

Riverland Perkins Consortium Operations Team Meeting

Zoom

Thursday, October 13th, 2022

4:00-5:00 PM

Agenda Items

- I. Monitoring Training
 - a. Link for Training video
 - b. Form for accountability

- II. Last year's spending
 - a. Monies not spent
 - b. New Process coming
 - c. Time limit for reimbursements?? Other solutions??

- III. Wish list
 - a. Big ticket items
 - b. Spending down the left over funds

- IV. Other business???

Links:

Equipment Approval Training: https://youtu.be/6PKfOeHKm_s

MDE CTE website: <https://www.minnstate.edu/system/cte/index.html>

Guidance for Perkins Local uses of Funds: <https://www.minnstate.edu/system/cte/perkins-local-application/documents/Local%20Use%20of%20Funds-Perkins%20V%20Revised%20July%202021.pdf>

Accountability Form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=lokKN4hm9EmY36iHrmFDjMV2GtVOA3xFvLhJS4ogg5xUNFAxNjhQRVVXVEhMVDBEUFRRzE2SUZINi4u>

Training Overview:

1. Before purchasing any equipment or curriculum over \$1000.00 please fill out the Perkins_curriculum Request Form_FY23.
2. Complete all information and send to your Secondary Coordinator.
3. The secondary coordinator will complete the local application section and will email the form in for approval.
4. The form is usually approved within a few business days if there are no questions.

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY MINNESOTA PERKINS CONSORTIUM ANNUAL PERFORMANCE REPORT (SFY22)

Each year, Minnesota Perkins consortia must submit an annual performance report (APR) which details the progress and results of the previous year's local application for Perkins funding. **For the purposes of this report, the reporting year is July 1, 2021 through June 30, 2022.**

The annual performance report serves to answer two questions for the reporting year:

1. **How specifically did the consortium spend Perkins funding during the reporting year?**
2. **Did Perkins funding make a difference in improving student achievement and consortium operations, and how does the consortium know?**

Listed below are questions for the annual performance report. Responses should include specific evidence of the impact Perkins funding had on student achievement or the consortium operations. As an example, evidence may include the number of students enrolled in new courses, the number of teachers participating in professional development, or the percentage decrease in achievement gaps.

Process for completing the APR:

1. Use this Word document to respond to each question. Enter your responses following each question below.
2. Email the completed MS Word document to Jared Reise (jared.reise@minnstate.edu) as an attachment.

FY22 APR Questions:

RIVERLAND CONSORTIUM ANNUAL PERFORMANCE REPORT (SYF22)

1. For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2021-June 2022):
 - Were projects implemented as planned or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the change?

The **Riverland Consortium** had a productive year in FY22 and we were able to implement our Consortium Perkins plan (despite difficulty of filling positions with workforce shortages, Covid and supply chain disruptions) and continue POS development with minor modifications and changes as explained in our APR.

One of the challenges for postsecondary is workforce shortage related and involved the change in the college Director of Career and Community Connections (DCCC) position in year 2 of 50% Perkins funding for the position. The incumbent who was to work extensively with the revisions of the POS and the development of business and industry connections left to accept a Riverland Dean position. System processes caused a delay from September until January to hire the replacement Director who then only had 6 months to lead the work for the career connections activities that were planned. Fortunately the new director was able to implement the activities and strategies as planned. This was a benefit for the consortium.

A bright spot for the consortium was the reallocation funds were approved and used at Postsecondary to provide a “state of the art” piece of equipment (a vein finder) for health occupations. We were able to purchase this tool which is used in industry and we did not have previously. We discovered this need in reviewing Advisory Committee minutes and saw that a student who graduated from nursing asked about this tool and asked that the college train on this technology as these are now used in industry. As we know from our FY22 CLNA that health occupations is the top regional need we also used reallocation funding to support 2 faculty advisors to do all of the organization work to start a HOSA CTSO for the college and this was successfully completed and HOSA is in place for FY23.

Based on the CLNA and regional/state LMI the consortium recognizes that we need to revisit our POS and make some adjustments to these in FY23.

The Riverland consortium looks at and uses the budget in a unified way. Secondary also used the funding as stated in the approved plan. The only change on the secondary side was when we received the reallocation, we used these funds to purchase an additional welding simulator. We have found in the past few years that demand for the welding simulator exceeded our ability to ship it to all districts in a school year. Now having two such machines we can ensure more districts (and students) have access to it throughout the year.

Over the past two years our consortium has partnered with the Southeast Service Cooperative in writing a Future Ready Rural CTE grant to help support the need for specific training within Manufacturing, which is one of the greatest needs in our area according to our CLNA. Through the use of these funds and our continued partnerships with Riverland Community College and St. Cloud State University we were able to offer Tier 1 and 2 teachers graduate credit in two trainings: CADD and Welding. Teachers who participated in these trainings were able to use this evidence for their Trade and Industrial Portfolios.

Equipment orders for both secondary and postsecondary were substantially delayed because of ongoing supply issues, so some planned equipment requests were not able to be filled or were appropriately modified to what we could reasonably get.

- **What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:**

- 1. Collaboration with stakeholders**

Postsecondary and secondary continue to work collaboratively with a variety of partners in the region. The Riverland Consortium is a highly collaborative entity and has developed and maintains supportive relationships to further the goals of the grant. These relationships are with consortium member schools (including administrators, staff, faculty and teachers), local and regional business and industry partners and stakeholders, WorkForce Development, Inc., Chambers of Commerce in Austin, Owatonna and Albert Lea, StemForward, Southeast Service Coop, Area Learning Centers, Hormel Foundation, Austin Aspires, Albert Lea Education Foundation, Owatonna Foundation and other community based organizations that have education interests, and our 4 neighboring consortia.

The Riverland Consortium has increased the strength of our CTE Program Advisory Committees at the secondary and postsecondary levels. We see these as one of the most important partnerships that we build, as these are the employment channels for our students, and also they inform our programs of the current trends, and changes in our technical programs. We have several that are joint secondary and postsecondary and are intentional about working toward more that structure this way.

An illustration of one of our consortium collaborations is **The Hormel Foundation Austin Assurance Scholarship (THFAAS)** which provides funding for any graduate of Austin High School or Pacelli (parochial) High School to be funded to attend Riverland. The following data (some cells are masked for data privacy reasons) shows how transformational this program is and of the 72 graduates in FY22 just over half were in CTE majors, with the most popular CTE fields being carpentry/electrician, business, medical occupations:

THFAAS Data

Figure 1

Hormel Assurance Recipients Cohort Enrollment at Riverland during fall 2021, spring 2022, and summer 2022

Term	HA19	HA20	HA21	Term Total
Fall 2021	47	77	85	209
Spring 2022	41	79	84	204
Summer 2022	15	35	28	78
Total Unduplicated	55	93	97	

Note. This data represents scholarship recipients who graduated from high school between 2019 and 2021.

Figure 2

First Spring Retention

Cohort	Fall Entering N	First Spring Retained	First Spring Retained %
HA19	120	*	More than 92%
HA20	100	80	80%
HA21	85	74	87%

Note. Measured by continued enrollment at Riverland from the cohort’s first fall enrollment to the first spring during the same academic year. (For example, HA21 would represent students who enrolled in fall 2021). Graduating and transfer students are not considered retained here.

Figure 3

Second Fall Success

Cohort	Fall Entering N	Second Fall Success	Second Fall Success %
HA19	120	90	75%
HA20	100	81	81%
HA21	85	69	81%

Note. Measured by continued enrollment, transfer (including graduation from another post-sec. school), or graduation from RCC between the first and second fall. (For example, HA21 would represent students who enrolled in fall 2021)

“Believe people can make it out of poverty, if you don’t, they probably won’t” says Dr. Donna Beegle and these words frame the work led by the college to lead work for our area to become a “Poverty Informed Community” and with several grants braided together the consortium now has 6 certified Beegle Poverty coaches. These coaches did numerous presentations throughout the year to a wide variety of stakeholders. There was significant outreach to the community including employers through presentations and the public library system, professional organizations and community groups to begin the conversation about poverty and its effects and how as a community it benefits everyone to be poverty informed.

