

THE MINNESOTA FOUNDATION FOR STUDENT ORGANIZATIONS



BIENNIUM REPORT

FEBRUARY 2021



As required by Minnesota Statutes 2000 M.S. 124D.34, Subd. 10

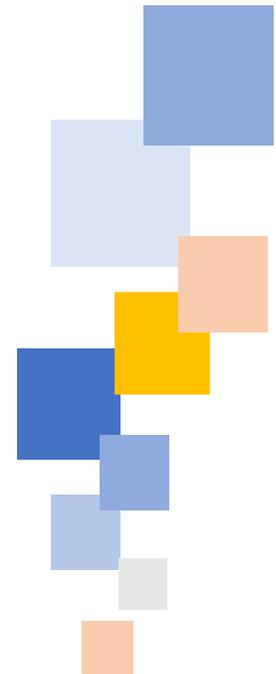
ESTIMATED COST OF PREPARING THIS REPORT:

This report provides information which is maintained by the Minnesota Foundation for Student Organizations as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of analyzing the data, determining recommendations and preparing this document.

Special funding was not appropriated for the cost of preparing this report. The estimated cost incurred by the Minnesota Foundation for Student Organizations in preparing this report is **\$839.00**.

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Appendix A Annual MFSO Workshops

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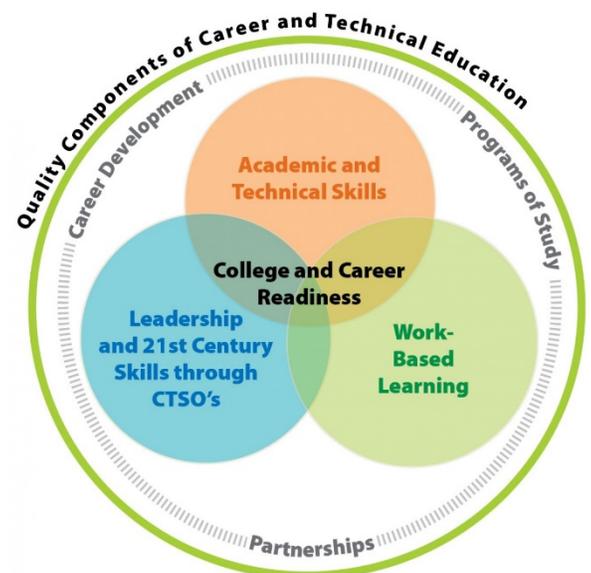
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Introduction

The Minnesota Foundation for Student Organizations (MFSO) was created in 1996 by the Minnesota State Legislature to ensure the stability of and provide collaborative leadership and funding to the Career and Technical Student Organizations (CTSO) in Minnesota. The MFSO works in cooperation with the Minnesota Department of Education (MDE) and the Minnesota State Colleges managing, allocating and reporting on state and federal funds that support CTSOs. The MFSO also provides guidance to the CTSOs in the following areas: Leadership Training, Conference Support, Board Development and Special Projects.

Career and Technical Student Organizations support the rigorous academic content of career and technical education (CTE) programs in the classroom ensuring students are meeting industry skill standards and are prepared for employment. They also provide students with a comprehensive framework of leadership and employability skills. CTSOs are considered an integral part of student's CTE program.



Mission

The MFSO promotes and supports career and technical student organizations as they work to provide student opportunities for leadership, personal development, community service and career preparation.

History

Career and technical student organizations have served students for over 70 years. After federal legislation provided for agriculture and homemaking education, FFA (Future Farmers of America) and FHA (Future Homemakers of America) were established. As new career initiatives were added at the state level, other career and technical student organizations were developed.

Originally, all student organizations were state and federal programs, which over the years evolved into independent 501 c3 non-profit organizations. With the advent of the School-to-Work Program, student organizations developed a much higher profile as an integral part of the educational process where students experienced application of skill and developed personal leadership qualifications.

