Federal Fiscal Year 2022
Appropriation Requests
# Contents

Opening Opportunities for Teacher Education .......................................................... 1

Mental Health in Southern Minnesota ................................................................. 3

Simulation at Minnesota State College Southeast ............................................... 5

Greater Rochester Advocates for Universities and Colleges Simulation Center .......... 7

Rural Agricultural Community Initiatives (RACI) ............................................... 9

Center for Nursing Education Excellence (CNEE) ............................................. 11

Advance Greater Minnesota ............................................................................... 13

Minnesota State Commercial Driving Skills Center ......................................... 15

Simulation at Minnesota State College Southeast ............................................... 17

Access to Success: Training Tomorrow’s Workforce ....................................... 19

MN Cyber: Building Minnesota’s Cybersecurity Capacity .................................. 21

Saint Paul College Four Directions Pathways Program ..................................... 23

Opening Opportunities for Teacher Education .................................................. 25

Healthcare Learning Lab .................................................................................... 27

Increase Mental Health First Aid Access and Training ................................... 29

Minnesota’s Global Military Learning Network ............................................... 31

Southwest Minnesota State University Center for Integrated Agriculture and Food Systems ........................................... 33

Minnesota State Community and Technical College Business Center ............... 35

Pathways to Rural Health Care Workforce Expansion ................................... 37

Minnesota Meat Cutting and Butchery Program Development .......................... 39

Aircraft Maintenance Technology Workforce Development Proposal ............... 41

HyFlex Learning Opportunities ......................................................................... 43

This document is available in alternative formats to individuals with disabilities. To request an alternate format, contact Human Resources at 651-201-1664. Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.
Opening Opportunities for Teacher Education

$1,241,950

THE PROJECT

In coordination with the Open Textbook Pilot (OTP) grant, this project will tailor teacher education content to the lived experience of the teacher candidates and the sociocultural makeup of the communities into which teacher candidates will student teach and find employment. Additionally, it is being developed specifically to remove barriers for Minnesota’s adult learners and future educators.

Minnesota State anticipates the transformation of teacher education programs at participating campuses to create the following impacts:

» The cultural fluency of teacher candidates will increase overall based on pre- and post-test surveys set at a statistical significance level of 0.05 (shared goal with OTP grant)

» Teacher candidates will save as much as $800 on textbooks in their first semester and up to $2500 by the end of a 4-year degree program (shared goal with OTP grant)

» Successful elements of a student support program shared for scale across Minnesota State teacher preparation programs—success is measured by >20% increase of BIPOC students in teacher education program enrollment

» At least one alternative teaching certification pathway completed and prototype shared for scale across Minnesota State teacher preparation programs
This project is supported by a consortium of colleges and universities from Minnesota State and their respective Teacher Education programs. This consortium includes:

» Century College
» Minnesota State University, Mankato
» Normandale Community College
» St. Cloud State University
» St. Cloud Community & Technical College
» Southwest Minnesota State University

Minnesota State serves more than 340,000 students each year with more students of color and American Indian students attending our colleges and universities than all other higher education providers in Minnesota combined. More students of color start at our two-year colleges than at our universities, so we need to focus explicitly on teacher education partnership programs (transfer pathways from college to university) and remove barriers that keep students of color, often adult learners, from entering teacher education.

This project will complement and be coordinated with the open textbook work funded by the OTP grant to meet students’ needs and help address Minnesota’s teacher. Goals include:

1. Increase the rate of black, indigenous and persons of color (BIPOC) teacher candidates enrolling or transferring into teacher education programs

2. Increase the cultural fluency of all teacher candidates using culturally responsive texts and materials that better prepare them to teach in diverse and multi-ethnic communities

3. Redesign student support programs for prospective and current teacher candidates

4. Redesign teacher education programs for alternative teacher certification pathways

This work is also directly supported by the Educational Innovations unit at the Minnesota State system office and is further supported by education faculty at Minneapolis College and Metropolitan State University. The Open Educational Resources (OER) portion of this project has written letters of support from the Professional Educator Licensing and Standards Board (PELSB), the Midwest Higher Education Compact (MHEC), both Minnesota State student associations (LeadMN and Students United), and the Minnesota Learning Commons (a joint powers agreement between Minnesota State, the University of Minnesota, and the Minnesota Department of Education).

BENEFIT TO LOCAL COMMUNITY

Minnesota State maintains strong connections with local and regional school districts through the Minnesota P-20 Educational Partnership, the Post-Secondary Enrollment Option (PSEO) program, the state’s Concurrent Enrollment option, the Minnesota State Education Dean’s Alliance (MEDA), and the Minnesota State Teacher Education Committee.

This project will formally engage teachers and administrators in school districts surrounding participating campuses, incorporating their input into the development of OER materials, student support program redesign, and alternative teaching certification pathways for teacher preparation programs. This input is critical to ensuring materials and programs can be tailored to meet the needs of teacher candidates arriving from the surrounding communities, and likewise, prepare them to return to serve in those same communities.

In general, communities across the state of Minnesota will benefit from the arrival of a new generation of K-12 teachers better prepared to address the increasingly complex racial, ethnic, and inclusive needs of the classroom.
The Minnesota State Southern Agriculture Center of Excellence and the HealthForce Center of Excellence will collaborate to increase awareness of and access to mental health services. The nascent Center for Rural Behavioral Health, at Minnesota State University, Mankato, will be a key partner.

This project will:

» Hold a Mental Health First Aid (MHFA) Train the Trainer at each of the eight Minnesota State institutions in MN01 to build capacity for campuses to offer the nationally-accredited MHFA trainings locally

» Support integration of the MHFA training into healthcare program curricula

» Convene a Southern Minnesota Mental Health Advisory Board

» Expand the Psychiatric Health Nurse Practitioner program at Winona State University to Minnesota State University, Mankato, and Southwest Minnesota State University

» Develop menu of mental health offerings in customized training and continuing education at each college/university
- Develop mental health content to include in the Farm Business Management program
- Develop content on mental health careers for use in high schools
- Create a clearinghouse of rural mental health resources and best practices
- Increased access to mental health services
- Increased awareness and reduction of stigma associated with mental health
- Increased continuing education and customized training opportunities for district employer
- Development of a pipeline of new mental health professionals to meet the demands of rural Minnesota

**IMPACT ON THE DISTRICT**

- At least 80 trainers available to offer Mental Health First Aid course
- At least 320 Mental Health First Aid courses offered (10-15 people in each course)
- 3,200-4,800 individuals trained in Mental Health First Aid
- At least one cohort of Psychiatric Nurse Practitioner at either Minnesota State University, Mankato, and Southwest Minnesota State University

At least 25 new licensed mental health professionals working in rural Minnesota.
The Project

Minnesota State College Southeast (MSCS) will build-out existing space at the Winona campus to create a simulation lab/center. The center would mimic a hospital wing and include patient rooms, nursing station, medication room, control room, and debriefing rooms. This will support nursing student learning by enhancing judgment and clinical reasoning. A National Council of State Boards of Nursing (NCSBN) study found that up to 50% of traditional clinical hours could be effectively substituted with the use of simulation in prelicensure courses without impact on National Council Licensure Examination (NCLEX) pass rates.

