



# THE MINNESOTA FOUNDATION FOR STUDENT ORGANIZATIONS

## BIENNIUM REPORT

FEBRUARY 2023



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 **\$1,391.00.**

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## INTRODUCTION

The Minnesota Foundation for Student Organizations (MFSO) was created in 1996 [[Mn State Statute 124D.34](#)] to provide leadership and oversight of the Career and Technical Student Organizations (CTSOs) 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 and Learning Outcomes, Board Development and Special Projects.

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

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## 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 the Minnesota State Legislature created the Minnesota Foundation for Student Organizations to ensure the continued support and funding of career and technical student organizations, as an inter-curricular component of career and technical education. 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.



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## MINNESOTA'S CAREER & 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 employ-ability. 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. The following career and technical student organizations are recognized in Minnesota:

BPA: Business Occupations

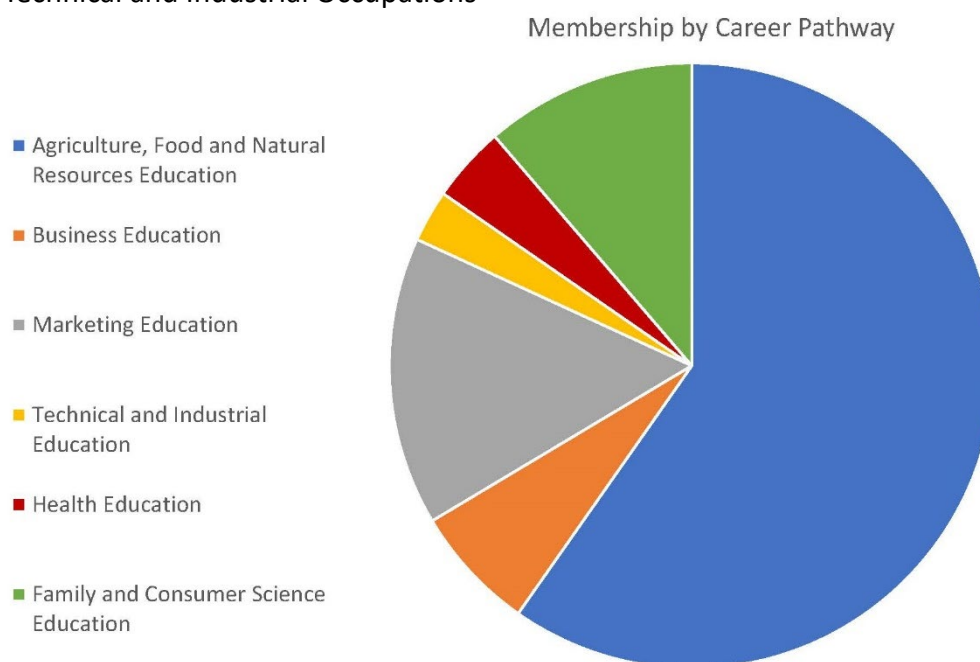
DECA: Marketing Education

FCCLA: Family and Consumer Sciences

FFA/PAS: Agriculture, Food, and Natural Resources

HOSA: Health Sciences Education

SkillsUSA: Technical and Industrial Occupations



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*FFA supporting agriculture, food and natural resources continues to boast the largest membership across the state. DECA, supporting marketing education and entrepreneurship and HOSA, supporting health sciences and health occupations have quickly recovered from the impact of COVID19 and have grown dramatically over the past year.*

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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 **work-based learning** and skill-based events to assess technical competencies and employ-ability skills. 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.

Despite the extraordinary steps Minnesota CTSOs took to act swiftly throughout COVID to support their student membership, we saw between a 30 and 40 percent decrease in chapter affiliation and student membership in 2020 and 2021.

However, in 2022, we saw unprecedented growth; with several of the CTSOs reaching their pre-pandemic membership. Current CTSO membership:

Membership	Career Area/CTSO
4054	Marketing/DECA
1761	Business/BPA
1068	Healthcare/HOSA
2973	FACS/FCCLA
15706	AFNR/FFA
731	T&I/SkillsUSA



Career and Technical Student Organizations are in more than **85% of public school district** career and technical education programs.

Minnesota’s CTSOs serve more than **25,000 student members** across the state.

Collectively, the inter-curricular student organizations have more than **600 public school chapters** throughout Minnesota.