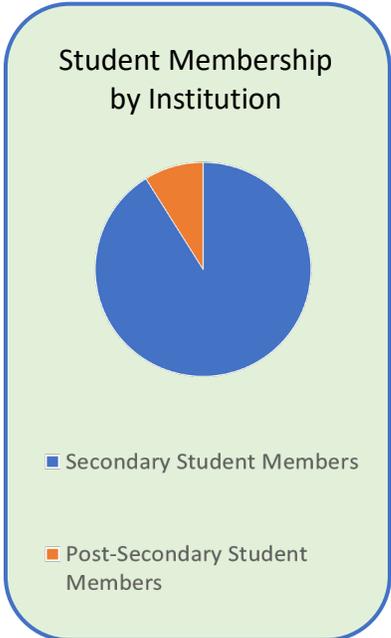
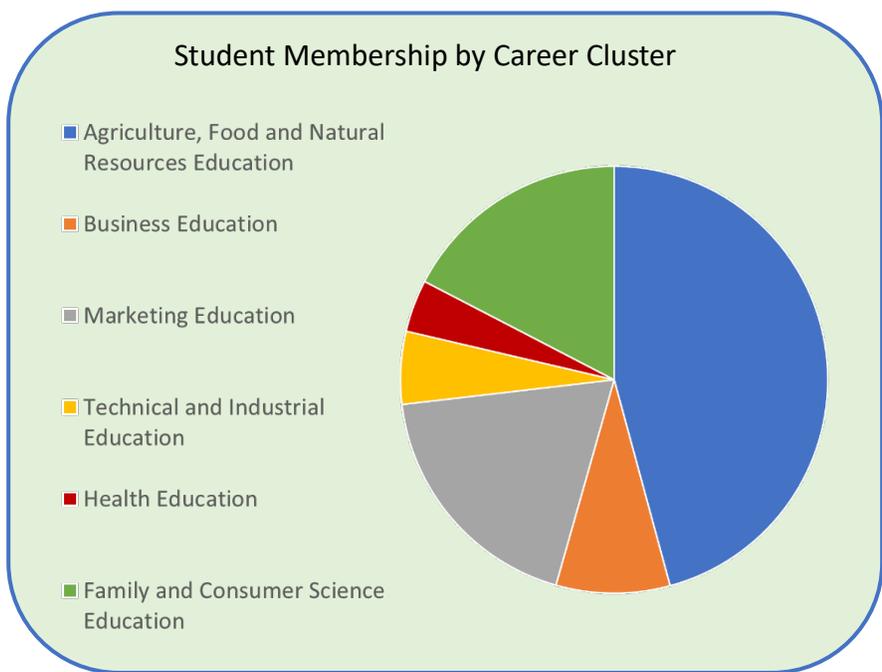
In 1996 by the Minnesota State Legislature agreed to boost support for this extremely important component of the education process by creating the Minnesota Foundation for Student Organizations to bridge the public and private funding of career and technical student organizations. Modeled after the highly successful Minnesota Academic Excellence Foundation, the legislature established the group and appropriated monies for not only the operation of the Foundation, but also for disbursement to the various student organizations for their operations. Additionally, they charged the Foundation with the responsibility of securing additional funding through outside sources of support for these same student organizations.

Minnesota's Career and Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are an essential component of Career and Technical Education. They provide students with workplace, technical and personal skills essential to employability. They are established at the federal level in legislation through the Carl D Perkins ACT. The student organizations operate as 501c3 nonprofits and are governed by an independent Board of Directors comprised of CTE instructors, administrators and industry professionals.

Did you Know...
Minnesota's CTSOs
directly serve more than
25,000 student members!

CTSOs by the Numbers



CTSOs support career and technical education in several ways including skill-based competitive events at the local, state and national level. CTSOs offer industry-based certifications ensuring the student emerges from the classroom ready to enter the workforce. Industry partnerships established by the CTSOs bring current workplace standards, expectations and equipment into the classroom providing students with an opportunity to experience true “hands on” learning in their career field.

CTSOs are student led, providing personal growth opportunities for students at a variety of levels. School chapter activities are recognized as a part of a total educational program. Students develop personal skills, leadership skills and professional and business competencies. They use on-the-job experience and competitive skill-based events to assess technical competencies and employ-ability skills.

Minnesota boasts more than 600 chapters in High Schools and Colleges across the state!

BPA (Business Professionals of America)

The mission of Business Professionals of America (BPA) is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills. Minnesota BPA provides educational experiences that further develop social intelligence, civic consciousness, leadership skills and self-esteem for its members.

BPA has taken some of the most progressive steps to encourage meaningful student participation during the pandemic with a two-month virtual leadership event featuring both live and on demand content on a variety of topics. The 12 sessions included: Project Management, Teamwork, Communication, Cultural Inclusion, Equity, Professionalism and Chapter Development.



DECA and Collegiate DECA

The mission of Minnesota DECA and Collegiate DECA is to enhance the education of all students with interests in marketing, management or entrepreneurship. DECA assists students in developing skills and competencies for marketing careers, while building self-esteem, experiencing leadership, and providing community services.

Minnesota Secondary DECA hosted the 2019 Regional Leadership Conference: themed “All Eyes North”. This conference provided student leaders leadership development and networking opportunities. Over 1700 students from the 6-state region attended!



Minnesota Collegiate DECA [in cooperation with Wisconsin and Texas Collegiate DECA] led a national Innovation Challenge on a virtual platform allowing students to compete in several events, in place of their leadership and professional development conference.



FCCLA (Family Career and Community Leaders of America)

The mission of FCCLA is to promote personal growth and leadership development through service occupations. Focusing on the multiple roles of the family member, wage earner, and community leader, members develop skills for life through: Character Development, Creative and Critical Thinking, Interpersonal Communication, Practical Knowledge and Vocational Preparation.