2. Integrating academic and technical skills into CTE courses and programs

Postsecondary invested (college funds) in providing support for the Dean of Nursing to be a CTE MACTA fellow for her to expand her knowledge of Career and Technical Education and she successfully completed the program. Postsecondary used professional development funds from the Perkins grant to support her registration and attendance at the ACTE Policy Seminar so she would have the chance to learn more about CTE policy and the changes that Perkins V has driven in CTE. Throughout the year this dean became much more aware of the need to integrate academic and technical skills into health occupation courses and programs, and of the ongoing need for professional development to support faculty and staff to complete this integration.

The college is looking at enrollment data in a variety of ways with the Institutional Researcher (IR) and is using **program fact sheets** (sample in the **Riverland FY22 APR Appendix**) to assist deans and faculty in “unpacking” student performance data by course and program, and is working with programs and faculty to understand where the gaps are and how to select strategies to close these gaps which are often significant for special population students. We know from our CLNA that the demographic profile of our region is changing and that we need to be aware of these changes and how to support the students in both secondary and postsecondary systems.

Concentrator Enrollment – Trend Data

Figure 1

Riverland Consortium Total Concentrator Enrollment by Reporting Year

Reporting Year	2020	2021	2022
Student Count	380	487	508

Note. We see a growing trend over the past three fiscal years.

Figure 2

Riverland Consortium Concentrator Enrollment by Reporting Year and Gender

Reporting Year	2020	2021	2022
% Male	53%	57%	53%
% Female	47%	43%	47%

We notice the change in gender concentrator for 2021 where more males were concentrators and a return to more female concentrators for 2022

The College is continuing to fund the engaged advising model that was developed with support from Perkins several years ago and continues to support students in the retention and placement areas. We have placed a copy of the **Riverland Advising graphic** in the **Riverland FY22 APR appendix**.

By providing industry trainings through the legislative rural CTE Future Ready CTE grants (the consortium was a partner in the 2 +2 Teacher Training, the Koffee Kart at Albert Lea Riverland Campus which is operated by Albert Lea High School students, and the planning for the LPN pathway for Owatonna High School with Riverland). In the 2 +2 grant the consortium enhanced and built upon skills for educators to bring back to their classrooms and students. We had many teachers from our own consortium that attended and completed the trainings in both Welding and CADD.

3. Providing greater access to CTE programs for special population students

Postsecondary has focused on expanding access and supporting success for all students, but is especially concerned about closing the achievement gap for special populations of students. The postsecondary coordinator works closely with the Chief Diversity Officer and serves on the college workgroup for Equity 2030 and Equity by Design. Postsecondary invested in extensive work (funded by the college) to become “student ready” rather than the approach of expecting our students to be “college ready” and we used a variety of tools and strategies to start this work. All college employees were provided access to the Dr. Donna Beegle book “*See Poverty . . . Be the Difference*” and in August 2021 the college brought Dr. Beegle to campus for a faculty development day that set the stage for yearlong Teaching and Learning Circles (TLC) that were for all faculty and faculty led. These met frequently during the college common hour to work on strategies to support student success and to explore ways to support students with culturally relevant pedagogy.

The college also did a series of 4 college wide trainings that were for all staff (including faculty) during the common hour that were specific to the poverty informed community topic and were designed for the college to holistically look at changes that are needed to be more welcoming and supportive of students, as we strive to be “student ready” and meet our students where they are.

The college is also using data as shown in the following Figures to look at enrollment and trends. We see this data a way to view trends for special populations and we are looking at what the data may tell us about performance and the need for targeted interventions:

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Figure 2

Riverland Consortium Concentrator Enrollment by Reporting Year and Gender

Reporting Year	2020	2021	2022
% Male	53%	57%	53%
% Female	47%	43%	47%

Figure 3

Riverland Consortium Concentrator Enrollment by Reporting Year and Race/Ethnicity

Race/Ethnicity	2020	2021	2022
American Indian or Alaska Native	*	*	0%
Asian	*	5%	4%
Black or African American	4%	6%	6%
Hispanic or Latino	16%	15%	15%
Native Hawaiian or Other Pacific Islander	0%	*	*
White	76%	69%	72%
Two or More Races	*	2%	2%
Unknown Race and Ethnicity	*	*	*

Note. Some values were suppressed (*) to protect privacy.

Figure 4

Riverland College Total Enrollment by Fiscal Year and Race/Ethnicity

Race Ethnicity	FY2020	FY2021	FY2022
1: American Indian or Alaska Native	*	*	*
2: Asian	3%	3%	3%
3: Black or African American	6%	7%	6%
4: Hispanic of any race	12%	13%	14%
5: Native Hawaiian or Other Pacific Islander	*	*	*
6: White	72%	70%	69%
7: Two or more races	3%	3%	3%
8: Nonresident Alien	1%	1%	1%
9: Unknown race and ethnicity	2%	3%	5%

Note. Some values were suppressed (*) to protect privacy. Comparing overall Riverland enrollment to the concentrator enrollment in Figure 3, we notice that the three out of the four largest groups of students of color (Asian, Black or African American, Hispanic of any race) are represented in similar proportions.

Figure 5

Riverland Consortium Concentrator Enrollment by Reporting Year and Students of Color

Reporting Year	2020	2021	2022
% Students of Color	23%	30%	27%

Figure 6

Riverland College Total Enrollment by Fiscal Year and Students of Color

Fiscal Year	2020	2021	2022
% Students of Color	25%	26%	26%

Note. Comparing overall Riverland enrollment to the concentrator enrollment in Figure 5, we notice that students of color are represented in similar proportions.

Figure 7

Riverland Consortium Concentrator Enrollment by Reporting Year and Special Populations

Special Populations	2020	2021	2022
Individuals with Disabilities	*	*	3%
Individuals with Economically Disadvantaged Families	50%	52%	55%
Individuals Preparing for Nontraditional Fields	9%	9%	8%
Single Parents	11%	12%	12%
Out of Workforce Individuals	10%	11%	7%
English Learners	4%	5%	3%
Homeless Youth	0%	*	*
Youth in Foster Care	*	*	*

Note. Some values were suppressed (*) to protect privacy.

The college also continued to make progress in the “Bridges to Careers” initiative and enrolled over 30 students in programs in health occupations, and several are in LPN/RN programs in the current year. Over time we will be able to gather more data on how this program is working, and how the support for the ELL students and other special population students is working.

In secondary we see the traveling welding simulators we have taken the fear out of welding! As the fear factor can be a barrier and a deterrent for students (including special populations) to enroll in a manufacturing course. We have included our Southern Minnesota Education Consortium in the traveling simulators as they serve as a hub for special education for our small consortium school districts.

4. Expanding access to postsecondary credit for secondary students:

Riverland Community College is fully accredited by National Association of Concurrent Enrollment Programs (NACEP) which sets national program standards for concurrent enrollment programs. For FY22 the postsecondary coordinator served as state President of MnCEP the Minnesota affiliate of NACEP and worked on several state and national policy task forces on how to expand postsecondary credit for secondary students. MnCEP held 2 professional development conferences that addressed issues in advanced standing credit and were attended by both secondary and postsecondary attendees.