MSCS offers nursing assistant, a Licensed Practical Nurse diploma program, and an Associate of Science in Nursing program. MSCS collaborates with high schools to offer Licensed Practical Nurse (LPN) in the high school pathways for a seamless transition from high school to nursing school, decreasing debt load, and graduating students into the workforce sooner.

This initiative will help meet the needs of Southeastern Minnesota’s healthcare employers.

Impact on the District

The creation of a simulation lab/center at MSCS’s Winona campus will serve a number of important constituents and have a strong impact in a time when well-trained health care professionals have risen to critical importance in our state. Outcomes of the simulation center include:

» Opportunity to train students from medical professions programs using the most advanced technology, equipment, and methods

» Provide access to local healthcare providers for their training and professional development needs

» Work with local law enforcement, EMS, schools, home health agencies, and community facilities to collaborate on open access for their training/professional development needs

The taxpayer investment for a project such as this supports the notion that institutions of higher education and healthcare facilities are key fixtures within a community, with healthcare and education being integral to the vitality of a community.
67% of Minnesota graduates in nursing graduated from one of your state colleges or universities.
Greater Rochester Advocates for Universities and Colleges Simulation Center

$9,057,500

DISTRICT 1

THE PROJECT

In southeast Minnesota, the current and future direct care provider shortage is critical, presently over 18,000 openings. These providers care for the growing diverse population in Southeast Minnesota. Rochester is a destination for health and wellness. This community is experienced in bringing solutions to healthcare and diversity and equity challenges.

Over the past nine months, Greater Rochester Advocates for Universities and Colleges (GRAUC) has facilitated the needs assessment process and identified that equipping education and industry partners with the simulation capacity allows them to grow, educate, retain, and diversify the healthcare workforce.

The goal of the GRAUC Healthcare Simulation Center (HSC) is to enhance and expand area healthcare workforce by providing access to relevant, effective, and flexible simulation technology by creating a 20,000 square foot simulation center for use by education programs and employers. Expanding simulation capacity ensures regional colleges, universities, and healthcare institutions will educate providers for now and the future.
IMPACT ON THE DISTRICT

Simulation learning is one of the most impactful methods for training current and future healthcare employees. Expanding simulation capacity will ensure that our colleges, universities, and healthcare institutions can continue to attract and retain high-quality, diverse students and employees and affirm Rochester’s reputation as a destination for health and wellness. This project will have immeasurable impact on the workforce and community. Specifically, the project will impact:

» People who fill one of the 18,000+ direct patient care openings and their families.

» Employers such as Mayo Clinic, Olmsted Medical Center, and more, plus the communities they serve.

» Education partners including Winona State University, Rochester Community and Technical College, University of Minnesota Rochester, Luther College, Saint Mary’s University, Southeast Service Cooperative, Workforce Development Inc., Hawthorne Education Center, and Rochester area K-12 Districts.
Rural Agricultural Community Initiatives (RACI)

$2.965 million

DISTRICT 1

THE PROJECT

Southern Minnesota is focused on developing new ways to grow communities and establish Rural Agricultural Community Initiatives — bringing together vision and resources to educate, launch, and grow future leaders, innovators, and entrepreneurs.

Related to talent, the Rural Agricultural Community Initiatives are focused on business creation and attraction for new and growing businesses. Secondly, they are focused on providing future talent in agriculture — the place, purpose, and practical application of what experiences aid a person in preparation for career pathways. Two unique requests for experiential site establishment — one in southeast and the other in south central Minnesota. The final focus of the request is the enhancement of rural mental health training.

- $750,000 GreenSeam-Southern MN Agricultural Economic Development focused on talent, business creation, innovation, and attraction.
- $950,000 Agricultural Experiential Learning Site-Greater Mankato vicinity (plant, animal and power equipment systems plus: to include hands on commercial driving experience supporting transport of farm/ag production and processing — land procurement — plan development/design
- $150,000 Rural mental health training in MN communities
- $1,115,000 Establishment of SOAR-Student Opportunities in Agricultural Research — expand on existing partnership in soil and water quality health and research in Mower County — land procurement, improvement, and design.
According to a [USDA summary released by Purdue researchers](https://www.purdue.edu), employer demand for expertise in agriculture, food and natural resources (AFNR) related career pathways has and will continue to exceed supply across the United States. The current 5-year period — 300,000 AFNR employees are needed. Current supply reveals 60% of need to be filled by individuals preparing to enter industry; the other 40% could be filled by persons from allied disciplines. The AFNR sector will remain steady and strong through 2025 and beyond. Agriculture and food grown, raised and value-added supply chain in the district supported by robust natural resources is challenged with short supply of talent in current and future workforce.

Student enrollments need to grow. Recruiting and attracting students to new and expanding AFNR programs and regional opportunities or agribusinesses and farms is imperative. Talent development and demand exceeds available supply. We must grow awareness, improve experiences, and develop future career choices in AFNR. Economic development support of existing and future farms and businesses in processing and production of food is critical. Augment all of this with emphasis on training for improved mental health on farms and in agricultural businesses, communities, and in people’s homes.
THE PROJECT

The Center for Nursing Education Excellence (CNEE) will serve Southern Minnesota with focus on the nursing pathway.

High School

CNEE will support the use of the intro Health Care Curriculum, nursing assistant, and Health Occupations Students of America (HOSA) student organizations. Scrubs Camps (online and in-person) will be offered to reinforce healthcare exploration and preparation. A “dual diploma” option for students to get a practical nursing (PN) diploma at the end of high school will be created.

College

CNEE will identify models and best practices, facilitate collaboration, and identify student support services for the dual diploma PN and provide professional development for faculty and leaders.

University

CNEE will work to ensure the highest rungs on the nursing pathway ladder are robust. The Simulation, Analytics, Family-Focus and Electronic Health Records (SAFEHR) product developed by Minnesota State University, Mankato faculty in the Glen Taylor Nursing Institute will be updated and shared. New scenarios and trainings will be created.
**IMPACT ON THE DISTRICT**

*High School*

» High school students will learn about healthcare careers through involvement in HOSA and participation in Scrubs Camp events.

» High school students will enter the workforce as Certified Nursing Assistants working at local skilled nursing facilities, clinics, and hospitals.

» Dual Diploma students working as LPNs at local skilled nursing facilities, clinics, and hospitals.

» A way out of poverty for students from low-income families

» Accelerate advancement for individuals who could utilize education benefits offered by many healthcare employers

*College*

» Increased enrollment in practical nursing programs via the dual diploma pathway

» Increased enrollment of LPNs in ASN programs

» Increased faculty development offerings

» Increased pool of potential faculty members

*University*

» Increased enrollment in nursing programs

» Support for increased nurse educator programming

» Expansion of SAFEHR

*Employer*

» Highly qualified nursing workforce for healthcare employers
Advance Greater Minnesota

$3 million

DISTRICT 2

The future of work and the economic vitality in Southern Minnesota relies on automation in the Advanced Manufacturing sector. The implementation of robotics and other automated tasks does not replace the need for humans in the workplace, rather it requires more training in the maintenance and support of new technologies. In Greater Minnesota and rural economies, this requirement comes at a high price when there are labor shortages and training is not available on-site or even nearby.