Despite the setbacks the COVID-19 pandemic presented, Minnesota FCCLA served as a lead agency for Global Youth Service Day. Over two thousand Minnesota FCCLA youth volunteers completed projects serving 1,386 military persons and families, 481 first responders and 454 veterans with over 340 hours of service culminating on 911 Day of Service.

FFA

The Minnesota FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture, food, and natural resources education. The Minnesota FFA Organization celebrates academics, leadership, communications, teamwork, problem solving, character, community service and citizenship and recognizes students for excellence in those areas through the FFA award and degree programs.



The pandemic caused the closure of the Minnesota State Fair. But that did not stop the FFA from delivering their part in "Fairly Awesome: A Virtual State Fair Experience." The FFA State Officers created a virtual alternative to in-person experiences, including a visit to the Miracle of Birth Center. Students created a series of "Miracle of Birth Moments," "The Greatest Show" livestock and crop show perspectives and "State Fair Food Science" videos. Launched over Labor Day weekend, FFA had quite a presence during the social media focus on the fair!



HOSA (Health Occupation Students of America)

The mission of Health Occupation Students of America (HOSA) is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science technology education students, thereby, helping students to meet the needs of the health care community.

In the first year of the biennium, HOSA welcomed a new Executive Director: Summer Hagy. Under her direction, HOSA hosted a virtual leadership and skilled event conference in June. Amidst the pandemic, HOSA also launched an exciting new program featuring student ambassadors to facilitate communication and student member recruit through virtual meetings and events.

PAS (Post-Secondary Agriculture Students)

The (PAS) Post-Secondary Agricultural Student Organization provides opportunities for individual growth, leadership and career preparation. Members develop skills for life through: Character Development, Creative and Critical Thinking, Interpersonal Communication, Practical Knowledge and Vocational Preparation.

Under the leadership of Executive Director Chuck Strandburg, Minnesota PAS has been leading the national organization not just in winning competitive events, but also developing new ones.

SkillsUSA

SkillsUSA is a partnership of students, teachers & industry working together to ensure America has a skilled workforce. SkillsUSA Minnesota creates opportunities for students, educators and business. This is accomplished through leadership training, volunteerism opportunities, competitions and conferences, which enhance students' self-worth and employability skills to create a seamless transition into the workforce.

SkillsUSA welcomed Jessa Dahmes as the new Executive Director. Over the past biennium Minnesota SkillsUSA has recruited several industry sponsorships including the Twin West Chamber of Commerce and NCAT (National Center for Autonomous Technologies). They are developing an exciting partnership with the Engineering COE (Center of Excellence) to develop a Team Engineering Challenge contest for middle school and high school students as part of a membership campaign.



The Impact of COVID-19

The biennium brought, and continues to bring, new challenges to the MFSO and CTSOs related to the global COVID-19 crisis. The pandemic has overwhelmed our education system and severely compromised access to student leadership opportunities, particularly those that are applied and integrated into the classroom. According to the National Center for Education Statistics, in early spring as the pandemic was hitting its first peak, the virus consigned nearly all of over 55 million U.S. school children under the age of 18 to staying in their homes. Not only did students lack access to school and the basic supports schools provide, but they also lost out on group and team activities, including those opportunities provided by career and technical student organizations.

During this difficult time, the MFSO increased communication with the CTSOs, holding (virtual) bi-weekly CTSO round table discussions. The CTSOs were encouraged to talk with each other about challenges they are facing, ask questions, and relay any updates. The MFSO acted to support to the student organizations throughout the crisis in several ways:

- Providing updates on state policies and procedures, with particular attention to those changes impacting CTSO chapter practices and meetings.
- Providing financial recovery opportunities; including expanding current financial relationships and securing additional support to assist in recovery efforts.
- Providing technical support; with particular attention to changes in grant reporting procedures.
- Providing support by acting as a resource through both cooperative and individualized assistance to identify potential barriers to the delivery of CTSO programming.
- Providing guidance and oversight. The MFSO is continuing to gather reporting specific to the programmatic, financial and membership consequences resulting from the pandemic.

In the fall of 2020, the CTSOs were asked to complete a questionnaire ranking their challenges and concerns related to COVID-19:

- The number one challenge [for most] was/is planning future events and conferences.
- The number two challenge [for most] was/is maintaining program delivery and conducting chapter meetings.
- Also ranking in the top three [for most] was/is addressing advisor concerns.

CTSOs identified specific “access” challenges including:

- Connectivity and lack of student engagement at the local level.
- Transitioning “hands-on” activities to virtual settings.
- Internet not readily available requiring distribution and collection of “hard” documents.

CTSO’s identified specific “planning and event” challenges including:

- Hotel and vendor contract negotiations; some requiring legal representation to renegotiate.
- Participation in events challenged by school cancellations.
- CTSOs & Advocacy (The role of CTSOs in CTE and how to tell your CTSO story.)