For FY22 the **Riverland College NOW** concurrent enrollment program continued to grow and serve regional high schools (26) with 159 courses in 23 discipline areas and a large number of CTE courses are included in this offering. Also included are many preparatory science courses that lead to CTE careers, especially those in manufacturing and health occupations. Riverland Community College also has a robust PSEO program that serves all the consortium high schools as well as many other students in the region to obtain advanced standing credit. The college has a PSEO/Concurrent Enrollment brochure that is also available in Spanish that makes students and their families aware of the opportunities for earning college credits while in high school.

The college is also a partner with 5 Area Learning Centers (ALC) for an early middle college model that offers pathways to students for advanced standing coursework through PSEO and high school courses. This is an equity and inclusion issue, as many students in these centers are special population students.

Concurrent certification is difficult for teachers to attain, especially in Welding/Manufacturing. Our hope is that by continuing to build upon the trainings we have had in the past this will help teachers to obtain certification with their local Community/ Technical Colleges.

5. Advances in recruitment, retention, and training of teachers and other education professionals

As a consortium we continue to work on the 2+2 CTE licensure program for T & I secondary teachers. Currently we have determined to focus on teacher training and retention and create Up-Skill trainings in the areas of CAD and Welding. The college provided space for these trainings and we braided funding from the Future Forward Rural CTE grants to accomplish this. These trainings are helpful for those in the portfolio process required for secondary CTE Licensure. We will continue to work in partnership with St. Cloud State University to create a pathway for CTE teacher preparation in southern Minnesota. (We have place **copies of the flyers** in the **Riverland FY22 APR appendix**.) The teachers that participated in these trainings benefitted in many ways:

- a. Earned up to 3 graduate credits for each training
- b. Earned CEU's for re-licensure
- c. Gained evidence for CTE endorsement though portfolio process

6. Changes to your consortium structure or processes

The consortium continues to be successfully governed by an Executive Board which consists of members from college and secondary administration, faculty and teachers, business and Industry and other stakeholders. Please see the **Riverland Consortium Executive Board list** in the **Riverland FY22 APR appendix**. We also make use of an Operations Team of “boots on the ground” that is used by the coordinators to implement the plan and has CTE teacher representatives from all 9 high schools and the college to handle the day to day operations of coordination of the grant as needed. The Consortium continued to update and refine the Consortium Operating Policies. In preparation for the April monitoring visit the coordinators reviewed and recommended changes to these and in FY23 we will revise again to reflect changes needed. We are looking to add more industry representatives to the Executive Board to give the board increased expertise from industry, especially those in our consortium POS focus.

2. For Reserve funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change?

Postsecondary planned to use the Reserve funding to support year 2 of the development of the Career Services Unit at the college and fund 50% of the Career and Community Connections Director (CCCD) position, which was done, however we had a change of personnel and that caused a brief pause in the implementation. The Career and Community Connections program at Riverland Community College brings business and education together to build a thriving workforce. The broad goals of the program are to provide students opportunities for work-based learning and offer multiple opportunities for business and industry to interact and connect with current CTE students. We provide placement events for the students and offer program sponsorships where industry and students start to connect. We strive to improve the program offerings by using LMI and business and industry input through program advisory processes to meet current industry standards and industry needs. The following activities were completed:

Visited or provided tours to 11 current partners

Visited or provided tours to 12 prospective partners

Total new program sponsors: 10 (Manufacturing-6, Auto-2, Diesel-2)

Placement event held on Tuesday March 29th. (Please see attached flyer in appendix a.)

The CCCD fostered a Chamber of Commerce outreach-convened three area chambers for an opportunity to partner (Spring 2022) and further strengthened the Chambers to the Consortium work.

The CCCD Attended CTE **Advisory Board meetings for 6 programs (IMMR, Auto, Diesel, Electrical, Business, and Electrical)** with the goal of introducing the Career and Community Connections work to industry partners and program advocates. The Career Connections Flyer was shared along with contact information. The role of the CCCD at the college was explained as supporting faculty, Students, and Industry partners in the areas of placement events, advisory meetings, work base learning opportunities, flexible programming and reaching current industry standards. The CCCD was supported through Perkins fund to attend the ACTE Region III Conference for professional development and to gain more information on work-based learning (WBL) opportunities and other Perkins V elements.

The CCCD Participated in the Comprehensive Economic Development Strategy planning for Southeast Minnesota (Spring 2022) to enhance current LMI trends and strategies.

The CCCD is a member of the National Center of Autonomous Technology Service-Learning Task Force. The purpose of this task force is to share best practices relating to Service Learning from members that represent organizations from across the country. This is related to further developing postsecondary WBL opportunities and strategies.

The CCCD gave several Presentations on Career Connections (Spring 2022)

These presentation emphasis partnership opportunities community and industry leaders have with Riverland. Career Connections Program flyers were available and follow up opportunities with individual organizations were made available. Additional presentations were given to these groups regarding becoming a poverty informed community which supports the students that we serve.

- Voices of Business-Austin
- Noon Kiwanis-Albert Lea
- Human Resources group-Albert Lea
- Chamber Business Education Committee

The CCCD Participated in Chamber Growth Business Breakfast Series in Owatonna (Spring 2022)

This series was hosted monthly by the Chamber in Owatonna. The meetings attended represented key factors in working with industry partners on their future workforce along with understanding the demographics and economics of the community. These workshops were also a way for the CCCD to network with local community and industry leaders. Monthly topics included: Changing Demographics impacting Owatonna, Economic Outlook for the Owatonna Region Grow Workforce-MN DEED.

The investment of the reserve funds in this position is really closing the gap for postsecondary on connections to WBL, industry standards, career services to support career pathways and Programs of Study (POS) and connections to secondary career navigators and POS pathways. Please see copies of the **Career Connections Flyer** and **Sponsorship flyer** samples in the **Riverland FY22 APR appendix**.

A portion of secondary reserve funding was used to purchase an additional Welding simulator. This simulator is a shared piece of equipment that travels throughout the consortium districts. We also include SMEC as they support our smaller schools in special education supports. The feedback from our districts has been very positive.

3. Work-based learning: What activities did the consortium complete during the reporting year to expand access to work experiences in excess of 40 hours to secondary students? What were the results?

Postsecondary is addressing this through the work of the CCCD position and through intentional work from the Perkins plan and involved the Academic deans and the Perkins Coordinator as well as the CCCD. Postsecondary has already increased the opportunities for WBL for postsecondary students and regional employers in key POS and will continue this effort. The CCCD position has also worked with the secondary career navigators. Postsecondary results were increased opportunities for postsecondary students to interact with business and industry while still students, and the increased flexibility of employers to hire postsecondary students part time to allow program completion. Increased number of visits to industry by students and increased connections with potential employers.

Work- Based learning at the secondary level is in development and we are making progress. Currently we have very few programs within the consortium that offer a work-based learning component. This number is much smaller when considering the smaller districts in the consortium. By continuing to partner with St. Cloud State University, we hope in the next few years to increase work-based learning certified educators. We currently have work-based learning in business management and administration in the programs of on the job training mentor ship and the CEO program. In the area of engineering manufacturing and technology we offer 500 hours towards apprenticeship in the career pathway of construction.

4. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?

As a Consortium we are proud of the collaborative relationship that has been built through the intentional efforts of secondary and postsecondary and for the increased participation by stakeholders in the implementation of the approved Perkins plan for the Riverland Consortium.

The Consortium is proud of the efforts toward becoming a Poverty Informed community. This work has benefitted the community and has been college wide as an area of focus by the college President. This work was based on the Dr. Donna Beegle book *"See Poverty . . . Be the Difference"* as outlined in this APR report. This initiative is changing the culture at the college and in the community, and it has allowed us to help meet our intentional goal of being "student ready" not expecting our students to be "college ready". Please see the Equity Score Card PowerPoint in the **Riverland FY22 APR appendix**.