From Roseau to Blue Earth and Breckenridge to Stillwater; CTSOs are embedded into classrooms as an **integral part of career and technical education.**





The mission of **BPA** (Business Professionals of America) 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.

During the pandemic, BPA took some of the most progressive steps to encourage meaningful student participation by hosting a two-month virtual leadership event featuring both live and on demand content on a variety of topics. The program was so successful, they have elected to continue it! In another innovative step, they were unable to host an in-person awards ceremony, BPA provided competitive event winners with yard signs!

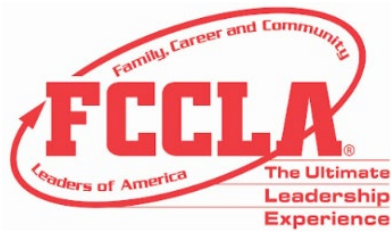


The mission of Minnesota **DECA** and **Collegiate DECA** is to enhance the education of all students with interests in marketing, management or entrepreneurship. DECA assists students in developing skills and competencies for marketing careers, while building self-esteem, experiencing leadership, and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

Minnesota DECA went above and beyond, to provide students opportunities to compete during the pandemic! They were able to successfully convert nearly all their competitive events to a virtual format. Students were able to compete at local, state, and national levels, earning skill-based certifications, scholarships, and other prizes.

Minnesota Collegiate DECA hosted the Innovation Challenge on a virtual platform allowing students to compete in several events, engage in networking and other professional development opportunities.





The mission of **FCCLA** (Family Career and Community Leaders of America) 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 Employment Preparation.

Throughout the pandemic, Minnesota FCCLA continued to serve as the lead agency for Global Youth Service Day in Minnesota. Members planned and activated projects for environmental and roadside cleanup, food insecurity and other activities to support their communities.

This past December, FCCLA welcomed a new Executive Director: Patrick Mitchell. Prior to FCCLA, Patrick led statewide conferences, managed community inclusion projects and oversaw the administration of a statewide network that empowered thousands of people with disabilities. He also served two years with AmeriCorps, addressing workforce development needs in Minnesota.



**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, competitive events and conferences, which enhance students' self-worth and employability skills to create a seamless transition into the workforce.

SkillsUSA Minnesota welcomed Tim Friedrich in 2022 as the new Executive Director. Over the past year he has been developing new business and industry partnerships as they rebuild their membership. One of those key partnerships created a new skill-based competitive event: the Facilitathon, introducing students to careers in Facility Management, The Science of Buildings.



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 focuses on growing leaders, building local communities, and strengthening agriculture and recognizes students for excellence in those areas through the FFA award and degree programs.

The challenges of the past biennium have not hindered FFA. In fact their membership is continuing to reach new heights! While the pandemic limited in-person participation at their annual state convention, the FFA student members, advisors, and guests were there in force in 2022 with over 5,000 attending.



Recently, FFA welcomed a new [Interim] Executive Director: Lavyne Rada. Lavyne is no stranger to FFA. She is the Director of the Minnesota Teacher Induction Program (TIP) and the former Minnesota FFA Leadership Development Coordinator. Lavyne will be working with the FFA Board of Directors throughout the transition.



**PAS** (Professional Agricultural Student Organization) is a student-led organization that allows students to build and sharpen their skills so that they are ready for the workplace. Through competitive style learning and real-life application, members are skilled professionals and prepared to work in all areas of the agriculture industry.

During the pandemic, Minnesota PAS continued to lead the national organization in the development of and participation in agriculture, food, and natural resources related professional development opportunities and competitive events.



The mission of **HOSA** (Health Occupation Students of America) 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.

As we emerged from the pandemic, Minnesota HOSA embraced their international 2022 theme: Beyond All Limits, as they reached new heights in membership growth! At the Minnesota HOSA Fall Leadership Conference, approximately 400 members had the opportunity to participate in more than 30 educational sessions, meet perspective employers and explore educational opportunities made possible by Minnesota HOSA's dedicated education, business, and industry partners. This past year Minnesota HOSA also developed a student led inclusion committee dedicated to creating a safe space for students of all races, genders, and abilities. In next biennium, Minnesota HOSA will continue to go Beyond All Limits as the premier pipeline for future health professionals.



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## INTEGRATED INTO THE CLASSROOM: LEARNING OUTCOMES

**CTSOs are key to career-based learning outcomes leading to employment.** Employers look for students with academic knowledge, technical skills as well as intangibles like ethics, teamwork, problem solving, and critical thinking. Curricular activities that happen outside of school in the “real world,” provide the relevance students need and the perspective employers seek.

