation	\$	61,628.23
6/3/20 Hormel Foundation	\$	1,547.31

6/10/20 Cargill Turkey and Cooked Meats	\$	750.00
6/10/20 Primera Iglesia Bautista Church	\$	1,296.85
6/24/20 Family Service Rochester, Inc.	\$	1,300.00
6/30/20 Hormel Foundation	\$	102,961.70
6/30/20 Hormel Foundation	\$	4,500.00
		<hr/> <hr/>
	\$	1,543,642.56



## Fund Description

Agriculture Program

Agriculture Program

Hormel Assurance Scholarship

Agriculture Program

Leveraged Equipment Fund

Agriculture Program

Be Your Best

Hormel Assurance Scholarship

Hormel Foundation Agriculture Named Scholarship

US Bank--Austin Named Scholarship

RCC Blue Devils Athletic Booster Club

RCC IMMR & Welding

Food Pantry

RCC Blue Devils Athletic Booster Club

Agriculture Program

American Association of University Women (AAUW) of Austin

Austin Area Retired Educators Named Scholarship

Austin Area Retired Educators Named Scholarship

Austin Area Retired Educators Named Scholarship

Austin Utilities Work Force Development

Hormel Assurance Scholarship

Hormel Assurance Scholarship

ISC Financial Adviso

Mayo Clinic Health Systems-Albert Lea

PEO Chapter CU Named Scholarship

Austin Rotary Club Named Scholarship

Metal Services of Blooming Prairie, Inc. Workforce Deveopment Scholarship

Al-Freeborn Co. Chamber of Commerce

Allina Heath Owatonna Hospital Scholarship

American Association of University Women of Owatonna

Austin Early Risers Kiwanis Named Scholarship

Federated Mutual Ins. Scholarship

Gerard Academy Scholarship

IBI Data Scholarship

Student Initiative Fund  
Theatre Angels  
Food Pantry  
Northwestern Singers  
Food Pantry  
American Association of University Women (AAUW) of Albert Lea  
PEO Chapter AQ Wanda Wilson Endowed  
Rochester Area Builders Scholarship  
Austin Chamber Ladies Named Scholarship  
RCC Cosmetology  
RCC Cosmetology  
Koda Living WFD Scholarship  
RCC Cosmetology  
RCC Cosmetology  
E. F. Johnson Foundation Scholarship  
Auto Service Technology Scholarship  
Davian Daubengerger Scholarship  
United Employees Credit Union Scholarship  
Albert Lea Lions Scholarship Fund  
Summerset Theatre Fund  
Mayo Clinic Health Systems Auxiliary Scholarships  
Mayo Clinic Health Systems-Albert Lea  
Agriculture Program  
Be Your Best  
Cycles for Success  
Hormel Assurance Scholarship  
Farm Business Management Program  
Knutson Construction Services Scholarship  
Summerset Theatre Fund  
Workforce Development Scholarships  
Summerset Theatre Fund  
Student Initiative Fund  
Poetry Visitor Series  
Leuthold Family Foundation Scholarship  
Hormel Assurance Scholarship

Student Initiative Fund  
Freeborn Mower Cooperative Named Scholarship  
Mayo Clinic Health Systems-Albert Lea  
RCC Carpentry  
PEO Chapter CU Named Scholarship  
RCC Carpentry  
Health Care Career Fair  
Rutledge Scholarship  
Health Care Career Fair  
Health Care Career Fair  
Theatre Alumni Scholarship  
Theatre Angels  
Health Care Career Fair  
Farm Business Management Program  
Summerset Theatre Fund  
Health Care Career Fair  
Agriculture Program  
Agriculture Program  
Student Initiative Fund  
Cycles for Success  
Hormel Assurance Scholarship  
Our Austin Our America Project  
Our Austin Our America Project  
Innovance Endowed Scholarship  
Quality Pork Processors Vicky Braaten Memorial Scholarship  
The Joseph Company Inc Scholarship  
United Employees Credit Union Scholarship  
Emergency Fund  
Hormel Assurance Scholarship  
Owatonna Foundation Work Force Development Scholarship  
Albert B. Cuppage Scholarship-Albert B. Cuppage Sc  
Federated Mutual Ins. Scholarship  
Freeborn Mower Cooperative Named Scholarship  
Hormel Foundation Agriculture Named Scholarship  
Our Austin Our America Project