The Carpentry Academy at Lyle public schools continues to offer concurrent credit in our smaller rural schools. Students are bused from their home districts to Lyle to attend a zero hour carpentry Academy. This program has made it possible for these students to earn dual credit in Carpentry in partnership with Riverland Community College.

5. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?

At postsecondary with the workforce shortage and salary differentials it has been difficult to fill CTE faculty positions and very difficult to find recruit and retain candidates from underrepresented groups. This is also true for staff positions and we responded by continuing to improve our hiring practices, and outreach efforts.

We also had challenges with the progress for the Consortium project to implement an LPN program with a consortium high school (Owatonna) and we continue to work toward that pathway which is challenging with several areas have been barriers to progress including secondary teacher licensure, postsecondary program accreditation requirements, and finding appropriate faculty and staff to make this work. We obtained additional funding from the MOHE concurrent enrollment grant program to add some of the

preparatory coursework, and we continue to work with all stakeholders to develop this pathway for students.

Unfortunately, secondary did not use all of our funds this year and are returning too much unspent money. The secondary coordinator will be addressing this by implementing new procedures to help keep better track of spending so all money can be used for our consortium. With the ongoing pandemic it has been difficult to attend conferences and professional development opportunities go to cancellations.

6. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

By continuing to provide trainings in the form of webinars, zoom meetings and online resources to help in defining what is needed to complete the Two-year Application, CLNA and APR. there are many leaders that cannot attend the online trainings because we teach full time, if the times of these webinars could vary throughout the day that would be greatly appreciated, maybe providing the trainings from 4-5, after the school day. While the Perkins trainings are recorded, the ability to ask questions in real-time is so important and those who teach cannot attend the trainings that are held during teaching hours.

7. If your consortium completed monitoring by State staff during the past year, please include information requested in the monitoring report with this APR.

The Consortium reviewed the monitoring report and is appreciative of the suggestions and strategies for improvement that were included. We are revising our Consortium Operating Policies again and at postsecondary the coordinator is doing a series of meetings with the dean's council to assist those that are new with developing and understanding of Perkins V and what our CLNA trends are and what our approved plan contains. The postsecondary coordinator is working with the IR and other administration members to make sure that the cohort coding is accurate and consistent with Perkins V.

CORRECTIVE ACTIONS:

1) Work with MDE and the consortium fiscal agent to create alignment between the existing consortium and MDE equipment documents.

I have reached out the week of August 8th 2022 to Dean Breuer to gather the MDE equipment records for our consortium. He provided me with MDE records including the MDE control number for each piece of equipment. He also provided me with our consortium list with highlighted areas of concern with notes attached. I have combed through these and cleaned up our consortium equipment list by using the notes and records provided by Dean and the MDE Perkins staff. Dean and I have communicated a few times for clarification on some of the notes.

I have worked with our fiscal host to find the correct information for the purchases in question and have updated the records to the best of my ability.

2) Create and clarify consortium procedures related to the request, approval, and documentation of equipment purchases within the consortium.

On October 11th 2022 an email was sent to my Operations Team with an agenda for our upcoming meeting. In this communication I included the following: (I have also included the agenda document)

Links:

Equipment Approval Training: https://youtu.be/6PKfOeHKm_s

MDE CTE website: <https://www.minnstate.edu/system/cte/index.html>

Guidance for Perkins Local uses of Funds: <https://www.minnstate.edu/system/cte/perkins-local-application/documents/Local%20Use%20of%20Funds-Perkins%20V%20Revised%20July%202021.pdf>

Accountability Form:

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3) Provide training to school districts and consortium leaders on new procedures.

I have included a link to my training video and an overview of the training:

Training Overview:

1. Before purchasing any equipment or curriculum over \$1000.00 please fill out the Perkins curriculum Request Form_FY23.
2. Complete all information and send to your Secondary Coordinator.
3. The secondary coordinator will complete the local application section and will email the form in for approval.
4. The form is usually approved within a few business days if there are no questions.

Link: https://youtu.be/6PKfOeHKm_s

4) Provide an updated consolidated equipment list with your APR report due October 1, 2022, with the following:

- a. The actual equipment purchase dates are specified rather than simply identifying the year in which the purchase occurred.
- b. A new column is inserted for "MDE Control Number" to add that information for each purchase. This will aid in aligning consortium records to MDE records and help monitor that only purchases below the \$1,000 threshold do not have an MDE Control Number.

I have included an updated equipment list. I have deleted any supplies under the \$1000.00 threshold and updated the document with the requested information above. **Please see the attached Riverland Consortium Combined Equipment List.**

8. If you were required to submit an improvement plan for any performance indicator in your FY23-24 application for funding that you submitted May 1, 2022, please provide a description of the progress you have made in implementing your action plan for that indicator.

The College IR and postsecondary Perkins coordinator are working with the system office regarding the data that were used in the baseline and for the target setting. The issues with the college's performance on the 2P1 are related to this data problem. The coordinator is working with the VP of Academic Affairs, the IR and the deans to implement the improvement plan that we submitted in May. We continue to work toward getting the data correctly reported and within the Health Occupations and Farm Business Management

(FBM) programs are being intentional about making sure that we have on and off ramps for cohorts and that we work the stackable credentials options into how we report data. We continue to work at the program level with faculty to understand their course and program level data and to use a variety of strategies to support students who are not completing. The Riverland IR provided the following information on the 2P1 indicator and how we are looking at the indicator:

Root Cause Analysis of the Drop in the 2P1 Performance Indicator

Figure 1

Program Inventory Listing Riverland Programs in the “Nursing Assistant/Aide and Patient Care Assistant/Aide” CIP Code (51.3902)

CIP_CODE	PROG_ID	PROG_NAME	ENROLL_BEGIN_DATE	ENROLL_END_DATE	DEG_A_BBR	PERKINS_ELIG_FLAG	SUSPEND_F_LAG	Sum of TOT_CRS
513902	4290	Nursing Assistant	20030519	20170108	CERT	Y	N	3
			20170109	99991231	CERT	NULL	N	3
	4291	Home Health Aide	20030519	20160110	CERT	Y	N	4
			20160111	99991231	CERT	NULL	N	4
	7621	Patient Care Associate	20070827	20170108	CERT	Y	N	12
			20170109	20200520	CERT	NULL	Y	12

IR Note. Source: Minn. State database tables. The most recent versions of the programs were highlighted. Note also that they don’t have the Perkins Eligibility flag determined (it is set to null) although this does not have to indicate that they are not Perkins-eligible. According to the S.O. IR documentation, Perkins flag is not accurate in this particular source table. In the correct table, I found the Nursing Assist. Program to be still Perkins-eligible.

Figure 2

Potential Areas of Focus with Low 2P1 Indicator by CIP Code and Reporting Years 2013-2022

CIP DESCRIPTION	CIP	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Business/Commerce, General	520101	6.45%	21.43%	20.00%	17.14%	4.76%		36.11%	47.50%	32.26%	32.43%
Criminal Justice/Police Science	430107	35.90%	33.33%	34.78%	34.78%	20.00%	52.38%		37.04%	33.33%	41.67%
Farm/Farm and Ranch Management	010104	0.00%		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Radiologic Technology/Science - Radiographer	510911									25.00%	11.54%
Registered Nursing/Registered Nurse	513801										52.38%

IR Note. These areas of focus include CIP codes where there was a high number of concentrators (more than 19) and low completion rate (less than 60%). Figure 2 includes all non-end-dated programs at Riverland that fall into those CIP categories.