Advance Greater Minnesota is a new model that supports entry-level employees as they plan a pathway to more advanced careers with higher wages, and allows employers to showcase emerging opportunities as a retention strategy early in a new employee’s career trajectory.

THE PROJECT

Advance Greater Minnesota expands access to high-quality training for rural manufacturers in the region by providing technology-enabled customized training for entry-level employees to advance into expanded career opportunities through educational and training pathways that are more readily available and accessible.

Advance Greater Minnesota showcases a model that not only retains and grows existing manufacturers by developing the talent they need, but also attracts new employers with the appeal of a skill-ready workforce prepared to meet the demands of growing and flourishing industries.
PROJECT DESCRIPTION

Two factors drive the demand for a technically-skilled workforce in the region: labor shortages and expansion of automation to increase productivity. Skill-based training options that are modularized, self-paced, and competency-based, will position working adults toward high-demand, high-wage occupations.

The model retains workers who would consider leaving entry level jobs for similar paying retail jobs with limited advancement. Entry-level workers attain credentials at the workplace that benchmark learners to competencies requested by industry and that translate to college credit.

Training will be delivered in micro-learning environments at the workplace and in remote learning, minimizing travel times and allowing participation that aligns with shifts and break times. Lab equipment will be adapted for portability to support hands-on curriculum and exercises without workflow disruptions that would be caused by a large percentage of the workforce being off-site for training. Labs at Southern Minnesota’s two-year colleges will be upgraded to offer more Advanced Manufacturing training through accelerated and condensed modules that ensure early attainment of credentials to support manufacturing’s transition to increased automation.

IMPACT ON THE DISTRICT

Evidence shows that portable trainers and credentials are among the most efficient and impactful methods to meet the fast changing needs of advanced manufacturing employers. Expanding automation capacities available through the use of mobile trainers that teach skills and competencies at the workplace saves training dollars, advances careers and re-vitalizes the rural economies. Increased work-based learning and remote training fills the skills gaps and supplies family supporting wages in Greater Minnesota. The model is a demonstration platform for work-based learning/apprenticeship model needed in Greater Minnesota in manufacturing, healthcare and other industry sectors.

ADVANCING WORKPLACE LEARNING AND PRE-APPRENTICESHIPS

This project builds customized workforce solutions that improve automation in Advanced Manufacturing by infusing skills learning in the workplace.

» Matches business subject matter experts in automation and logistics design to Advanced Manufacturing employers.

» Supplies businesses with hands-on remote trainers and both work-based and remote training solutions for the industry.

» Allows entry level workers receive accelerated skill attainment to be utilized by the employer immediately.

» Provides on-site, hands-on skills and competencies at the workplace and translates the competencies into portable credentials for individual worker’s career advancement.

SCALABLE AND SUSTAINABLE

Advance Greater Minnesota equips business with the ability to grow employee talent. It is an evidence-based demonstration model supported by leaders in advanced manufacturing and transferable to other industry sectors.

» Expands opportunities to leverage state-funded training programs like those offered through the Minnesota Job Skills Partnership and Dual Training Pipelines.

» Serves as a demonstration project for work based learning and apprenticeship models needed in Minnesota’s manufacturing businesses.

» Grows employer’ confidence to invest in on-site training with existing talent of their employees providing a long term solution to skill gap needs.
THE PROJECT

The Minnesota State Commercial Driving Skills Center (CDSC) Project will address the severe shortage of commercial drivers in Minnesota by updating crumbling infrastructure at Dakota County Technical College (DCTC). The updated driving labs will host the new Minnesota State Commercial Driver Training Academy, a public-private partnership recently funded by a Minnesota Job Skills Partnership (MJSP) Grant. This project would support economic recovery efforts in the region and make the Southeast corridor a leading area for transportation training and recruitment.

In Dakota and Scott Counties, over 1,200 jobs are currently posted for Heavy and Tractor-Trailer Truck Drivers. This is four times more than the next highest opening. Over the next 5 years, opportunities in Commercial Truck Driving are anticipated to grow by an additional 2,783 jobs. Over 61,000 professionals will be needed to fill new demand, retirements, and job changes. Drivers are needed across multiple sectors from manufacturing to online retail; without enough drivers, post-pandemic recovery of the state and region will be impaired.

DCTC is well positioned to host a regional center for commercial driving:

» The technical college is in the south Metro, providing access to both the Twin Cities, the industrial parks of Dakota County, and key transportation corridors like Highway 52 and Interstates 35 and 94.

» The Continuing Education and Customized Training (CECT) division has a long-standing Class B training program, and the college maintains complementary programs like Heavy Construction Equipment Technology, Heavy Duty Truck Technology, and Transportation Management. These programs can provide maintenance support for the CDL training fleet, career advancement opportunities, and strong industry connections.

» The DCTC campus has a facility that provides a safe, enclosed environment for CDL training. When the facility was in good condition, DCTC was one of the largest providers of Class A CDL training in the state.

» The college also has a 2.8-mile Decision Driving Range. In addition to training for CDL certifications, the track is the only facility of its kind in the region, serving over 250 agencies, including law enforcement, fire, municipal road, and paramedic departments.
The Minnesota State Center of Excellence in Transportation is located at the DCTC campus. The Center is in the beginning stages of an MJSP-funded project to coordinate Minnesota State colleges in meeting industry needs for commercial truck driving and a newly awarded National Science Foundation (NSF) grant to support the increasing presence of autonomous heavy trucks and equipment within the transportation industry. The Center was asked to launch the NSF project a year early due to the urgent workforce need in this area.

The updated center would also allow DCTC and its training partners to integrate new prerequisite training standards for entry-level commercial truck and bus drivers. The Federal Motor Carrier Safety Administration (FMCSA) standards will go into effect February 2022.

Both the CDL training facility and the Decision Driving Range are in desperate need of resurfacing and updating. Current capital bonding processes within Minnesota State do not prioritize facilities of this kind, and local legislative efforts and private foundation requests to fund the track have not yet succeeded.

Current Sites for the Minnesota State Commercial Driving Skills Center and Decision Driving Range at Dakota County Technical College

A. As you can see, the current CDL training site has deteriorated (note the patchwork of repairs and broken surfacing). Funding would allow replacement of the crumbling asphalt with more durable concrete.

B. The skid pad is currently not functional for large vehicles.

C. The Decision Driving Range needs resurfacing. Without it, the track will no longer be safe to use for training within a few years.
Simulation at Minnesota State College Southeast

$817,000

DISTRICT 2

THE PROJECT

Minnesota State College Southeast (MSCS) currently has a Practical Nursing program and is opening a new Associate of Science in Nursing program with the first nursing cohort starting in the fall semester 2021. The goal of this initiative is to enhance current learning environments in providing a state of the art, modern learning space for students. Enhancing nursing skills lab and simulation capabilities will provide for clinical based experiences that will prepare future nurses, as well as provide a potential shared space with community partners for training. This, in turn will continue to support local partners and local workforce needs.