CTSOs identified “daily business practice” challenges including:

- Rescheduling of Board and Committee meetings.
- Inability to connect with advisors at a face-to-face level.
- Invoice/PO processing has been challenging due to school closures.

Despite those challenges, Minnesota's CTSOs made it a priority to ensure access to the important opportunities that CTSOs provide. Their strategies have included:

- Integrating technology aligned with CTSO programming in the classroom. Including hosting chapter meetings and holding [student] officer elections.
- Delivering CTSO curricular content into classroom lessons through distance learning and virtual engagement; including redesigning competitions and leadership content.
- Developing virtual community service projects.

Our CTSOs took unprecedented steps in acting swiftly to develop virtual activities to support their student membership. A few examples included: Minnesota HOSA developed a skilled event and leadership conference in April 2020; including an awards ceremony. SkillsUSA joined the CTE Coalition: Industry Dedicated to Keep CTE Moving. The coalition quickly mobilized to create the Keep CTE Moving website, a central portal where instructors and students can access hundreds of online classes, videos, and instructional materials. BPA and DECA converted technical events into an online platform accessible to students and advisors [instructors] across the state in time for their regional events to utilize the online competitive event system. FCCLA worked to develop virtual community service options for Global Youth Service day. FFA State Officers took the initiative of developing peer-to-peer learning opportunities including a video tutorial that explores community service projects.

CTSOs were also challenged to retain industry support. Given the current economic climate, it has been difficult for businesses to provide the same level of support to CTSOs as they may have in the past. Our CTSOs worked to develop and foster business and industry relationships through virtual advisory panel meetings; CTSOs utilized virtual sponsorships at their leadership and skilled events; and CTE Advisors were provided resources and encouraged to bring industry professionals into their classroom through virtual visits.

Even with their hard work and ingenuity, CTSO student membership has proven to be problematic without the appealing draw of in-person leadership conferences, competitive events and face-to-face networking with industry professionals.

Based on preliminary information gathered, we are seeing between a 30 and 40 percent decrease in chapter affiliation and student membership. For example, one CTSO that had 35 chapters registered in December 2019, had only 18 registered in 2020. We have also seen schools who may have been part of a 100% participation plan moving to register career areas and student members individually for financial reasons. A bright spot in CTSO conference and event participation: virtual [online] access has increased the percentage of membership engagement by approximately 20 percent. For example, one chapter that had only 8 of its 20 student members attending the fall leadership conference in 2019, had 14 of its 19 members participate virtually in 2020.

While membership decreases have caused significant financial issues, the advent of meetings and conferences becoming virtual experiences have also caused unforeseen financial consequences. Some of the CTSOs were able to work with their vendors to reschedule the events and apply any deposit(s); others had necessary to renegotiate or abandon contracts and pay the associated fees. In either case, CTSO(s) still saw a loss of revenue from these events ranging from approximately \$1,400.00 to \$8,000.00 depending on the event requirements, registration and attendance estimate.

The MFSO has been able to provide some financial support to the CTSOs related to COVID-19. The grant supporting Underserved, Non-Traditional and Special Populations was expanded to include distance learning supplies, tools and CTSO programmatic materials and the use of the grant was extended by three months to ensure access and use of the funds.

The MFSO also secured a grant specific to Recovery and Relief. The grant funds may be used for the purpose of reimbursement of lost revenue [due to Co-Vid19] directed to support program maintenance. Funding may also be used to increase access to current CTSO programming or activities. All CTSOs have an opportunity to access the funding through a standard subgrant application process administered by the MFSO.

On a positive note, CTSO Advisors have shined throughout the pandemic and leaned into distance learning. At local, state and national levels Advisors are building reservoirs of virtual programming and activities to share with one another. They have worked tirelessly overcoming access and technical challenges to bring CTSO opportunities to students. In one case, a student member did not have reasonable access to an online skilled competitive event. The Advisor delivered it as a paper-handout to the student. After the student completed the activity, the advisor relayed the information to the state office, ensuring the student had access to meaningful participation opportunities.

The MFSO is continuing to gather information related to the programmatic, membership and financial consequences of the CTSOs. It is our intent to write a report detailing year-over-year data for the current biennium [in comparison to the last biennium]. We intend to examine CTSO organizational activities, conferences (leadership and skilled) and chapter or regional activities that were cancelled, delayed or converted to be held virtually. We will address both the potential reason(s) and remedies to declines in membership related to COVID-19; both short-term and sustained.

Unfortunately, as the pandemic continues, so do the consequences.

Supporting Underserved Populations

The Minnesota Foundation for Student Organizations (MFSO) has made it a priority to focus on ensuring students belonging to nontraditional, underserved, and special populations have an opportunity to engage in meaningful participation in career and technical student organizations.