Another factor on college plan for improvement for 2P1 is that the Riverland Dean of Nursing left the college in July and her replacement has not yet been hired, so we are proceeding on implementation of the plan with the staff and are planning to follow the plan to support ELL students for lab and clinical experiences. We will continue to work toward flexibility of scheduling to allow for students to complete programs, and the CTE deans, the CCCD and program advisory committees are looking at this and implementing strategies to improve attainment of a degree, diploma or industry recognized credential. (Also, please see the **Riverland equity Score Card PowerPoint** and **program fact sheet sample** in the **Riverland FY22 APR appendix**.)

9. (Optional) As part of the APR submission, you may request changes to your consortium performance levels for one or more of the performance indicators (1S1, 2S1, 2S2, 3S1, 4S1, 5S3, 1P1, 2P1, 3P1). However, if the consortium is on an improvement plan for an indicator, you cannot request a change for that indicator. If requesting a change, a consortium must provide sufficient rationale/justification for the proposed change.

The Riverland consortium is not requesting a change, as the college is on an improvement plan for 2P1 and cannot request an adjustment for that indicator. We do request that a review of how the baseline data for Riverland was set be looked at and adjusted when and if this is possible.

Note: Technical assistance will be provided for Special Populations and Performance Gaps when the data is available later in the fall

Future Ready: Welding Training

Training timeline

- June 14th-17th 8am-4pm

Space is limited to 16

This training is designed for the Technology or Agriculture Educator that has had some or no experience in the field of welding SMAW and GMAW. This training is designed to help prepare you to teach welding and fulfill licensure requirements. Resources will be shared with classroom and lab activities. We will spend approximately 6 hours of classroom instruction and the rest in the lab. Activities include flat, out of position, and multi-pass welds. Discussions include safety, power supplies, and set-up of the equipment. Trainees will gain experience with a variety of welding machines.

Educator benefits:

- To provide evidence to fulfill the CTE Manufacturing licensure portfolio requirements
- Gain CEU's toward state re-licensure
- An optional 1-3 graduate credits would be available from St. Cloud State University (Kurt Helgeson will work with those that want the credit) This credit can be used toward Teacher Licensure

Classroom Benefits:

- Set up and account registration with Miller Online Curriculum
- Discussion about Concurrent Enrollment options
- Demonstration with Lincoln VRTEX welding simulator

Partners:



COST: **Free**

Contact: Ryan Stanley (trainer)

ryan.stanley@austin.k12.mn.us

Bob Bender (trainer)

bob.bender8603@gmail.com

Training is at Austin High School

Hotel Information:

Holiday Inn of Austin

1701 4th St NW, Austin, MN 55912

[\(507\) 433-1000](tel:5074331000)

Registration: Please complete this form to register

[Registration Form](#)



Future Ready: CADD Training

Training timeline

Zoom Dates:

- April 7th 6-9pm
- April 14th 6-9pm
- April 21st 6-9pm
- April 23rd-24th In-Person session held at Riverland Community College, 3-D Printer, CNC Plasma Tables (Albert Lea Campus)

COST: **Free**

Contact: Ryan Stanley (trainer)

Ryan.stanley@austin.k12.mn.us

Hotel Information:

AmericInn by Wyndham Albert Lea

811 E Plaza Street, Albert Lea, Minnesota
56007

+1-507-373-4324

Registration: Please complete this form to register

[Register Here](#)

This training is designed for the Technology or Agriculture Educator that has had little or no previous training using a 3-D Modeling system. Many of us have installed different CNC driven equipment in the past few years. This training is designed to give you a design platform that will help you utilize this equipment better. The program we will be using is OnShape. I chose this software because it is user friendly, web-based, and totally free for you and your students!

Educator benefits:

- To provide evidence to fulfill the CTE Manufacturing licensure portfolio requirements
- Gain CEU's toward state re-licensure
- An optional 1-3 graduate credits would be available from St. Cloud State University (Kurt Helgeson will work with those that want the credit) This credit can be used toward Teacher Licensure

Classroom Benefits:

- Students fully utilize the design and fabrication process
- Students learn 3-D modeling techniques
- Students can prototype with 3-D printing and CNC Plasma cutters

Partners:



Riverland Perkins Consortium Executive Board Membership and Terms

Members on the executive board will be selected by the represented constituents. Except for the college administration, members should not serve more than two consecutive terms.

The term of membership on the executive board is three years arranged, when possible, so that one-third of positions are vacant each year. A term of membership starts on July 1 and concludes on June 30. Membership of the executive board:

Position	Member	Representing	Term
College Administration	President Atewologun; Designee — Barb Embacher	Riverland	Ongoing
School Superintendent – Large District	Jeff Elstad	Owatonna	July 1, 2021 – June 30, 2024
School Superintendent – Small District	Jamie Goebel, Chair	Lyle School Dist.	July 1, 2022 – June 30, 2025
Riverland Deans	Christy Tryhus Dean of Nursing Kim Nelson	Riverland	July 1, 2021 – June 30, 2024 July 1, 2019 - June 30, 2025 July 1, 2020 – June 30, 2023
Secondary Administrator – Large District	CTE Director	Albert Lea	July 1, 2020 – June 30, 2023
Secondary Administrator – Small District	Jeff Tiege	Glenville-Emmons District	July 1, 2022 – June 30, 2025
Career and Technical Education Faculty	Heather Earl	Riverland	July 1, 2020 – June 30, 2023
Career and Technical Education Teacher	Krystal Brogan	Kingsland	July 1, 2021 – June 30, 2024
High School Counselor	Bryce Hoffa	Austin	July 1, 2021 – June 30, 2024
College Student Services Representative	Nel Zellar	Riverland	July 1, 2020 – June 30, 2023
Workforce Development, Inc. Representative	Kyra Olson	Austin Office	July 1, 2022 – June 30, 2025
Economic Development Region/Chamber of Commerce	Rotating Representative from this category: Elaine Hansen	Albert Lea, Austin, Owatonna	Terms do not expire
Business/Industry/Labor Representative	Mayo representative Lori Routh	AL/Austin Mayo Health Systems	July 1, 2021 – June 30, 2024
Business/Industry/Labor Representative	Jeff Irvin	Northern Country Coop	July 1, 2022 – June 30, 2025
Business/Industry/Labor Representative	Judy Callahan	Hormel Foods Corporation	July 1, 2020 – June 30, 2023
Business/Industry/Labor Representative	Justin Akkerman	Akkerman Construction	July 1, 2022 – June 30, 2025
Ex Officio: Secondary and postsecondary coordinators Administrative support	Ryan Stanley Jean Kyle Kelly Downey	Austin Riverland Riverland	Terms do not expire

Test

Enrollment

	2019	2020	2021	2022
Unduplicated Headcount:	800	888	899	877
Full Year Equivalent (FYE): ²	66.7	66.7	67.0	63.3
Instruction Faculty FTE ³	10.0	10.0	11.0	11.0
FYE/FTE	6.7	6.7	6.1	5.8
Course Fill Rate ⁴	82%	74%	83%	83%

Demographics⁵

Students of Color - Count:	200	233	189	222
Students of Color - Percent:	25.0%	26.2%	21.0%	25.3%
White Students - Count:	700	620	720	600
White Students - Percent:	87.5%	69.8%	80.1%	68.4%
Pell Eligible - Count:	400	455	466	500
Pell Eligible - Percent:	50.0%	51.2%	51.8%	57.0%
First Generation (FED) - Count:	600	655	477	566
First Generation (FED) - Percent:	75.0%	73.8%	53.1%	64.5%
Male Students - Count:	400	399	388	389
Male Students - Percent:	50.0%	44.9%	43.2%	44.4%
Female Students - Count:	500	544	512	530
Female Students - Percent:	62.5%	61.3%	57.0%	60.4%
International Students - Count:	50	66	78	77
International Students - Percent:	6.3%	7.4%	8.7%	8.8%