A goal of any nursing program is to graduate nursing students that are trained in clinical judgment and clinical reasoning; skills learned by being in clinical and/or clinical simulated settings. A National Council of State Boards of Nursing (NCSBN) National Simulation Study shows that up to 50% of traditional clinical hours could be effectively substituted with the use of simulation in pre-licensure courses without impact on National Council Licensure Examination (NCLEX) pass rates.

MSCS offers nursing assistant courses, a Licensed Practical Nurse diploma program, and an Associate of Science in Nursing program. The college is also collaborating with area high schools to offer LPN in the high school pathways for a seamless transition from high school to nursing school, decreasing debt load and graduating students into the workforce sooner.

Currently the MSCS Red Wing campus has a nursing wing with a large open room that serves as both the skills lab and simulation area.

MSCS would facilitate a build-out of existing space at the Red Wing campus to create a simulation lab/center. This center would mimic a hospital wing and include private patient rooms, a medication room, a nursing station, a control room, and debriefing rooms.
GOOD USE OF TAXPAYER FUNDS

A simulation lab in a rural portion of the district will serve multiple entities and benefit a broad array of students and incumbent healthcare providers. The lab will favorably impact the quality of healthcare by providing local access for continuing education in a state-of-the-art facility.

Economic Development Region 10 (EDR-10), the Southeast Region of Minnesota, shows high demand for both Licensed Practical Nurses (LPN) and Registered Nurses (RN) over the next 10 years. The Minnesota Department of Employment and Economic Development shows “High” growth in both areas with the following expected openings over the next ten years:

» LPN – 1,284 openings; or 128 new LPN’s needed annually

» RN – 8,840 openings; or 884 new RN’s needed annually

Minnesota State College Southeast is committed to increasing academic programming to contribute in filling the workforce needs of the Southeast Region, including having simulation capacity to augment traditional clinical hours in training the future healthcare workforce. Healthcare employers throughout the region continue to rely on MSCS to graduate highly qualified nurses.

The Practical Nursing program accepts up to 20 students in the fall and spring cohorts on each campus, creating a graduate pool of up to 80 Practical Nurse graduates each academic year. The Registered Nurse program will initially start with 12 in each cohort with an end goal of up to 30 in each cohort on each campus, for a total of up to 120 Registered Nurse graduates each academic year once the program is at capacity with cohorts.

IMPACT ON THE DISTRICT

The creation of a simulation lab/center at Minnesota State College Southeast’s Red Wing campus could serve a number of important constituents including the people of Minnesota’s 2nd district and have a strong impact in a time when well-trained health care professionals has risen to critical importance in our state. First and foremost, a simulation center would provide the opportunity to train students from medical professions programs, particularly nursing students, using the most advanced technology, equipment, and methods. Additionally, we would work to collaborate with local medical facilities to provide access to the resources for their training and professional development needs. We would also work with local law enforcement, EMS, firefighters, schools, home health agencies, and community facilities to collaborate on open access for their training/professional development needs. Long term this would ultimately have an impact on members of the community as they receive care from people who have been trained in a state-of-the-art facility on campus.

The learning space will serve a rural portion of the 2nd District and provide access for the following groups in the Red Wing and Southeast Minnesota region:

» Nursing assistant course, both credit and non-credit based

» Credit based LPN, RN, and radiography programs on campus

» Customized training

» Continuing education

» Collaboration with local EMT/EMS, firefighters, hospitals, clinics for training space

» Home health agencies

» School nurses
Access to Success:
Training Tomorrow’s Workforce

$2.3 million

DISTRICT 3

HENNEPIN TECHNICAL COLLEGE:

Hennepin Technical College (HTC) provides critical training for high-demand industries that support the economic development and stability of Minnesota. As a stand-alone technical college with a mission to provide excellence in career and technical education for employment and advancement in an ever-changing global environment, HTC offers over 45 programs with hands-on training led by faculty who are passionate about sharing their experience and knowledge using dedicated labs and in-person experiences. With two campuses located within the 3rd Congressional District (Brooklyn Park and Eden Prairie), HTC offers one of the lowest tuition rates in Minnesota and maintains a job placement rate of graduates of 99% year-over-year.

STOP DROP ENROLL! RESEARCH:

HTC has one of the most diverse student populations in the state:

» 62% are students from underrepresented populations

» 45% are students of color

» 25% are first–generation college students

Due to the commitment to equity and inclusion and supporting success of all students for the betterment of the communities it services, HTC embarked on a research study on student persistence rates to:

1. Understand the individual and institutional reasons students do not persist one year after they begin college.

2. Propose actions that would increase student persistence.
The intent of this research was to increase college and career success of students and to promote systemic change to dramatically increase students’ completion of higher education including changes to policy, practices, and underlying mindsets that are barriers to student success.

Nearly 40% of students drop-out (leave college within the 1st year before transferring/completing a degree and did not return by the 3rd semester) or stop-out (leave college after the 1st semester before transferring/completing a degree, did not enroll the 2nd semester, and re-enrolled the 3rd semester).

When broken down by race or ethnicity, students who identified as Black or African American students, and students who identified as two or more races, were disproportionately more likely to: have an unsuccessful course; have a hold; or withdraw from a course.

**PROJECT DESCRIPTION:**

Automated technology in today’s workplace calls for individuals who are highly skilled in many areas, including the fields of robotics, programmable logic controllers, mechanical systems, electrical systems, motor controls, and pneumatic systems. Changes in the industry have caused employers to seek technicians who have knowledge and hands-on experience in all of these areas to be a multi-skill technician. Local employers highly value the multi-skill training provided in HTC’s Automation Robotics Engineering Technology (ARET) program at the Eden Prairie campus.

Between FY13-FY20, the unduplicated student headcount in ARET has increased 87%. Enrollment increases have been possible due to increased program flexibility, hiring of additional faculty, and changes in the course schedule. ARET consistently boasts a 100% job placement rate with many students employed in industry before they graduate. According to DEED Labor Market Information, the Occupational Employment Statistics shows that this industry will continue to see substantial growth and high wages for employees. Data also shows that the industry is in high need of skilled workers to fill open positions. As technologies continue to advance, industry demand will continue to grow. In order to help meet the demands of industry, HTC would like to expand ARET to have courses offered at both campuses. A substantial investment is equipment for training is required.

Every American deserves access to a quality education, regardless of their resources or professional goals. Career and technical education and workforce training must be affordable and accessible. The Hennepin Technical College Foundation is requesting consideration of an appropriation request for FY2022 in the amount of $2,323,000.

Equipment needed for the ARET expansion to the Brooklyn Park campus will allow the college to offer ARET programming to students at both campuses and meet the growing need for individuals who are highly skilled in this field. Graduates will be ready to apply their skills in designing, building, installing, and troubleshooting automated electro-mechanical machinery systems for packaging, supply chains and other manufacturing applications within the 3rd Congressional District and throughout the region.

Academic support includes adding a mental health counselor and academic advisors to proactively connect with students to ensure that they are actively engaged with needed resources. Advisors will meet students where they are academically and personally, and the relationship will allow for progressive skill development and self-management over the course of the student life-cycle from enrollment to graduation and entry into the workforce.