An important part of that effort has been addressing “poverty in the classroom”. CTE and CTSO Leaders have been encouraged to participate in poverty awareness training either directly through Communications Across Barriers or through individualized training with a certified poverty awareness coach. In addition, the MFSO has worked with the CTSOs to develop programming focused on overcoming the barriers of systemic poverty and creating a climate of equity in the classroom through direct support to the CTSOs.

Issues of participation are particularly important for students who are part of an underserved or at-risk

81% of dropouts stated that more “real world” [experiential and applied] learning would have influenced them to stay in school.

-Bridgeland, The Silent Epidemic: Perspectives of High School Dropouts

population. Graduation and/or program completion increases greatly if: the student is involved in a co-curricular student organization; AND/OR if the advisor/instructor is sensitive to the needs of students that are part of an underserved or at-risk population. CTSOs provide a safe environment to improve academic achievement and develop technical and employability skills.

Direct support allowed economically disadvantaged [school] chapters and students opportunities that would otherwise not have been attainable including leadership development, technical skill attainment and industry certification.

Through poverty awareness training, we have reached more than one hundred and fifty CTSO Advisors, CTE Educators and Administrators, helping them to address poverty in their classroom. The MFSO utilizes the Poverty Institute through Communications Across Barriers (CAB). CAB is an international consulting firm serving professionals and entire communities on breaking the cycle of poverty in America. CTE professionals have been encouraged to seek training directly through Communications Across Barriers; alternately, the MFSO will also provide a poverty awareness coach to provide individualized support to CTE Instructors/CTSO Advisers across the state.

The MFSO also provides poverty awareness training to student members of our CTSOs. In 2019, the MFSO reached more than two hundred students; helping them understand the barriers of poverty. In 2020 the MFSO developed a virtual poverty awareness workshop. It was featured as a part of the virtual workshop series and available to individual CTSOs.

Our goal continues to be identifying and overcoming barriers to achieve meaningful participation in a CTSO for underserved student populations. Moving forward the Minnesota Foundation for Student Organizations plans to continue to offer poverty awareness training and CTSO direct support.

“Our chapter is made up of 100% students of color, and 65-70% free and reduced lunch. This is an outstanding group of young people who have tremendous things to offer...and would not have this opportunity otherwise.” - CTE Instructor, HOSA Advisor

“The State Conference was an experience I will carry with me forever, especially since it is the only competitive activity, I have ever been a part of. I am so proud of myself and the people I had the honor of working with. It has changed my life.” -CTE Student, DECA Member

“It has helped me gain confidence in my speech, my tests and my character. This conference will forever be a part of my professional career.” - CTE Student, BPA Member

Guidance and Growth Opportunities

One of the primary duties of the MFSO is to provide oversight and guidance to Minnesota's CTSOs. That includes ensuring each CTSO has access to individualized CTSO Board of Directors Training and Development. Past topics have included: Non-Profit Governance and Fiduciary Duties and Obligations. The MFSO also facilitates strategic planning at the request of the CTSO. Notably this past year, the MFSO constructed a comprehensive general operations guide for each CTSO. Content included: Non-Profit Governance Standards and Reporting; Board Development; Human Resources and Executive Transition; Developing Sponsors and Partnerships; and Fund Development.

The MFSO has looked to provide "value added" personal and professional development opportunities. This includes the annual workshop. Each year this event is hosted free of charge for CTSO staff, MFSO and CTSO Board Members and CTE educators/CTSO advisors. Past topics have included: Cultural Competency, Poverty Awareness, and Developing Successful Local Partnerships.

The topic of the 2019 workshop was Financial Literacy and Marketing your CTSO. The MFSO partnered with BestPrep to provide information on bringing financial literacy into the classroom through the Financial Matters program. The program brings volunteers into the classroom to educate students on a variety of real-life financial topics from credit and budgeting to buying a car and insurance. The second portion of the program included Marketing and Branding expert, TJ Lind. He discussed how to increase membership through a successful CTSO marketing campaign, with an emphasis on branding through social media opportunities.

The 2020 workshop was done as a virtual workshop series. The MFSO series focused on creating an equitable and safe virtual environment for all students. The first workshop in the series was Overcoming Bias and Micromessaging; the second was Virtual Engagement Strategies for Learning. The MFSO is continuing to develop content through learning modules and customized content for our CTSOs.

Civic Awareness: CTSO Day at the Capitol

Career and Technical Student Organizations are not just preparing students to join the skilled workforce of tomorrow, they are developing the minds of the best and brightest student leaders today. The MFSO believes it is beneficial for our student leaders to understand advocacy and citizenry.

Each year Minnesota's career and technical student organizations are invited to participate in CTSO Day at the Capitol. The event generally occurs in February as part of CTE month. The student organizations are encouraged to bring [student] state officers or chapter presidents.