The MFSO worked with the student organizations to more clearly define the **common learning outcomes generated through CTSO leadership and employability-based classroom programming and events.**

### Critical Thinking and Learned Experience Application

- ✓ Students think critically about obstacles and how to overcome them.
- ✓ Students understand how their role as a student leader in SkillsUSA can be applied to their education, career, and future.
- ✓ Students integrate their lived experiences into their leadership development process.

### Interpersonal Competencies

- ✓ Students practice team leadership through active group participation.
- ✓ Students demonstrate adaptability through hands-on activities.
- ✓ Students constructively engage and collaborate with others through team-building exercises.

### Career Exploration

- ✓ Students are introduced to work tasks and access resources corresponding to careers they may be considering in an industry setting.
- ✓ Students acquire information about careers and educational/training pathways leading to them.
- ✓ Students connect academic experiences with the technical skills desired by employers.

## Service-Learning

- ✓ Students have improved social responsibility and citizenship skills.
- ✓ Students have a better understanding of the complexity of social issues.
- ✓ Students apply learned skills to real “community” problems.

## Practical Competencies

- ✓ Students develop a comprehensive set of practical skills and tools to rely on through leadership practice. Such skills and tools include time management, meeting management and agenda setting, and navigating group dynamics.
- ✓ Students learn to communicate effectively (using written and spoken word, non-verbal language, electronic tools, and listening skills) to develop relationships, manage conflicts, and work across differences.

In addition to the leadership-based learning outcomes, **CTSOs provide career-area assessments and certifications created with the help of business and industry leaders to ensure entry-level workforce skills are attained.** The technical skill-based assessments also meet the rigorous Carl Perkins Act accountability requirements.

As we further define the learning outcomes of student participation, the MFSO will continue working with the CTSOs to explore ways to increase the participation benefit to the student, particularly as it relates to technical skill attainment. This may include credit for prior learning based on industry certification(s), general participation credit(s) and/or stored record of CTSO based accomplishment(s) accessible by the student.

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## 2022 CTSO NEEDS ASSESSMENT

In 2022, the MFSO conducted a needs assessment to determine and address the needs, or "gaps" between current conditions and desired conditions of the student organizations. The MFSO designed a comprehensive needs assessment suited to small nonprofits with less than 5 employees, customized for CTSO use. The intention of the assessment was to collect both measured and anecdotal data to provide guidance to the MFSO Board of Directors when focusing resources and support during the strategic planning process. The results of the assessment were as follows.



The first portion of the assessment confirmed the CTSOs were satisfied or very satisfied with the general organization and technical support provided by the MFSO. This included support related to legislative grants, nonprofit governance, and board development. The CTSOs also indicated they were satisfied or very satisfied with the current level of collaboration and value the current cooperative opportunities, activities and forums hosted by the MFSO.

The second part of the assessment sought feedback on the state of CTSO membership development post-pandemic. CTSOs are inter-curricular, they are designed to be integrated into CTE classrooms; making student membership heavily reliant on existing CTE programming. CTSO school chapters require a licensed classroom instructor aligned with the career pathway to serve as an advisor. When assessing the CTSOs membership development needs, **Advisor (CTE Educator) retention was listed as a concern or a great concern in all CTSOs.** As CTE educators retire, the CTSO chapter aligned with the advisor may potentially dissolve.

Each of the student organizations hosts a variety of **skill based competitive events that are curriculum based**. These events offer students a chance to succeed in a “high challenge, low threat” environment. Competitive event programs recognize student’s efforts and achievement in (team based) chapter and individual projects, leadership skills, and perhaps most importantly- technical and occupational workplace skills. Students can see the relationship of their education to their career in a very experiential way, while building self-esteem. Generally, these activities are conducted at a state-wide conference hosted by the CTSO.

The student organizations were asked to provide feedback on leadership and skill-based events. Several of the CTSOs cited the cost of conferences as a concern or great concern. **All of the CTSOs are seeking to maintain or lower the participation fees of skill-based conferences to increase accessibility and encourage participation.** Many of these events have become increasingly challenging for students to attend due to economic barriers. CTSOs are not able to off-set inflation within the service sector and are forced to pass the expense on to student members. According to statista’s recent report on travel, tourism and hospitality, the over-all travel index has increased 17% from 2019 to 2022: lodging is up 17%; Food and Beverage 19%; and transportation 16.8%. This report aligns with the most recent CPI (consumer price index) report indicating the sectors inflation rate from 2019 to 2022 at 15.5%.