The Hennepin Technical College Foundation is requesting consideration of an appropriation request for FY2022 in the amount of $2,323,000 to assist with equipment needs and academic support in the ARET program expansion.
PROGRAM PURPOSE:

Cybersecurity is an area of high talent demand among large and small businesses throughout Minnesota, as well as an area ripe for business growth in Minnesota’s 4th Congressional District (CD4). Through targeted training and education programs, the MN Cyber Institute will build on prior federally funded success helping veterans, women, and students of color get the training they need to enter the cybersecurity professional pathway. It will also assist individuals currently serving in the National Guard, including those in organizations ranging from CD4 veteran-owned businesses such as Protocol46 to Fortune 500 companies such as 3M advance to more senior and specialized roles.

The MN Cyber Institute will also serve as a nexus for local business development, providing capacity to create new technologies and test novel Internet-connected devices as well as meet the compliance standards necessary for area businesses to serve as Department of Defense vendors. This program will take the MN Cyber Institute to fruition, developing a technology-rich learning and collaboration space (including a Secure Compartmentalized Information Facility to provide capacity for working on DoD classified projects) to support CD4 and Minnesota enterprise, as well as extend cyber training programs that positively impact students and businesses across the state through partnerships with other Minnesota State institutions.
Program Summary:

Honor our commitment to the community, our partners and those who have served (Veterans) through comprehensive credit- and non-credit cybersecurity training programs that leverage institutional capacity in CD4 (specifically Century and St. Paul colleges), emphasizing programs that facilitate collaboration and transfer between institutions.

Hone necessary skills to empower vertical career advancement for veterans, first responders and build capacity for small business employees currently in the field by expanding access to cutting edge training on the MN Cyber Range platform to our CD4 partners as well as all institutions in the Minnesota State System.

Collaborate through small-business “co-laboratory” program empowering students in the Masters in Cyber Operations to work with small businesses on development and testing necessary to accelerate the process of taking novel Internet-enabled devices and technology to the market. MS in Cyber Ops students will take on businesses as “clients,” helping develop, test and/or secure devices/ software to fulfill the capstone requirements for their degree.

Compliance hub for CD4 and the region developed in concert with Veteran Owned business Beryllium Infosec to support full implementation of the Cybersecurity Maturity Model Certification (CMMC) that is required for small businesses to qualify as DoD vendors. The CMMC combines various cybersecurity standards and best practices and maps these controls and processes across several maturity levels that range from basic cyber hygiene to advanced, which when implemented reduces risk against a broad set of cyber threats.
Saint Paul College Four Directions Pathways Program

$500,000

DISTRICT 4

THE PROJECT

Saint Paul College is requesting $500,000 from the fiscal year 2022 Labor, Health, and Human Services, Department of Education Higher Education appropriations, and Higher Education FIPSE account to support the Four Directions Pathway initiative to increase postsecondary access and success of American Indian students.

In 2020, a team of Saint Paul College and community partners worked together to develop a summer bridge program for American Indian students, and it is needed now more than ever. In collaboration with local partners including the Saint Paul Public Schools (SPPS) Indian Education Program, American Indian Family Center (AIFC), City of Saint Paul Right Track, and MIGIZI, Saint Paul College is piloting the summer 2021 bridge program as the first step in the Four Directions Pathway initiative. Four Directions Pathway summer bridge will support a cohort of 10-12 students in summer 2021 who plan to enroll at Saint Paul College. The Four Directions Pathway bridge program will serve as the launch point for the expansion of the college access and success services for the community’s American Indian students.

CDS funds will support the development of resources necessary to serve approximately 200 students per year as they progress from high school through college. A coordinator will collaborate with Saint Paul College departments and external community partners to provide coordinated academic and student support services. Saint Paul College staff will work closely with the SPPS Indian Education counselors, the AIFC for elder support, and mental health needs, with Right Track for ongoing internships throughout the year, and MIGIZI will work with students in summer internships. Outreach Navigators will build relationships with students and families on college preparation and career exploration opportunities, conduct home visits, and work closely with SPPS Indian Education counselors.
The Dean of Liberal and Fine Arts will lead the development of academic coursework and supplemental learning. In addition, Saint Paul College will expand its courses to include native languages and pair the Student Success Course with entry-level math classes. The Dean of Student Success, Equity, and Inclusion will oversee the program, integrate the vision into the Anti-Racist, Trauma-Informed institutional planning, and coordinate cultural spaces. Saint Paul College will create and maintain cultural spaces dedicated to American Indian students and art visible to all. Moreover, Saint Paul College leadership commits to the support of the program.

The proposed expansion initiative is designed to aid in the success of the American Indian communities in Minnesota by developing the culturally responsive supports for students and families from high school through college. The one-year goals of the Four Directions Pathways initiative include:

» Expand culturally relevant student services to span from high school through college.

» Increase college and career readiness of American Indian students.

» Provide native language and supplemental academic programming at Saint Paul College.

» Increase student success as measured by enrollment and retention.

» Contribute to decreasing the achievement gap of American Indian students in Minnesota.

» Develop a sustainability plan and secure funding.
Opening Opportunities for Teacher Education

$1.6 million

DISTRICT 5
Minneapolis

THE PROJECT

Opening Opportunities for Teacher Education places free, culturally fluent, culturally responsive texts in the hands of teacher education candidates in the Minnesota State system, including those attending Minneapolis College and Metropolitan State University. This project serves to:

1. Increase the rate of black, indigenous and persons of color (BIPOC) teacher candidates attaining a course grade of C or better by situating more of their cultural and lived experiences within the curriculum content,

2. Increase the cultural fluency of teacher candidates through the use of culturally responsive texts that better prepare them to teach in diverse and multi-ethnic communities, and

3. Increase the retention of teacher candidates by lowering the financial burden of attaining a teacher education degree through the use of zero-cost open educational resources (OER)

Outcomes achieved through an intensive OER development program supported by admissions outreach and career services job placement.
IMPACT WITHIN MN05 COMMUNITY

The goal of this project is to tailor teacher education curriculum content to the lived experience of the teacher candidates and the sociocultural makeup of the communities into which teacher candidates will student teach and find employment. The transformation of teacher education programs at participating campuses is anticipated to create the following impacts for teacher candidates from MN05:

» 20% increase in teacher education program enrollment from high school graduates in MN05 communities

» 10% increase in the rate of BIPOC teacher candidates who attain a grade of C or better across courses using culturally responsive OER

» 100% job placement OR job consideration for teacher candidates who are residents of MN05 and are applying for employment within MN05 school districts

» Teacher candidates will save as much as $800 on textbooks in their first semester and up to $2500 by the end of a 4-year degree program.

COMMUNITY SUPPORT

This project is supported by the Minneapolis College School of Education and Public and Human Service, and the Metropolitan State University School of Urban Education. Both programs are situated on the Minneapolis College campus in the heart of MN05.

This work is also directly supported by the Educational Innovations unit at the Minnesota State system office, and is further supported by education faculty at Normandale Community College in Bloomington, MN and Century College in White Bear Lake, MN.