The CTSO Day at the Capitol experience is a two-day event. The first day, students participate in a training session. They learn how the different career and technical student organizations serve students and enrich their career areas. The student leaders also learn the importance of advocacy and the role they can play in the political process at the state and local levels. The following day our students meet at the Capitol to embark in groups chaperoned by their individual CTE instructors or CTSO staff members. The students meet with their individual Senator or Representative and share the experience of their CTSO. *(The MFSO schedules all appointments and coordinates the meetings.)* The students also have the opportunity to attend committee meetings and tour the Capitol.

In 2020 Day at the Capitol is set to go virtual! In lieu of an "in-person" training session, the MFSO developed virtual training modules for students to access. The meetings will also be virtual via "zoom".



General Operations and Management

The Minnesota Foundation for Student Organizations (MFSO) has a contract for basic management services. The Board of Directors has oversight of financial and operational activities.

The MFSO maintains a relationship with the Minnesota Department of Education (MDE). The grants management division of the MDE provides administrative support for the career and technical student organizations legislative grants. In addition to the financial relationship, the CTSOs work closely with the career pathways specialists at the MDE. The CTSOs receive guidance on curricular issues affecting their students, advisors and CTE programs in general.

One of the primary responsibilities of the MFSO is assisting the CTSOs with the technical requirements of their legislative grants [administered through the MDE]. The MFSO ensures the student organizations meet or exceed the expectations of Grants Management including desk reviews, reimbursement requests, interim narrative reports and financial management. To assist the student organizations, the MFSO has provided the CTSOs with a comprehensive guide covering topics ranging from reporting requirements and state grant procedures to human resources and non-profit best practices. The CTSOs are required to provide quarterly reports to the MFSO Board of Directors detailing their work plan, goals and accomplishments.

The Board of Directors meets quarterly. Each year the MFSO holds at least one strategic planning committee meeting. The Executive Committee meets monthly to discuss and review the operations of the MFSO and CTSOs. Additional committees meet as the need arises.

The CTSO Executive Directors are not voting members of the MFSO Board of Directors; however, they are encouraged to attend and participate in all Board of Directors meetings. The MFSO holds monthly CTSO round tables to address any challenges they may be facing.

The MFSO recognizes strategic planning is critical to the long-term success of any organization. This biennium the MFSO Board of Directors reviewed internal procedures, short-term and long-term goals and economic development goals. The MFSO utilized an open process inclusive of many stakeholders. The exercise yielded a comprehensive strategic vision focused on the underlying values that support the objectives of our student organizations to provide students employability skills to lead them successfully from education to employment.

Values

Business & Industry Partnerships

When CTSOs develop successful business & industry partnerships, we can better align career pathways to meet both student and industry needs.

Experiential and Applied Learning

Career and Technical Education is unique in its ability to prepare students through real-world experiences that align with specific a specific career. Hands-on and applied learning continue to be an effective educational tool of CTSOs.

Classroom Excellence

Our students deserve to have access to high-quality programs and be taught by quality instructors who have real-world knowledge in the field they are teaching.

Equity

Reaching underserved, nontraditional and special populations to provide meaningful leadership experiences within career and technical education programs is a foundation of CTSOs.

Financial Sustainability and Development

The MFSO provides oversight of the legislative grants to the student organizations [in cooperation with the grants management division of the MDE] and seeks to develop additional funding streams to support the activities of the CTSOs.

The current legislative funding structure is as follows, as outlined in the E12 Omnibus Bill:

Subd. 10. Student organizations. (a) For student organizations:

2020.....\$768,000

2021.....\$768,000

(b) \$46,000 each year is for student organizations serving health occupations (HOSA).

(c) \$100,000 each year is for student organizations serving trade and industry occupations (Skills USA, secondary and postsecondary).

(d) \$95,000 each year is for student organizations serving business occupations (BPA, secondary and postsecondary).

(e) \$193,000 each year is for student organizations serving agriculture occupations (FFA, PAS).

(f) \$185,000 each year is for student organizations serving family and consumer science occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and 31, the student organizations serving FCCLA shall continue to serve students younger than grade 9.

(g) \$109,000 each year is for student organizations serving marketing occupations (DECA and DECA collegiate).

(h) \$40,000 each year is for the Minnesota Foundation for Student Organizations.

(i) Any balance in the first year does not cancel but is available in the second year.

The MFSO secured several grants averaging \$30,000.00 each year of the biennium. In the fiscal year 2020, the MFSO was able to leverage the financial support of a Carl Perkins grant to acquire matching funds through a private grantor. These funds are being used primarily by the CTSOs for individual projects supporting Underserved, Nontraditional and Special Populations. The student organizations are able to apply to the MFSO through a competitive sub-grant application process. The MFSO also received a small operations grant from a private grantor to off-set the costs of general day-to-day operations.