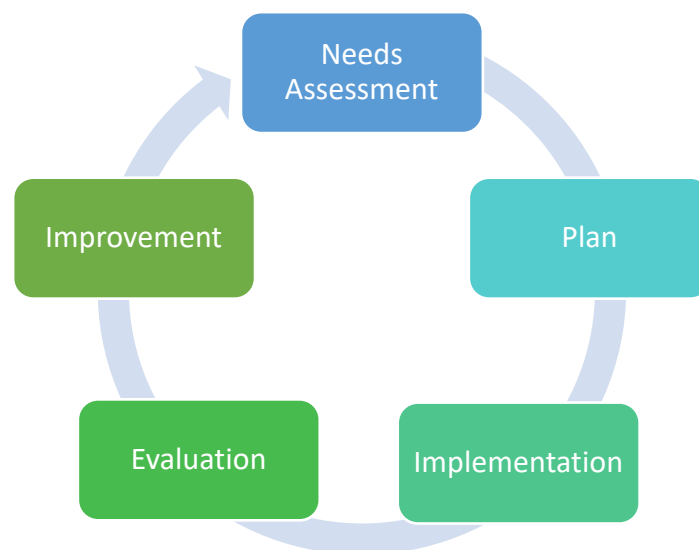
The final portion of the assessment focused on identifying and improving diversity, inclusion and equity values within the CTSO framework and policies. The MFSO sought to identify ways to **develop specific goals and action steps to increase diversity and inclusion within student membership**; help CTSOs better identify the impact of policies and procedures on underserved and special populations; and create diverse organizational leadership, business and industry partners, and CTSO board(s) of directors.

The needs assessment indicated there were areas for improvement. Approximately half of the student organizations were either unsure or did not believe their organization was adequately reviewing the impact of decisions regarding programming, practices and policies on underserved and special populations. The majority of student organizations also believed their CTSO could develop more diverse leadership.



Based on the feedback from the CTSOs, the MFSO has employed the following action steps:

- Continue to provide technical support to the CTSOs related to the legislative grant processes and act as a liaison to grants management.
- Provide best practices in nonprofit board governance training to each CTSO.
- Strengthen diversity and inclusion practices within CTSO policies and programs.
- Conduct a series of roundtables to establish best practices for student membership and engagement.
- Seek additional funding and provide the CTSOs with grant development resources and tools to establish a more diverse funding stream (off-setting rising conference costs).
- Continue to host and manage collaborative activities such as CTSO Day at the Capitol; professional development opportunities and discussion forums, and continue to develop shared resources.



As the CTSOs continue to recover from the pandemic, the **MFSO is committed to seeking opportunities for support and improvement**. The MFSO will conduct another needs assessment in 2024 to determine the impact and effectiveness of the actions taken in response to the 2022 needs assessment.

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## SUPPORTING UNDERSERVED POPULATIONS

The Minnesota Foundation for Student Organizations (MFSO) has made it a priority to focus on ensuring students in 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 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.

Through poverty awareness training, we have reached more than two hundred 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. In the case CTE educators/CTSO advisors are unable to receive training directly through CAB, the MFSO will also provide a certified poverty awareness coach/trainer to provide the training.

In 2022, the MFSO was able to provide three [in-person] poverty awareness workshops to educators/advisors in CTSOs, reaching more than 75 educators.

The second component of this program provided direct support to the CTSOs, allowing them to target specific chapters, most with a 50% or greater free and reduced lunch need. To date, this program has directly supported 21 secondary and 14 postsecondary CTSO chapters. The direct support provided economically challenged [school] chapters and students opportunities including attending leadership and skill-based conferences and attaining industry certifications. Unfortunately, this portion of the underserved population program has been temporarily discontinued. In 2020, the MDE elected to discontinue the Carl Perkins Leadership funding that has supported this piece of the program. The grant was leveraged for additional [matching] funding that was also lost.

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 is currently seeking funding to reinstate the direct support element of the program.