Enrollment Change⁶

	2019	2020	2021	2022
FYE % Change:	0.0%	0.0%	0.5%	-5.1%
Unduplicated Headcount % Change:	0.0%	11.0%	12.4%	9.6%
FTE % Change:	0.0%	0.0%	10.0%	10.0%
FYE/FTE % Change:	0.0%	0.0%	-8.6%	-13.7%

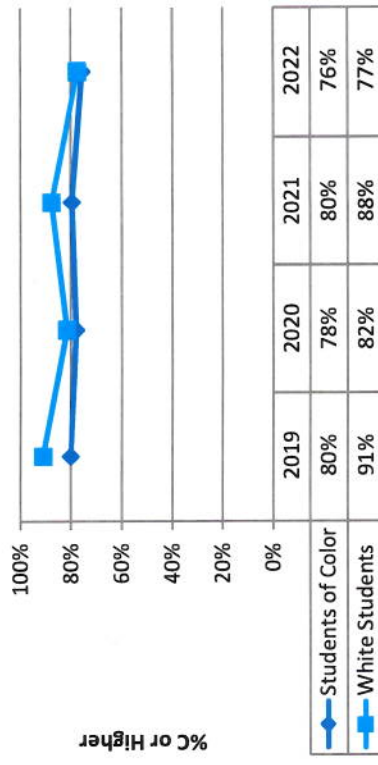
Sections Offered

	2019	2020	2021	2022
F2F Daytime: ⁷	20.0	15.0	19.0	29.0
F2F Evening: ⁸	5.0	7.0	7.0	8.0
Online & Hybrid: ⁹	10.0	11.0	11.0	10.0
Concurrent: ¹⁰	0.0	0.0	0.0	0.0

Course Success¹¹

	2019	2020	2021	2022
% C or Higher: ¹²	66.7%	68.5%	66.6%	66.0%
% Ds and Fs: ¹³	22.2%	21.3%	22.1%	20.8%
% Ws: ¹⁴	11.1%	10.1%	11.2%	13.2%

Course Success Equity Gap¹⁵





RIVERLAND
Community College

Career Connections Program



Business and Education Collaborating To Build a Thriving Workforce

What Does Collaboration Look Like?

- Experiential and Work-Based Learning
 - Students Learn on Your Equipment
 - Job Placement Opportunities
 - Increased Employee Retention and Job Satisfaction
 - Larger Skilled Workforce in Southern Minnesota
 - Creating the Right Programs to Meet Industry Needs
 - Customized Training, Program Certificates, or Diplomas
-

What Is Needed To Make It Happen?

- Strategic Partnerships
 - Creating the Right Programs to Meet Industry Needs
 - Investment of Your Time and Resources
 - Equipment to Reshape Curriculum in Riverland's Programs
-

Contact Riverland Community College to Learn More
Kim Nelson - Director of Career and Community Connections
Kimberly.Nelson@Riverland.edu - 507-433-0664

1900 8th Avenue NW
Austin, MN 55912
www.Riverland.edu



Riverland Academic Program Sponsorship

Riverland program partners support academic programs in a variety of ways through engagement in the classroom, work based learning opportunities, and participating in placement and interviewing events. Program sponsorship provides you, the industry partner, with access to a diverse talent pipeline of students. Your organization can ensure visibility and provide valuable industry insight by aligning your business with Riverland programs and students. Program sponsorship is another way for employers and industry partners to engage with Riverland academic programs.

Riverland Program Sponsorship Investment: \$1,000 per year commitment

Benefits of Sponsorship:

- Provide program financial support through a charitable gift to the Riverland Foundation. Sponsorship dollars will provide equipment and supply funds for programs as well as support the Career Connections program at Riverland.
- Logo inclusion on sponsorship wall on the Albert Lea Campus near the program classroom/lab space. Printed sign included logo and/or photo. Printing included as part of the sponsorship. See sample below
- Logo inclusion on program website as a business partner program sponsor.
- Inclusion in Career Connections interviewing, placement, or other career events with students to help your business with recruitment and placement of Riverland graduates.
- Classroom engagement as part of the curriculum (as determined appropriate by faculty).

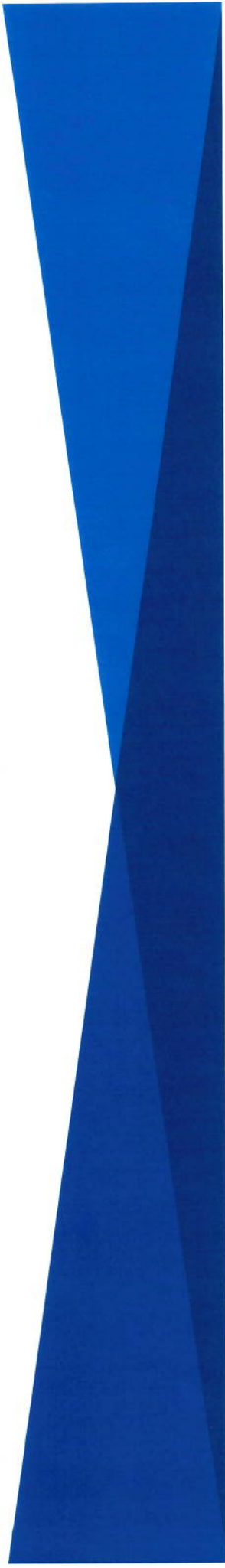




Riverland's Equity Scorecard

Danielle Heiny, Executive Director of Diversity, Equity, and Inclusion

Barb Embacher, Vice President of Academic & Student Affairs



Equity 2030
Framework to
Close Gaps
Across Six
Dimensions



Collective Impact Across Riverland Divisions

Poverty-Informed Teaching and Culturally Responsive Best Practices

Supplemental Instruction

Technology Upgrades and Zoom Rooms

Bridges to Health Careers with Adult Education

Math Pathways

Faculty Teaching and Learning Circles

Mental Health First Aid Training

Free Mental Health Counseling through IMS

Safe, Clean, and Welcoming Campuses

Faculty Teaching and Learning Circles

TruDialog texting

Spectrum Scholars Task Force

Streamlined hiring processes with a focus on Equity

Computer and Tech Support from TLR

Expanded Tutoring and Learning Specialists

Embedded Advisors in First Year Experience Courses

TRIO

Extended Hours in Student Services

Handicap Accessible Doors in Bookstore and Theater

English Language Learner Program Re-design

Staff Learning Circles Becoming Poverty Informed

Policy Revisions – Admissions and Satisfactory Progress

Innovation Grants with Equity Focus from Riverland Advancement

All Gender Bathrooms

Equity by Design Data Pilot Groups

Be Your Best Summer Academy

Funding to Students from COVID funds

Food Pantry and Empty Bowls Fundraiser

Do we have Racial Equity Gaps at Riverland?