In 2021, the MFSO continues to focus on the fiscal health of the CTSOs during the COVID-19 pandemic. The MFSO was able to secure a grant through a private grantor to assist the CTSOs with both loss of revenue directly related to the effects of the Pandemic and additional expenditures incurred as a result of accommodations required to conduct CTSO activities safely (i.e. virtual platform development, social distancing requirements, etc.)

In the next biennium, the MFSO will continue to seek funding for CTSO programming supporting Underserved, Nontraditional and Special Populations, with a focus on students in poverty. The MFSO will also continue to support our CTSOs as they recover from the economic impact of COVID-19.

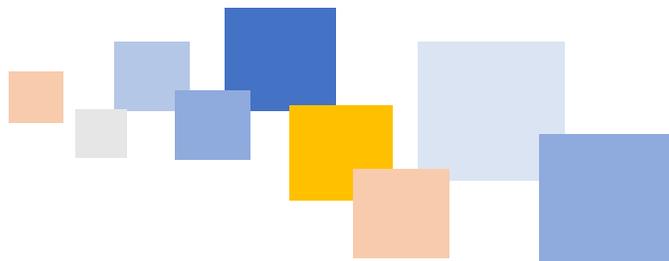
Conclusion

Over the last biennium, the MFSO provided guidance and leadership to the CTSOs through several programming opportunities including value added workshops for both students and advisors, customized board development training and strategic planning exercises. The MFSO continued to prioritize support to underserved populations through poverty awareness training and individual CTSO programs and projects. During the pandemic, the MFSO encouraged and facilitated collaborative activities for the CTSOs. The MFSO secured funding to support COVID-19 relief and recovery efforts by the CTSOs.

The MFSO welcomed four new members to the Board of Directors and two new CTSO Executive Directors. Internal operating procedures, objectives and fund development strategies were reviewed by Board Members, CTSO Leadership and other stakeholders; yielding a comprehensive strategic vision and two-year action plan.

Over the past year, we have all been challenged to look at learning differently and find new ways to deliver CTE curriculum to our students. Minnesota's Career and Technical Student Organizations accepted that challenge and committed to bringing leadership opportunities to our students and business and industry standards into our classrooms.

Looking forward, over the course of the next Biennium, the MFSO will continue to strive to provide the CTSOs with the tools to be successful and serve their membership.



Appendix A: MFSO Annual Workshop 2019



Building a Better CTSO: Developing, Marketing and Evaluating CTSO Programs
Hosted by the Minnesota Foundation for Student Organizations

Career and Technical Student Organizations (CTSOs) are an essential part of the Career and Technical Education Programs in Minnesota. The Minnesota Foundation for Student Organizations wants to ensure our CTSOs have the tools necessary to be successful! Our annual workshop will focus on developing, marketing and evaluating CTSO Programs.

In every career pathway, financial literacy is key to student success! The first presentation of the day will feature Best Prep's program: Financial Matters. The program brings volunteers into the classroom to educate students on a variety of real-life financial topics from credit and budgeting to buying a car and insurance.

"CTSOs are the best kept secret" ... We will spend the second part of the day learning how to change that! Marketing and branding are key to any successful organization. Marketing and Branding expert, TJ Lind will be discussing how to increase membership and support through a successful CTSO marketing campaign.

We will conclude the afternoon by discussing increasing diversity of membership and support for underserved and special populations. To help us understand how we can successfully incorporate equity and inclusion goals into CTSO programming; Eva Scates-Winston, Minnesota State CTE Equity Specialist will lead a discussion on evaluating CTSO programs through the lens of equity.

Agenda At a Glance

12:00 Welcome & Introductions
Lunch

12:30 Financial Matters, Best Prep
Bonnie Vagasky, Vice President of Educational Program
Sarah Hammel, Program Associate, Financial Matters

1:30 Marketing & Branding Your CTSO
TJ Lind, MFSO Board Member

2:30 Break

2:45 Evaluating CTSO Programs Through the Lens of Equity
Eva Scates-Winston, Minnesota State CTE Equity Specialist

3:45 Wrap Up and Next Steps

The Basics

Cost: FREE
[Registration is required.]
Date: October 11, 2019
Time: 12:00 – 4:00 pm
Lunch: Yes!
Location: Inver Glen Meeting Room, Inver Glen Library
8098 Blaine Avenue Inver Grove Heights, MN 55076

REGISTRATION INFORMATION

Please email Emily Saed at emily.saed@state.mn.us the following information:
Name, Phone Number, Email Address, and Career and Technical Student Organization Affiliation

Box Lunches and beverages provided. Please select one of the following:

Turkey, Swiss on White Roll, Banana, Cookie and Side (choose 1) Chips Pasta Salad