*“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*

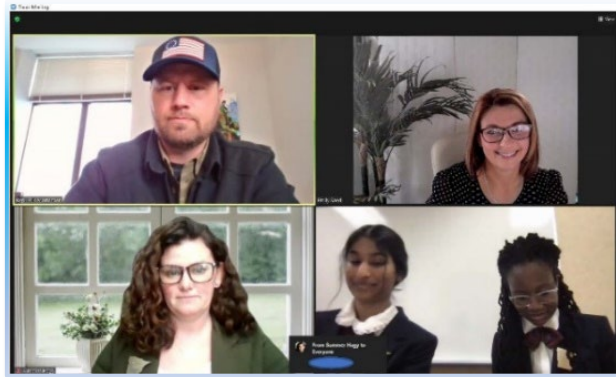
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## CIVIC AWARENESS: CTSO DAY AT THE CAPITOL

Minnesota's Career and Technical Student Organizations are not just preparing students to join the skilled workforce of tomorrow, they are creating tomorrow's leaders! The MFSO believes it is beneficial for our students 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 campus chapter presidents.



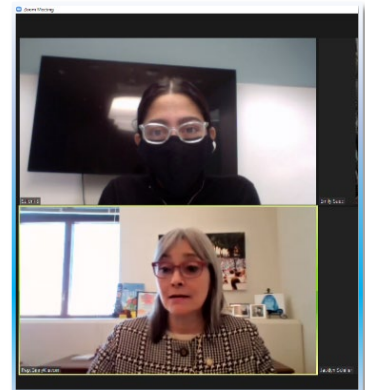
Students participate in a training session where they learn how the different career and technical student organizations serve students and enrich their career pathway. The student leaders also learn the importance of advocacy and the role they can play in the political process at the state and local levels. Our students spend the day at the Capitol, chaperoned by their CTE instructor or CTSO staff member. They meet with their Senator or Representative to share their personal CTSO experience.



Due to COVID-19 this activity looked a little different this biennium, but our student leaders shined brighter than ever! In 2020 and 2021 CTSO Day at the Capitol became CTSO Virtual Week at the Capitol.

Students

participated in virtual training sessions and met with their Representative for a 15-minute call [via zoom] to talk about the impact career and technical education has had on them. CTSO Virtual Week at the Capitol was held February 15-19, 2021, and February 14-18, 2022. We are looking forward to being back "in-person" in 2023!



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## BEST PRACTICES IN CTSO GOVERNANCE

The MFSO supports the CTSOs in several ways, including assessing and improving their governance structure and helping them to develop effective policies and procedures to implement their programming. CTSO boards have clear roles and responsibilities that ultimately drive the success of the organization. The more the board realizes the organization's program structure and infrastructure, the more it can be a valuable resource in bringing support and solutions to the table. The MFSO plays an active role in assisting the CTSO board(s) in their strategic planning, board development and refining the measurements and goals of student membership and participation.

One of the charges of the MFSO is to ensure CTSOs are supported through leadership and/or staffing transition periods. This past biennium 30% of Minnesota's CTSOs underwent a significant leadership transition. The MFSO worked with the impacted CTSO Board(s) of Directors to equip them with the tools and knowledge to successfully lead and manage their CTSO. Utilizing resources from the Mn Council of Nonprofits and Propel for Nonprofits, the MFSO also created a workshop tailored to the needs of the individual CTSOs focused on best practices in nonprofit board governance.



As part of the workshop, CTSO boards were also asked to look at diversity, equity, and inclusion practices within their organization. They were asked to assess student membership opportunities and review the impact of current policies and programming on underserved and special populations. CTSOs were provided the tools to create more inclusionary practices and encouraged to leverage existing relationships to develop diverse leadership.

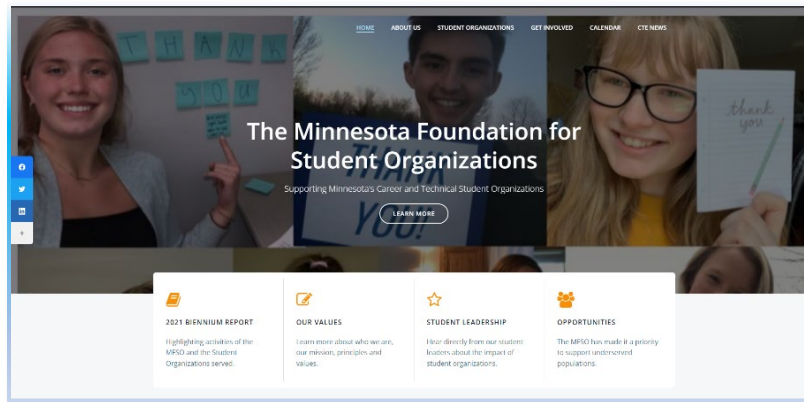
The workshop along with additional resources can be found on the MFSO shared resources webpage.