This project has also received written letters of support from the Professional Educator Licensing and Standards Board (PELSB), the Midwest Higher Education Compact (MHEC), both Minnesota State student associations (LeadMN and Students United), and the Minnesota Learning Commons (a joint powers agreement between Minnesota State, the University of Minnesota, and the MN Department of Education).
Healthcare Learning Lab

$1.35 million

DISTRICT 7

THE PROJECT

The Minnesota State Community and Technical College Healthcare Learning Lab on the Moorhead campus will be multidisciplinary in scope and comprise nearly 5,000 square feet of dedicated experiential learning space to serve our greater Minnesota communities. All M State students, from the entire Northwest Minnesota Region, will have access to, and will be taught in the Healthcare Learning Lab.

The facility would be made available to all members of the School of Health Sciences, Human Services and Nursing, and Workforce Development Solutions to support current and prospective students in M State health programs, including cardiovascular technology - invasive, dental, nursing, pre-professional health and surgical technology.

Additionally, M State collaborates with 46 high schools across Minnesota to offer college-level classes spanning many academic disciplines, including career and technical courses and transfer curriculum. The equipment purchased for the Healthcare Learning Lab could be used by K12 students to expand career exploration and help students identify potential career possibilities.
HEALTHCARE LEARNING LAB
FEATURES

» **High-fidelity, manikin-based simulations:** The Learning Lab’s goal is to use sophisticated, high-fidelity (full-body, life-like) manikin simulations to mirror an interaction for learners that resembles reality. Computer controls are used to manage and regulate the physiological appearance of a patient undergoing a health crises.

» **Controlled patient encounters:** In the Healthcare Learning Lab, students will have the opportunity to experience patient encounters in clinical scenarios using simulators, full-body manikins and actors.

» **Task training rooms:** Task training rooms will be available for students and professional learners to practice skills and tasks.

» **Virtual reality experiential learning:** We can leverage virtual reality software and equipment to introduce students to complex medical procedures, such as minimally invasive cardiovascular surgery and emergency medical procedures.

» **Training rooms**
  - Hospital replica suite
  - Long-term care suite
  - Patient encounter suite
  - Student/trainee debriefing and collaboration suite
  - Telemetry/operating/emergency care unit suite
  - Virtual reality and telehealth suite
Increase Mental Health First Aid Access and Training

$182,305

DISTRICT 7

THE PROJECT
Regional higher education partners will collaborate to increase awareness of and train appropriate responses to mental illness and substance use disorders through Mental Health First Aid Training for youth and adults. This project builds upon ongoing work by the Minnesota State Southern Agriculture Center of Excellence and the Minnesota HealthForce Center of Excellence.

ACTIVITIES INCLUDE
» Provide Train the Trainer sessions within the region
» Host Mental Health First Aid Training sessions for the four partner higher education institutions, regional industry business partners, school districts, and general public
» Develop a menu of mental health offerings within Workforce Development Solutions and continuing education departments
» Develop content on mental health careers for use in health career exploratory courses

COMMUNITY MENTAL HEALTH NEEDS
Mental health resources and support continue to be a significant need throughout our communities. Although empirical data are just now becoming available, pandemic-related stressors coupled with social and political unrest have exacerbated mental health and substance abuse issues.
WHY MENTAL HEALTH FIRST AID?

The evidence-based Mental Health First Aid (MHFA) was first created by a non-profit of the same name in Australia. Mental Health First Aid USA adopted the program, and the program is now sponsored by the National Council of Behavioral Health. To date, 2.5 million people nationwide have been trained in MHFA of which 30,000 reside in Minnesota. MHFA is an 8-hour in-person or virtual training designed to educate frontline and laypeople how to identify, support, and guide someone in crisis due to acute or chronic mental illness and substance abuse. Additionally, the program seeks to diminish the stigma around mental health issues and offer resources, tools and strategies to help promote mental wellness.

Based on peer-reviewed studies, individuals who complete the training report:

» Increased knowledge of signs, symptoms and risk factors of mental illnesses and addictions

» Greater ability to identify professional and self-help resources for those struggling with a mental illness or addiction

» Increased confidence in their ability to assist and support an individual in distress

» Enhanced personal mental wellness

» Reduced social distance to those with mental illness

PROJECT OUTCOMES

» Minimum of six additional Mental Health First Aid trainers in the region

» Minimum of 30 Mental Health First Aid courses offered (average of 25 people in each course)

» Train at least 750 community members in Mental Health First Aid

» Mental Health First Aid training transitioned to a sustainable ongoing delivery model offered through Workforce Development Solutions at partner institutions

» Mental Health Career information built into existing secondary and post-secondary health career curriculum

» Development of network of training provides secondary, post-secondary, and industry partners to continue Mental Health First Aid and related mental health trainings throughout the region

REGIONAL IMPACT/VALUE OF PROJECT

» Increased awareness and reduction of stigma associated with mental health and substance use issues

» Enhanced ability for public to identify a crisis situation

» Increased confidence in using techniques to support those experiencing a crisis, mental health or substance abuse problems

» Expanded continuing education and Workforce Development Solutions for Mental Health First Aid for regional communities, including employers, K-12 Districts, and the broader community

» Strengthen and grow public knowledge of community mental health resources
Minnesota’s Global Military Learning Network

$1.09 million

DISTRICT 7

THE PROJECT

As military leaders recognize the importance of higher education in improving operational readiness and warfighting capability, more service members are being encouraged to attend college while serving. The ability for service members to complete a degree while enlisted and the ability for veterans to quickly complete an area of study and enter the workforce is a thoughtful use of taxpayer money by:

» Reducing the time and cost required to earn a degree by awarding credit for military learning and occupational experiences,

» Increasing the number of military graduates available to meet workforce needs,

» Eliminating the cost of remedial coursework,

» Streamlining military admissions processes, making it easy for service members to locate completion degree options, and

» Developing a secure military-friendly enrollment portal.

Alexandria Technical and Community College (ATCC), along with its Distance Minnesota (DM) partners (Bemidji State University, Northwest Technical College, and Northland Technical and Community College) seek to provide leadership in further development of a military transfer curriculum portal that assists service members by providing complete analysis of Military Occupational Codes to degree completion programs. We expect this project, called Minnesota’s Global Military Learning Network, to increase enrollment, diversify our student body, and better align with Equity 2030 objectives, designed to close opportunity and graduation gaps of people of color and other non-traditional student groups.

This project will serve as proof of concept for Minnesota’s higher education sector. As a system, Minnesota State seeks to increase its effectiveness and efficiency in
serving active military members. There are few degree programs in the state that fully award credit for prior military learning. The staff provided in this project will assist faculty in articulating more military courses and occupations. In combination with leveraging existing Minnesota State resources and infrastructure, this project will provide up to 45 credits for specified technical programs by aligning/articulating military training and experience with career-oriented civilian degree programs.

Alexandria Technical and Community College, with its Distance Minnesota partnership, is in a strong position to offer high quality, relevant, transferable programming accessible both online and on-ground to an active global military audience. Distance Minnesota has 10 years of contracted experience working with Minnesota Department of Veterans Affairs. ATCC has a long standing partnership with the military as well and is currently one of five colleges in the nation providing education in partnership with the United States Naval Community College.

The tangibles from a Minnesota Global Military Learning Network will benefit the state/nation and as fiscal stewards for this project will position higher education in the 7th district very well in capturing more of this growing student population. Currently, the University of Maryland, Purdue University and Colorado State University are major players in the military space. This Community Project Funding proposal will provide proof of concept so as to pursue a larger system-wide project to position Minnesota to be a viable competitor in the market.