Chicken Salad on Croissant, Banana, Cookie and Side (choose 1) Chips Pasta Salad

Vegetarian Wrap, Banana, Cookie and Side (choose 1) Chips Pasta Salad

The Minnesota Foundation for Student Organizations • PO Box 25212, Saint Paul MN 55125 • www.mnfso.org

Appendix A: MFSO Annual Workshop, 2020



Building a Better CTSO: Building an Equitable Environment
 October 15th, 2020 3:00-4:15 pm *via Zoom*
 Hosted by the Minnesota Foundation for Student Organizations

Career and Technical Student Organizations (CTSOs) are an essential part of the Career and Technical Education Programs in Minnesota. The Minnesota Foundation for Student Organizations wants to ensure our CTSOs have the tools necessary to be successful in these challenging times. The MFSO annual workshop will focus on creating an equitable and safe environment for all students.

Eva Scates-Winston will be leading the workshop and moderating the discussion. Eva is a Minnesota State CTE Equity Specialist. *“In partnership with the staff at the Minnesota Department of Education, I provide professional development, technical assistance and grants to the Minnesota Perkins Consortia to support local efforts to serve special populations. State leadership work includes building relationships with internal and external partners that serve diverse populations through various joint initiatives and collaborative projects.”* And as a Board Member of the MFSO, Eva is familiar with the unique challenges CTSOs face.

Workshop Description:
 The role of CTSOs is not only co-curricular but can function as a foundation for safe and trusting relationships, navigating processes and gaining confidence to accept leadership. However, those same structures can be unintentionally biased, complexities of relationships can have hidden or direct micromessages and uncomfortable environments leave students feeling unwelcome or excluded. This opening session explores some of the nuances of building equitable relationships and supportive environments and potentially what we can do to mitigate. This session will also provide an open forum for discussion, action steps and to debrief.

For the first time the MFSO will be using a virtual format! This workshop is intended to be the first session in a series focused on equity and access in the classroom. It will be approximately 75 minutes, with more information on the series provided at the event.

We are pleased to be able to provide this workshop to CTSO Staff, Board Members and Advisors free of charge. Registration is required as there is a limited number of spaces, **please register by October 1.**

REGISTRATION INFORMATION

Please email Emily Saed at emily.saed@state.mn.us the following information:
 Name, Phone Number, Email Address, and Career and Technical Student Organization Affiliation

Please answer the following questions with your registration email:
 Have you attended a diversity and/or equity workshop in the past?
 If you answered yes, when and what was the topic?
 What are you hoping to learn?
 Do you plan on pursuing any self-guided learning opportunities?
 Do you plan on attending a follow-up discussion session?

The Minnesota Foundation for Student Organizations • PO Box 25212, Saint Paul MN 55125 • www.mnfsso.org

Appendix B: Funding Distribution

Minnesota Foundation for Student Organizations Funding Distribution

The Minnesota Foundation for Student Organizations is charged with a variety of responsibilities including monitoring public funding received through the legislature. In some cases, that includes allocation: when more than one CTSO receives funding within a “line item” and/or career area; in which the MFSO uses a formula.

The funding formula is based on three components. Each CTSO receives a base amount [\$30,300.00] to ensure their basic operating costs are covered. The remaining funds are divided according to the size of the organization. The MFSO considers student members and also recognizes and considers the number of schools/chapters a CTSO maintains.

Part A - Base Funding*

- This plan distributes \$30,300.00 of funds equitably to each individual CTSO for the “operating base.”

Part B - Chapter Factor

- After the “operating base” has been allocated forty percent (40%) of the remaining funding is allocated based on nationally affiliated chapters.

Part C - Membership Factor

- The sixty percent (60%) of the remaining funding is allocated on the basis paid state and national student members served.

This formula can only be applied when more than one CTSO is supported in a career area. However, when determining legislative increase requests this formula is also utilized to determine parity in the member and chapter areas.

**Please note the MFSO is seeking an increase in funding for all CTSOs, this would include an increase in the base amount.*

Appendix C: Definitions

Organization:

A Minnesota career and technical student organization must:

- satisfy all requirements to be in good standing with the national organization;
- have at least 300 members;
- have at least 10 active chapters; and
- have a maximum of two organizations that are recognized for each of the 7 career areas as defined in M.S. 124D.34*.

Chapter:

A career and technical student organization chapter must:

- be part of a Career and Technical Education (CTE) state approved program;
- be a state and nationally recognized, chartered chapter; and
- have ten (10) or more members that meet CTE grade level guidelines.

Member:

A chapter member must:

- be a student who has fully paid state and national CTSO dues for the current year;
- be enrolled in an approved CTE program at a Minnesota education school or college in grade levels that meet state CTE guidelines.

Reporting:

Each CTSO organization must:

- Comply with the grants management reporting requirements;
- report the current year's student membership and chapter numbers to the MFSO office prior to June 1 of each fiscal year;
- submit to an audit at the discretion of the MFSO Board of Directors.