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## GENERAL OPERATIONS AND SUSTAINABILITY

The Board of Directors has oversight of financial and operational activities of the MFSO. The MFSO Board utilizes a contract for basic management services. The contract is all inclusive of operating expenditures and payable based on deliverables. Oversight of the contract is reviewed monthly by the Executive Committee and quarterly by the Board of Directors.

One of the most visible changes to the MFSO this past biennium is the updated design and structure of the website. The actual site was converted from a basic HTML to a Word Press, allowing for



more frequent updates and a more user-friendly interface. The website now features a CTSO Event Calendar, CTE News and information for CTE educators on starting a chapter. In an effort to increase transparency, the website hosts the MFSO strategic vision (plan) and bylaws. The MFSO also developed a secure portion of the website to house collaborative CTSO resources.

The MFSO maintains a relationship with the Minnesota Department of Education (MDE). The grants management division administers 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. They receive guidance on curricular issues affecting the integration of CTSO programming into CTE classrooms.

The MFSO works with Minnesota State Colleges and Universities on issues concerning CTE post-secondary curriculum and programming. Minnesota State also provides support related to diversity, equity and inclusion initiatives.

Over the past biennium the MFSO expanded the comprehensive guide developed specifically for CTSOs. The guide covers topics including state grant reporting requirements and procedures, executive transition, and strategic planning and board development.

The MFSO secured additional financial support for the CTSOs in two areas: general **COVID recovery [2021 fiscal year]** and the **underserved and special populations program [2020 fiscal year]**. Participation in collaborative programs yielding additional funding through subgrants is optional for CTSOs. The CTSOs are required to apply for the funding and meet the requirements set forth by the grantor. The underserved and special populations subgrant program was not competitive and open to all CTSOs with reimbursement-based programming grants. The COVID recovery subgrant program was competitive and open to all CTSOs [CTSOs were eligible to apply for up to 10% of their operating budget]. Three CTSOs applied for and completed the requirements to receive pandemic recovery funding (BPA, DECA, SkillsUSA). Two CTSOs (FFA, FCCLA) applied for and completed the requirements for the underserved and special populations subgrant. The following subgrants were awarded:

Grant	Career Area/CTSO
\$5,357.70	Marketing/DECA
\$5,312.80	Business/BPA
\$1,000.00	FACS/FCCLA
\$1,000.00	AFNR/FFA
\$1,292.49	T&I/SkillsUSA

The MFSO continues to focus on the fiscal health of the CTSOs during their recovery from the pandemic. The MFSO is seeking funding for CTSO programming supporting underserved, nontraditional and special populations, with a focus on students in poverty. In the upcoming biennium, the MFSO is exploring grant opportunities to support post-secondary financial literacy and mental health first aid training for CTSO Advisors.



One of the primary roles of the MFSO is supporting CTSOs through an executive transition. There were several **significant leadership changes during the biennium in Minnesota's CTSOs.**

In January of 2022, **SkillsUSA Minnesota welcomed Tim Friedrich** as the Executive Director. Prior to SkillsUSA, Tim was in the classroom for 10 years in various roles for K-12 students. Most recently, he was a K-6 Technology Teacher in St. Paul, engaging students with hands-on experience using technology.

In August of 2022, **Minnesota FFA welcomed Lavyne Rada** as the interim Executive Director. Lavyne is maintaining her current position as the Director of the Minnesota Teacher Induction Program (TIP). Lavyne will be working with the FFA Board of Directors throughout the transition period.

In December of 2022, **Minnesota FCCLA welcomed Patrick Mitchell** as the Executive Director. Prior to FCCLA, Patrick led statewide conferences, managed community inclusion projects and oversaw the administration of a statewide network that empowered thousands of people with disabilities. He also served two years with AmeriCorps, addressing workforce development needs in Minnesota.

As each Executive Director begins their tenure with a CTSO, the MFSO provided "hands-on" guidance and support as needed. This has included playing a more active role in skilled and leadership conferences, financial management and membership development. Throughout the transition period, the MFSO will continue to provide the assistance necessary to ensure the continuity and success of each CTSO.