**PROJECT DELIVERABLES**

- **Develop a Military Admissions Website:** The project will create an audience-specific beta website (global.distanceminnesota.org) for the active military and veterans. The website will be user friendly and serve as a clearinghouse for all accelerated program options offered to military members through Distance Minnesota and Minnesota State.

- **Develop Short and/or Accelerated Prep Courses:** Many military members have pre-requisite education and skills, but were deployed resulting in difficulty succeeding in subsequent math and science coursework and not being able to demonstrate adequate skills in academic writing. Short, but intensive, “Just in Time” refreshers in mathematics, sciences, and English would be developed to reduce the need for remedial coursework. A streamlined academic plan encourages greater participation and reduces the likelihood of failure and high withdrawal rates.

- **Develop a Credit for Military Learning Matrix:** Alexandria Technical and Community College will lead Distance Minnesota partners in establishing best practices among colleges and universities for evaluating and awarding undergraduate or graduate credit for military learning and occupational experiences. The project will provide Curriculum Alignment Specialists to assist faculty in product development. A user-friendly matrix of military education/training and job duties will be mapped to appropriate college course outcomes resulting in as much as 75% completion toward occupational awards or 50% of transfer curriculum. This will shorten the time and cost of earning a degree increasing the likelihood of success for service members. Veterans will also benefit from streamlined online or on-ground program offerings based on their training and job codes.

- **Develop a Transcript Clearinghouse and Other Universal Utilities:** Members enter their Military Occupational Code (MOC) and other military training and job experiences in a secure web form that translates to credits and a list of completion program options within Minnesota higher education. The clearinghouse serves as an educational portfolio easily shared with institutions of higher learning.

- **Develop Streamlined Enrollment Processes:** Military members will be easily able to enroll in a completion program through a user-friendly portal. The portal will leverage existing customer relations management technology in capturing and promptly responding to inquiries.
Southwest Minnesota State University Center for Integrated Agriculture and Food Systems

$1.98 million

DISTRICT 7

THE PROJECT

The migration of young college-bound students from rural to urban areas is creating a lack of educated workers willing to settle in rural Minnesota. This trend has a significant impact on the agriculture and food production industries due to their dependence on rural communities. There is also a need to address food security issues in rural communities and throughout Minnesota. Further, the future of sustainable agriculture, the rural environment, and food security can benefit from programs designed to expose undergraduate students to hands-on experiential education opportunities that inspire innovation.

The Southwest Minnesota State University (SMSU) Center for Integrated Agriculture and Food Systems (CIAFS) will address these issues by bringing together faculty and students from various academic programs to engage in applied research focused on sustainable agriculture, environmental science, and food production and distribution. These research projects and food production programs will also generate food resources that will be used in the student-led Enactus food security project and the Mustang Market food pantry. The multidiscipline approach to CIAFS projects will allow students from many academic programs to become aware of the need for graduates from many different fields in the agriculture and food industries. Industry partnerships will be leveraged at the CIAFS to provide students with hands-on learning opportunities that expose them to specific career paths related to agriculture and food production in rural Minnesota.
The CIAFS aims to build on a recently established cooperative effort between the SMSU Agronomy program, Ralco Nutrition, the Enactus Club at SMSU, the SMSU Culinology program, and the Agricultural Utilization Research Institute (AURI). This collaboration will utilize produce from current and future Agronomy research studies in a food security program being run by Enactus club students. Culinology students will work with SMSU and AURI facilities and staff to prepare meals to be delivered directly to families in need and through the Mustang Market. This compelling initiative is one example of how students, faculty, and industry partners will work together through the SMSU CIAFS to add value for sustainable agriculture research by making an impact on food security programs.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

The CIAFS will strengthen and expand SMSU’s community and industry partnerships with organizations like AURI, MARL, Minnesota State Southern Agricultural Center of Excellence, Ralco, commodity groups, family farms and many others. These partnerships will be imperative in exposing students to a wide range of career opportunities in agriculture, food production, and other rural industries. The CIAFS will facilitate engagement with the general public through various outreach events and “field days” that will provide information about how food goes from farm to fork. These events and other outreach initiatives will cultivate knowledge of agriculture, food, end environmental issues.
Minnesota State Community and Technical College Business Center

$1.6 million

DISTRICT 7

The Minnesota State Community and Technical College (M State) Business Center will create an identity on the Moorhead campus for students pursuing programmatic areas including business, agriculture, accounting, management, marketing, and sales. The center will include modern teaching facilities, a space for new entrepreneurs, and spaces to foster collaboration between students and industry partners.

The project consists of renovating the current facilities to showcase business and agriculture careers and transform classrooms into more flexible learning arrangements with enhanced technology, expanding access to rural and place-bound students. The space will include incubator spaces, a business resource center and business/agriculture collaboration rooms.

The goal of the Business Center project is to create spaces that emulate the atmosphere and culture of businesses where students can apply concepts learned in the classroom to real-world settings. With project funding, M State will develop certificates, certifications, and degrees in agriculture sales and agriculture business based on the needs of the region. These activities within the Business Center will foster relationships between students, faculty, industry leaders, and organizations in the Fargo-Moorhead region and surrounding communities and increase knowledge of best practices in the business and marketing industries.

The Business Center will create a space where M State can educate and train the workforce needed in the region to stimulate the economy and recover from the pandemic. In the Northwest Minnesota region, there are currently more than 2,000 job openings in the business, accounting, and human resources fields. With a facility that reflects the talented faculty and depth of educational opportunities offered, M State will have the potential to attract and prepare more students to become the business leaders of the future. M State will also have the ability to hold annual engagement opportunities and to enhance relationships between students, faculty, industry professionals, and community organizations in business, marketing, accounting, and human resources.
Your Minnesota State colleges and universities provide the knowledge, skills, and talent Minnesota needs.
Pathways to Rural Health Care Workforce Expansion

$1.02 million

DISTRICT 7

THE PROJECT

Rural western Minnesota has long been faced with a critical shortage of health care workers throughout the region. This shortage has been particularly discernible with the advent of the COVID-19 pandemic. The need for a more robust and extensive health care workforce calls for an immediate and collaborative response to produce a substantial number of properly trained and certified employees who can support the health and vitality of these communities.

This project is an extension of a high school career academy model that integrates community resources to enable the expertise of three Minnesota State higher education institutions to train a new cohort of nursing assistants and introduce individuals to other career opportunities in the medical field to fill a significant void in the health care workforce. This project will also create educational access for those interested in obtaining the nursing assistant credential but have been limited by financial barriers.

WHY NURSING ASSISTANTS?