KPI 1: Undergraduate Student Success

Metric 1: First Year Outcome by Race
(Fall to Fall Persistence and Completion)

Equity Gap Calculation: Select comparison group or set baseline

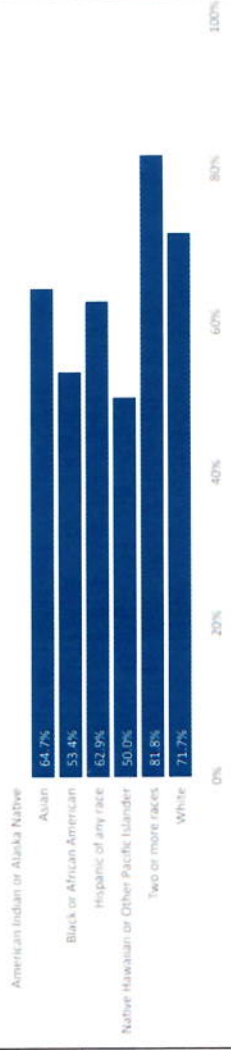
Comparison by Race

Comparison Group
White

Custom Baseline Percent (0-100)

Riverland Community College (0307)

1.1 First Year Outcome (Fall to Fall Persistence and Completion) - All Students



1.1 Equity Gaps and Counts - All Students

Race / Ethnicity	Equity Gap (Parity=0%)	3 Year Equity Gap Trend	Change in Equity Gap Over 3 Years	Success Rate	Cohort Count	Number to Reach Parity (Eliminate Equity Gap)
American Indian or Alaska Native	-71.7%	Widening	-87.3%	0.0%	Less than 5	Less than 5
Asian	-20.0%	Widening	-5.9%	64.7%	34	Less than 5
Black or African American	-18.3%	Widening	-14.7%	53.4%	73	13
Hispanic of any race	-8.8%	Relatively Consistent	-0.3%	62.9%	124	11
Native Hawaiian or Other Pacific Islander	-21.7%	Narrowing	21.1%	50.0%	Less than 5	Less than 5
Two or more races	10.1%	Parity or Better	11.7%	81.8%	22	0
White	Comparison Group	Comparison Group	Comparison Group	71.7%	421	Comparison Group

How are we doing with students in poverty?



Select measure to calculate:

Pell Eligibility

First Generation Status

KPI 1: Undergraduate Student Success

Metric 2: First Year Outcome by Pell Eligibility & First Generation Status
(Fall to Fall Persistence and Completion)

Riverland Community College (0307)



Pell Status	Equity Gap (Party=0%)	3 Year Equity Gap Trend	Change in Equity Gap over 3 Years	Success Rate	Cohort Count	Number to Reach Parity (Eliminate Equity Gap)
Pell Eligible	-9.1%	Narrowing	1.3%	64.5%	349	32
Not Pell Eligible				73.5%	238	
		Comparison Group	Comparison Group	Comparison Group	Comparison Group	Comparison Group

Institution
Riverland Community College (0307) >

Entering Cohort
Fall 2020 >

Gender
All >

Student Load
All >

Race / Ethnicity
All >

Admission Category
All >



MINNESOTA STATE

Select measure to calculate:

Pell Eligibility

First Generation Status

Institution
Riverland Community College (0307) >

Entering Cohort
Fall 2018 >

Gender
All >

Student Load
All >

Race / Ethnicity
All >

Admission Category
All >

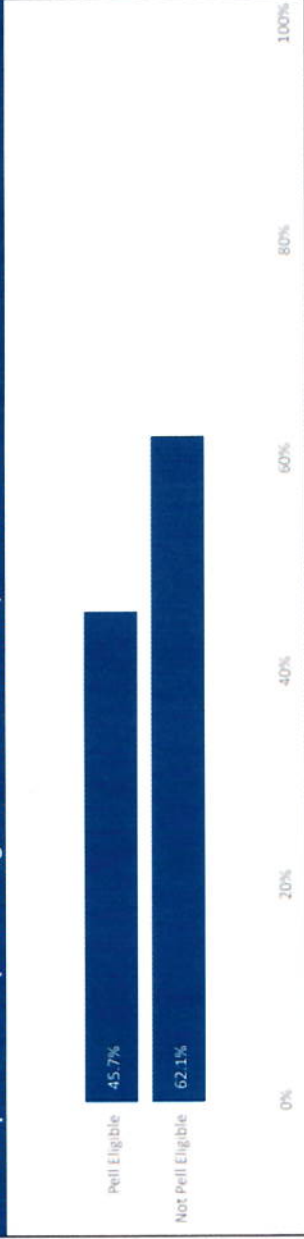
KPI 1: Undergraduate Student Success

Metric 4: Completion Rate - 3YR & 6YR

By Pell Eligibility and First Generation Status

Riverland Community College (0307)

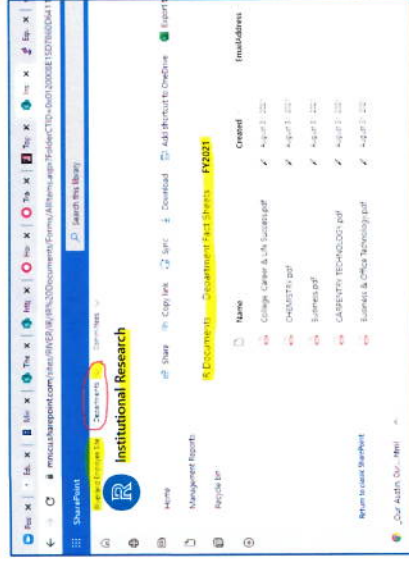
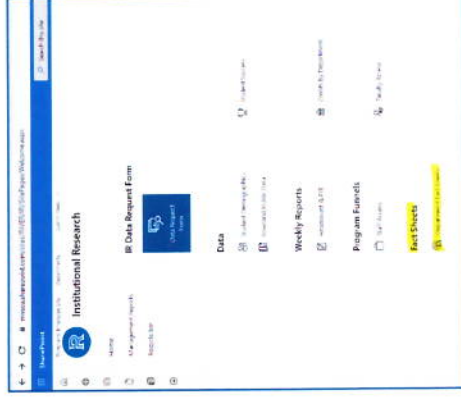
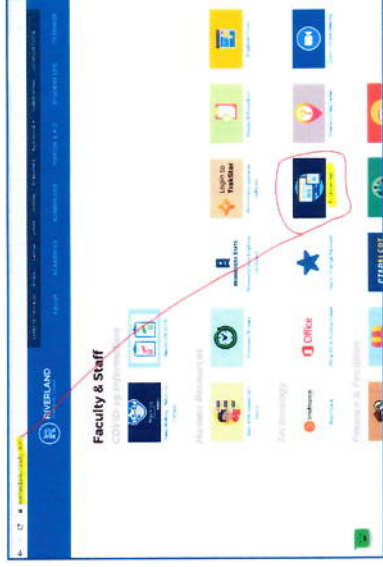
1.4 - Completion Rate (3 YR Colleges & 6 YR Universities) - All Students



1.4 - Completion Rate Equity Gaps and Counts - All Students

Pell Status	Equity Gap (Parity=0%)	3-Year Equity Gap Trend	Change in Equity Gap Over 3-Years	Completion Rate	Cohort Count	Number to Reach Parity (Eliminate Equity Gap)
Pell Eligible	-16.4%	Widening	-4.8%	45.7%	381	62
Not Pell Eligible				62.1%	195	

Check Your Data for Equity Gaps @ Institutional Research Department Site – click on Fact Sheets.



<https://mnsu.sharepoint.com/sites/RIVER/IR/SitePages/Welcome.aspx>

Thank You for ALL You Do
to Support Students and Each Other.

Together We Can Close Equity Gaps and Help Our
Students Reach Their Goals.