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## MFSO BOARD OF DIRECTORS

The MFSO is governed by a 23-member Board of Directors, half of which are appointed by the Minnesota State Governor and half which are appointed by the student organizations. Fourteen of which represent a CTE career pathway: Agriculture, Business, Technology and Industrial, Marketing, Service Occupations, Family and Consumer Sciences and Health Occupations; and nine representing diverse perspectives in education, including middle, secondary and post-secondary divisions.

There are two formal [non-voting] Liaison positions on the MFSO Board of Directors: one serves as a representative of the Minnesota Department of Education (MDE) and the second represents Minnesota State Colleges and Universities. The CTSO Executive Directors serve as ex-officio [non-voting] members of the MFSO Board of Directors. Additional outside stakeholders, including the career pathway specialists at the MDE are encouraged to attend MFSO Board meetings.

The MFSO Board of Directors meets formally four times a year (November, February, May and August). November is considered the annual meeting and Officers to the Board are elected at that time. In accordance with the bylaws, the MFSO holds several committee meetings throughout the year. All committee meetings, apart from the Executive Committee, are open to all stakeholders.

Each year the MFSO hosts a **strategic planning committee** meeting. The MFSO recognizes strategic planning is critical to the long-term success of any organization. This biennium the MFSO Board of Directors reviewed short-term and long-term goals in related to the feedback received from the needs assessment. This yielded a strategic vision and action items focused on the values that support the objectives of our student organizations.

The **fund-development committee** met twice each fiscal year to review funding priorities, develop subgrant initiatives and review CTSO subgrant applications.

The **legislative committee** met twice each fiscal year. The meetings focused on reviewing the financial allocations to the student organizations in relation to their membership, updating the legislative principles and values of the MFSO and planning CTSO Day at the Capitol.

The Executive Committee meets monthly and is comprised of the Officers of the Board; contracted staff also attends this meeting. This meeting is open to all seated Board Members.

In addition to regular committee meetings, the MFSO established an ad hoc committee specifically for CTSO staff. It meets twice annually to identify and address the needs and challenges of the student organizations.

The MFSO saw an influx of new Governor appointed Board Members this biennium. In March 2022, **Governor Walz appointed seven members** to serve on the MFSO: five representing industry (agriculture, business, service occupations, family and consumer sciences, marketing) and two representing education (secondary administrator and school district administrator). Those appointments were followed quickly by the May 2022, **appointment of three additional members**, two representing industry (healthcare and technical and industrial trades) and one representing education (middle school administrator). Currently the only open position on the MFSO Board of Directors represents education (post-secondary administrator).

The MFSO hosted two Board Member orientation seminars to acquaint recently appointed members with the governing statute, mission and history of the MFSO, duties and expectations of a board member, and the career and technical student organizations served by the MFSO.

Should a board seat become vacant, the MFSO works with current Board Members and outside stakeholders to recruit potential candidates. Board members and stakeholders are asked to consider diversity, equity, and inclusion gaps within the current Board of Directors and how those gaps may be addressed with potential board members.

## **2022-2023 MFSO Board Members**

### *Agriculture, Business and Industry*

Val Aarsvold, Executive Director, Minnesota FFA Foundation

### *Business, Business and Industry*

Jason Subbert, General Manager, TPI Hospitality

### *Family-Consumer Sciences, Business and Industry*

Suzanne Anderson, Executive Director,

### *Service Occupations, Business and Industry*

Elizabeth Eckman, Joint Venture Partner/MN Recruiting Accounts Manager, EHS Recruiting Company

### *Marketing, Business and Industry*

Michaela Clubb, Program Director, The Brand Lab

### *Technical/Industrial, Business and Industry*

Brad Vieths, Director of Technical Training, Cirrus Aircraft

### *Healthcare, Business and Industry*

Brady Malecha, Training Representative, Saint Paul College

### *Middle School Administrator, Education*

Jessica Cabeen, Principal, Ellis Middle School

### *Secondary School Administrator, Education*

Cindy Walters, Executive Director of Career and Alternative Programs, SW Metro Intermediate District

### *School District Administrator, Education*

Dr. Kim Hiel, Superintendent, Fridley Public Schools

### *Agriculture, Career and Technical Education*

Lavyne Rada, Executive Director, Minnesota Teacher Induction Program (TIP) Coordinator

### *Technical/Industry, Career and Technical Education*

Jason Bruns, BSME, MBA, Director, Minnesota State Engineering Center of Excellence