RCC Blue Devils Athletic Booster Club

Rivera, Jose Memorial Scholarship

RCC Carpentry

Hormel Foundation Agriculture Named Scholarship

Summerset Theatre Fund

---

FY2017 Non-cash and Cash donations formally captured by the Riverland Community College Foundation to support Career/Technical programs

Date of Donation	Donor First Name	Donor Last Name	Company	Items Donated	Value	Program
7/1/19	Jon	Stenzel	Foodliner Inc.	Leased: 2014 Freightliner Tractor, VIN# 3AKJGHDV5ESFN7383 & 1984 Brenner Trailer, VIN# 10BF36211EF006827	\$ 22,800.00	Truck Driving
7/9/19	Jay	Clarey	Clarey's Safety Equipment	30 Fire Extinguishers	\$ 600.00	Fire and EMS Program
8/19/19	David	Steffens	Norsemen Trucking, Inc	Class 8 Truck Rental, 13 weeks no mileage charges, starting August 19, 2019	\$ 7,835.00	Truck Driving
8/22/19	John	Irvin	Scott Safety/3 M	3 - SCOTT X3 SCBA's 4500, 3 - SCOTT AV3000 HT Masks	\$ 18,900.00	Fire and EMS Program
8/26/19	Garlan	Dubbels	Dubbels Trucking	Lease until 11/19/19: 2016 Freightliner Columbia Unit #460 VIN #3ALXA7006GDGX8460 and 2019 Timphe Hopper Trailer Unit S-1 VIN#1TDH40025KB162769	\$ 9,200.00	Truck Driving
8/26/19	Brad	Grafe	Valley Transportation Inc.	Leased: #1604 - 2016 Peterbilt 389 VIN# 1XPXD49X3GD338813 and #433 - 2011 Trail King 48' SD VIN# 1TKB04820BW022935	\$ 9,900	Truck Driving
8/26/19	Allen	Bartels	Bartels Truck Line	Leased: 2016 Peterbilt Truck #L141 VIN# 1XPBDP9X9GD324720 and Utility Refer Trailer 53' #197 VIN# 1UYV52531E4818319	\$ 9,324.00	Truck Driving
8/28/19	David	Cole	Hormel Foods	Chemistry and Food Science Equipment, See donation sheet	\$ 19,825.00	Chemistry and Food Science Program
10/2/19	Joel	Hansen	Faribault Fire Department	3 sets of turnout gear	\$ 1,500.00	Fire and EMS Program
11/19/19	Richard	Behne	Behne Inc.	Rental 8/26/19 to 11/19/19: 2012 Kenworth T-800, 1XKDD49X9CJ316917, SD-100 Donaan Step Deck, 1D9BG5326G1609495	\$ 11,800.00	Truck Driving
2/1/20	Bryce	Becker	YMCA of Austin MN	Wellness Room Equipment	\$ 19,218.00	Law Enforcement/Criminal Justice
2/26/20	Bradley	Hallum	Mayo Clinic Ambulance	3 stair chairs, scoop stretcher, 3 backboards, PEDI-PAC, 2 KED devices, 1 traction S Lint, 6 Glucose meters and box of supplies, emergency floatation device, etc.	\$ 4,000.00	Fire and EMS Program
3/2/20	Garlan	Dubbels	Dubbels Trucking	Lease 3/2/20: 2016 Freightliner Columbia Unit #460 VIN #3ALXA7006GDGX8460 and 2008 Timphe Hopper Trailer Unit 39 VIN#1TDH422248B115413	\$ 9,765.04	Truck Driving
3/9/20	David	Steffens	Norsemen Trucking, Inc	Class 8 Truck Rental, 13 weeks no mileage charges	\$ 7,835.00	Truck Driving
3/9/20	Brad	Grafe	Valley Transportation Inc.	Leased: #2018 Peterbilt 389 VIN# 1XPXD49X1JD486689 and - 2011 Trail King 48' SD VIN# 1TKB04820DM077836	\$ 9,900	Truck Driving
4/14/20	Natalie	Savat	Mayo Clinic	60 Stryker Secure II MedSurg Bed Model 3002	\$ 120,000.00	Nursing program
5/13/20	Steve	Tufte	Lou-Rich	Mori Seiki with lemca Bar Feeders (SL150SMC) Mfg#845	\$ 15,000.00	IMMR

**\$ 297,402.04**