FY16	Date	What was purchased	Where located (school/district)	Cost/Dollar Allocation	MDE Control Number
	FY15				
	1/28/2015	8 NuWave Precision Induction Cooktop	Glennville	799.04	
	3/13/2015	3 Ragnar 24S Welding helmets	Glennville	255.6	
	5/20/2015	Dishwasher	Austin	499.99	
	6/20/2015	2 Telescoping Gauges	Albert Lea	480	
	6/20/2015	3 Outside Micrometers	Albert Lea	264	
	FY16				
	9/8/2015	Draining Drying Rack	OHS - Ag Building	\$119.95	
	10/5/2015	Microwave	OHS - Ag Building	\$230.58	
	10/5/2015	Portable Dishwasher	OHS - Ag Building	\$699.00	
	10/6/2015	Go Pro door replacement, USB Charger, GoPro Hero 4, dual battery charger, curved and flat adhesive mounts, floaty	OHS - Business Office	\$594.27	
	10/19/2015	Adobe Software	OHS - Business, FACS, Options Offices	\$1,428.00	
	11/24/2015	6 piece screwdriver set	Glennville	47.82	
	11/24/2015	6 Toolboxes	Glennville	89.82	
	11/24/2015	Leak Down Tester	Glennville	130.2	
	12/15/2015	Dell c2660 Printer	Austin	290.49	
	12/18/2015	Storage Container/Rack	Austin	633.96	
	1/4/2016	Advanced Microscopes - 2	OHS - Ag Building	\$870.00	
	1/4/2016	Labquest 2 Interface - 2	OHS - Ag Building	\$658.00	
	1/4/2016	Labquest 2 Changing Station - 1	OHS - Ag Building	\$119.00	
	1/12/2016	Virco Mobile Classroom Storage Cabinet - 2	OHS - FACS Classrooms	\$3,028.41	
	4/25/2016	PLTW kits	Austin	3483.13	
	5/11/2016	Air Compressor	Southland	2746	
	6/22/2016	CASE Equipment	Glennville	2906.12	
	6/22/2016	Beakers, Test Tube racks, Specimen jars	Glennville	1689.76	
	FY17				
	11/24/2016	Power Distributor Tools	Glennville	1824.78	
	12/14/2016	Mobile Classroom Storage Cabinet	Owatonna-Liz	1625.44	
	9/30/2016	CM 42 Plasma Package	Austin-Mark Winkels	786.55	
	9/16/2016	Podcaster, wide angle lens, tripod, microphone, audio splitter	Owatonna-Tate Cummins	899.99	
	9/14/2016	Vernier equipment-CASE	Owatonna-Liz	4978.04	
	10/12/2016	Karma Drone, GoPro Stabalization, Hero 5	Owatonna-Tate Cummins	1499.97	
	11/1/2016	AFNR CASE Lab Set	Glennville-Ben Larson	1092	
	9/24/2016	Vernier Kit	Owatonna-Liz Ta	596	
	9/6/2016	Canon EOS Rebel T5 Camera/Memory Card	Owatonna-Tate Cummins	899.98	
	10/15/2016	Spindle/Belt Sanders/Mortising Machine/Routers	Albert Lea-Mike Lester	1450	
	9/30/2016	Lenava-Thinkpad Laptop Computer	Austin-Ryan Stanley	2222	
	1/18/2017	Clothes Dryer/Sewing Machines/Sewing Shears/Kitchen Equipment and Utensils	LeRoy-Londa Johnson	1800	
	FY18				
	8/31/2017	VEX kits-POE	Austin, Ryan Stanley	\$9,780	
	9/21/2017	3D Printer, Makerbox Replicator	Southland, Kevin Brown	\$2,498.99	
	11/22/2017	Hypertherm Plasma Cutter	Glennville-Emmons, Ben Larson	\$1,610	
	11/27/2017	Panasonic AG-UX90 4K HD Camcorder (2)	Albert Lea, Max Jeffries	\$4,250	
	12/22/2017	3 Compound Microscopes	Owatonna, Liz Tinaglia	\$1,179.90	
	1/4/2018	4 Janome 315 Sewing Machines	Owatonna, Denise Lage	\$1,556	
	3/9/2018	Millermatic 252 Praxair MIG Welder	Grand Meadow	\$2,065.00	
	5/30/2018	Welders	Austin, Ryan Stanley	\$5,876	
	FY 19				
		4 MIG Welders	AUSTIN	\$5,876.00	19-19-100
		CNC Computerized Wood Router Shark HD4	SOUTHLAND	\$5,064.99	19-19-101
		Six Work Station Tables & 1 Instruction Table	GLENVILLE-EMMONS	\$38,000.00	19-19-102
		POE Vex Kits (Robotic Parts)	ALBERT LEA	\$3,200.00	19-19-103
		Digital Read outs for the Lathe and Mill	ALBERT LEA	\$3,218.00	19-19-104
		Electronic Scales and Health Kits	OWATONNA	\$2,021.00	19-19-105
		T-23F-HC Freezer - Reach In	OWATONNA	\$3,720.00	19-19-106
	FY20				
	10/30/2019	2 Realcare Babies w/accessory package	Albert Lea	2000	
	10/30/2019	Slide in Electric Range w/convection	Albert Lea	\$1,777.96	20-19-100
	1/3/2020	Praxair Plasma Cutter	Kingsland, Brogan	\$1,400.00	20-19-101
	1/3/2020	Vernier Structure Tester, Jamie Gray	Owatonna, Gray	\$1,134.29	
	1/3/2020	HP Smart Buy Zbook Studio G5 Laptop	Owatonna, Olson	\$1,477.30	
	1/3/2020	10 small gas engines	Owatonna	\$2,010.30	
	FY19				
	4/1/2020	Pulse Welder	Austin, Ryan Stanley	\$3,132	
	6/12/2020	4 Millermatic Welders	Southland, Brown	\$10,600.00	20-19-103

	4/6/2020	Bovine artificial inseminator	Consortium Shared	\$4,198.00	20-19-104	
	5/12/2020	Wood Top for CNC router, workstations	Austin, Carlson	\$3,246.15	20-19-102	
	6/24/2020	Weld simulator	Consortium Shared	\$21,624.85	20-19-105	
FY21		What was purchased	Where located (school/district)	Cost/Dollar Allocation	MDE Control Number	
	5/12/2021	5 small gas engines	Owatonna, Gray	1148.2	21-19-102	
	5/12/2021	Energy Sensors GD, Force & acceleration sensor GD, Rotary Motion sensor GD & Advanced Wind Experiment Kits	Owatonna, Gray	2060.21	21-19-103	
	5/17/2021	Hypertherm Plasma Torch	Glenville, Larson	3923.99	21-19-105	
	5/18/2021	Metal Band Saw	Glenville, Larson	3295	21-19-105	
	5/20/2021	Go Direct Dis Oxy sensor, CO2 gas sensor, Labquest interface	Owatonna, Liz Tinaglia	7534.24	21-19-104	
	6/2/2021	Stinger II CNC router table	Owatonna, Dinse	19658	21-19-106	
	6/3/2021	SparX 4400 Plasma Table	Albert Lea, Ebeling	13250.78	21-19-107	

Asset Nbr	Asset Description	Bldg Code	Room Code	Inventory Date
1718039	COMPUTER,DELL LAT E5550 LAPTOP	EAST	C114F	11/27/2018
1581482	COMPUTER,DELL LAPTOP LAT E5580	EAST	C106A	6/12/2017
1718344	IPAD, WI-FI 32GB SPACE GRAY	EAST	C106A	5/29/2018
1093636	COMPUTER,DELL NOTEBOOK 5566	ALEA	308	6/20/2018
1093638	COMPUTER,DELL NOTEBOOK 5566	ALEA	308	6/20/2018

Mfgr Serial Nbr	Po Nbr	Asset Value	Asset Holder	Class Code	Owner Dept Nbr	Mfgr Name
167V662	55347	1651.25	WILLY MEKEEL	306A	FA0004	DELL
B1XL2H2	P0002173	1032	J Kyle	306A	FA0004	DELL
DMPW834VJF8J	P0041486	467	J KYLE	306A	FA0014	APPLE
FYCHXF2	P0044902	377	Auto Program	306A	FA0004	DELL
			for PSEO use			
3CXXFXF2	P0044902	377	Auto Program	306A	FA0004	DELL
			for PSEO use			

Mfgr Model Nbr	FY Purchased
LAT E5550	FY16
LATITUDE E5580	FY17
IPAD WI-FI 32GB GRAY	FY18
INSPIRON 5566	FY18
INSPIRON 5566	FY18