### *Family-Consumer Sciences, Career and Technical Education*

Joleen Durken, Retired Education Administrator

*Business, Career and Technical Education*

Sean Hayes, Lead Data Analyst, Network Intelligence, UnitedHealthcare Healthcare Economics Officer, Secretary of the MFSO Board of Directors

*Family-Consumer Sciences, Career and Technical Education*

Joleen Durken, Retired Education Administrator

*Service Occupations, Career and Technical Education*

Cherry Cramer, Retired Service Occupations Educator  
Officer, Treasurer of the MFSO Board of Directors

*Health Occupations, Career and Technical Education*

Daniel D. Olson, MBA, MA, MLS(ASCP)CM, Project Manager, PMO, North Memorial Health Care System  
Officer, Co-Chairperson of the MFSO Board of Directors

*Marketing, Career and Technical Education*

Jon Krauth, Business Development Manager, Oggi Professional Services

*Post-Secondary Representative, Career and Technical Education*

Linda Althoff, Executive Director, Delano Area Chamber of Commerce/Greater 12 Chamber of Commerce  
Officer, Co-Chairperson of the MFSO Board of Directors

*Post-Secondary Representative, Career and Technical Education*

James J. Elvidge, Owner, Elvidge Training and Consulting

*Secondary Representative, Career and Technical Education*

Steve Weber, Owner, Weber Golf

*Secondary Representative, Career and Technical Education*

Danny Spors, Brand Manager, DECA Inc.

*Secondary Representative, Career and Technical Education*

Paige Dorman, Vice President of Sales, EideCom

*Liaison, Minnesota Department of Education*

Michelle Kamenov, Supervisor, Office of Career and College Success

*Liaison, Minnesota State Colleges and Universities*

Eva Scates-Winston, M.S., CTE Equity Specialist, CTE - Workforce Development

## **Ex-Officio Members (Career & Technical Student Organizations)**

*BPA, Business Education, Secondary Division*

*DECA, Entrepreneurship and Marketing Education*

Jackie Schiller, Executive Director

*BPA, Business Education, Post-Secondary Division*

Deb Schwager, Executive Director

*Collegiate DECA, Entrepreneurship and Marketing Education*

Catherine Rice, Director of Operations

*FFA, Agriculture, Food and Natural Resources Education*

Lavyne Rada, Interim Executive Director

*FCCLA, Family and Consumer Sciences Education*

Patrick Mitchell, Executive Director

*HOSA, Health Science Education*

Summer Hagy, Executive Director

*SkillsUSA, Technical and Industrial Education*

Tim Friedrich, Executive Director

## **Current Vacancies**

Governor Appointed in Education, Postsecondary Administrator

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## CONCLUSION

In the coming biennium, the MFSO will continue our efforts to strengthen the ability of Minnesota's career and technical student organizations to serve their members through a framework of leadership, technical and skill-based programming, leading students successfully from education into the workforce.

We will foster a climate promoting equity and access. We will support inter-curricular, applied learning and leadership opportunities to underserved, nontraditional and special populations through flexible and accessible pathways increasing the chance of program completion. We will help CTSOs develop strategies to create a culture of diversity and inclusion within membership and support CTSO structures that actively seek diverse leadership reflecting student and advisor populations.

We will strengthen partnerships with external stakeholders, employing forward thinking on building relationships; creating strong partnerships in education, business and industry aligning with career pathways to meet both student and workforce needs.

We will continue to define and expand the unique role of CTSOs as they prepare students through real-world experiences and applied learning opportunities aligning with career-pathways, as an effective educational tool.





## **Appendix A: Definitions, Minnesota Foundation for Student Organizations 2023**

### **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 student members in recognized chapters;
- Maintain at least 10 active chapters [within Minnesota]; and
- Have a maximum of two organizations recognized within each of the 6 defined career pathway areas as included in M.S. 124D.34\*.

### **Chapter**

A career and technical student organization chapter must:

- Be a part of a Career and Technical Education (CTE) state approved program;
- Be in a state and nationally recognized, chartered chapter; and
- Have ten (10) or more members [within the chapter] that meet “member” guidelines.

### **Member**

A career and technical student organization student 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;
- Prepare and present quarterly reports to the MFSO Board of Directors;
- report the current year's student membership and chapter numbers to the MFSO office prior to June1 of each fiscal year;
- Submit to an audit at the discretion of the MFSO Board of Directors.