The nursing assistant position is a high demand gateway or entry-level career that provides employees with the satisfaction of helping others, and has career advancement opportunities, career migration, and career growth. This gateway means feeding the supply of nursing assistants to significantly increase the number of health care workers in the region.
IMPACT ON REGION/VALUE OF PROJECT

» Directly reduces the shortage of nursing assistants
» Expands nursing assistant courses to both high school students and adult students
» Increases educational access by removing course tuition and subsequent exam fees
» Provides adult learners with nursing assistant courses in their local communicates
» Increases awareness and encourages pursuit of health care careers
» Promotes collaboration and cooperation across K-12, communities, care centers, business and industry, and higher education
» Brings care to those in need in their communities
» Establishes a program model that can be expanded
» With established partnerships with Red Lake and White Earth Tribal Colleges, we will invite their participation in this project

PROJECT OUTCOMES

» Up to 5 nursing assistant sections per semester per institution or maximum of 25 sections per semester
» Class size of 15 students per section (15 x 25) 375 students per semester
» Total of up to 750 students ready to enter the workforce as skilled employees
» Increased health care career exploration experiences for high school and adult students

HIGH SCHOOL CAREER ACADEMY MODEL

Building on the successful high school career academy model, we will offer nursing assistant courses to regional high schools providing up to five courses per semester from each institution. We have successfully trialed a combination online/simulation/clinical version of the nursing assistant course with high school students with eight sections and roughly 80 students this year due to the COVID pandemic. This approach allows us to promote health care career paths while providing a hands-on experience to students not traditionally available.

COMMUNITY CONNECTIONS

Communities with care centers and high schools will be targeted to attract both adult and high school-aged students. The care centers will provide teaching resources such as beds, space, and clinical sites that directly impact the communities while increasing the much-needed workforce. Further, this project is designed to reach all learners regardless of financial barriers. This project will eliminate the financial burden of completing a nursing assistant certification and all other project activities will be available at no cost to attendees.

BUSINESS AND INDUSTRY CONNECTIONS

Sanford, Avera, Essentia, and Riverview are health care system partners with the three academic institutions. All stand ready to actively support this project through direct in-kind donations such as hosting career exploration events and providing financial support for graduates who are employed and want to pursue further health care careers (ex. LPN forgivable loan, employee career advancement).
The project has three major phases to bring about a meat cutting and butchery career pathways and serve industry needs:

**Phase 1: Form a comprehensive industry advisory that covers farm to plate including inspection agency considerations.** Phase 1 task is to assess the current situation and provide guidance on program design that is comprehensive but also time sensitive to meet immediate industry needs. Additionally, facilities and processes need to adhere to food inspection standards as the product moves from the farm to plate.

**Phase 2: Secure funding.** Phase 2 commences as funding is provided to purchase and install equipment that will be utilized to accommodate training. The funding will also cover costs related to equipment and technology installation within existing facilities. Hanging carcasses will be brought from farms and processed by enrolled students. Accommodations will include walk-in coolers large enough for up to 15 students and multi-species areas within the facility. The college has an industrial, fully-inspected kitchen to allow for the retail cuts side of the training. Funds will also allow the college to purchase processing equipment to allow multiple students to train simultaneously.
Phase 3: Develop and open new mobile processing trailer. AgCentric and Central Lakes College will partner with an organization that has established farmer relationships to develop and operate a mobile slaughter and processing unit, but keep it separate from the state college system. This unit will be utilized both by the training program and serve the region’s producers. There is a model of the partnership working in Montana: Montana recently partnered to purchase a USDA-inspected mobile slaughter unit as a part of their meat processing curriculum. Private entities in Minnesota also operate mobile slaughter units.

**WHY IT’S IMPORTANT**

We all witnessed the impact of the closure of large-scale slaughter and processing plants over this past year. Farmers were forced to desiccate animals on a large scale, causing severe cash flow issues as extra feed costs and trucking were incurred as well as a shortage of locally-produced meat. Although Federal relief funds were allocated to farmers to mitigate financial burdens farmers faced, this tragedy directly impacted local and statewide economies, particularly in rural areas. Local, small scale operations were taxed at a level never seen before due to increased demand combined with a shortage of workforce talent. Tax payer investment in a local meat cutting program, the only in the state and one of fewer than ten in the country, will support existing independent butcher shops as well as spawn the growth of these businesses. Long term, these smaller operations will both ensure that regional economies continue to benefit from strong, local businesses as well as mitigate the risk associated with potential bottlenecks, such as that witnessed with COVID. While the smaller scale processors will neither replace nor compete with large scale plants, they strengthen our rural economies and provide alternative channels for producers in the face of crisis, reducing risk and mitigating the need for future relief funds.
THE PROJECT

Lake Superior College in Duluth, MN offers a nationally recognized aviation maintenance technician program which produces highly skilled and in-demand Airframe and/or Powerplant (A&P) certified mechanics.

In 2018, Delta Air Lines selected Lake Superior College (LSC) as an approved national partner college in training future aviation maintenance technicians (AMTs). Delta TechOps evaluated numerous AMT schools throughout the country with a goal to find colleges that are committed to meeting FAA standards and Delta’s principles of excellence to help meet the high demand for Aviation Maintenance Technician positions expected over the next several years. While LSC greatly values the relationship and partnership with Delta, the college also strives to recruit and retain talent in northeast Minnesota.

Prior to the pandemic, LSC worked very closely with AAR in Duluth. More than half of the nearly 300 employees at Duluth’s AAR were trained at LSC. In 2019, LSC and AAR announced an expanded partnership to continue to recruit and retain talent for years to come by launching the Eagle Pathway Program. The program was vastly successful from the start, allowing AAR to expand their hiring in the summer of 2019 and even extend their lease in the City of Duluth for an additional twenty years, with great confidence. AAR was adding a fourth maintenance line/night shift, while LSC had three full cohorts and was preparing to add a fourth when the pandemic hit which devastated the airline industry.
AAR lost their primary customer in United Airlines and was forced to close their Duluth operation in June of 2020. In the meantime, LSC’s AMT program continues to maintain strong enrollment and continues to seek a new aviation partner in the existing hangar. Several aviation partners have expressed an interest in the hangar, including MRO Holdings.

A new aviation partner could bring as much as 300-500 new jobs to the area and take advantage of the already thriving aviation industry in Duluth/NE Minnesota. In order to help recruit, partner with, and successfully support another aviation partner, LSC needs to update their increasingly outdated equipment to meet industry standard and ensure students are learning on modern equipment. This request would provide needed equipment which would bring the program and its equipment to modern standards and enhance LSC’s ability to recruit, retain and train the region’s future aviation workforce.

As a member of the Minnesota State system, Lake Superior College is a member of the Minnesota Transportation Center of Excellence which includes the two other AMT programs in the State of Minnesota: Northland Community and Technical College (NCTC) in Thief River Falls and Minneapolis Community and Technical College (MCTC). Together, our three campuses, along with St. Cloud State University, have been discussing ways to promote the AMT programs, career opportunities and increasing workforce needs. LSC/Duluth has a unique, competitive advantage in the sense that there is an empty hangar ready for a new aviation partner to begin taking advantage of the pipeline of highly trained aviation talent being produced by LSC. As the only AMT school in northeast Minnesota, LSC wants to ensure Duluth/NE Minnesota remains a premiere aviation maintenance training destination and a thriving aviation hub.
THE PROJECT:
The COVID-19 pandemic has placed many postsecondary institutions into a watershed moment with organizational resiliency being challenged in a way that it has not been seen before. As great as these challenges are affecting all colleges, the pandemic is disproportionately affecting small, rural colleges and those with career and technical programming. These colleges have significant unmet needs in their efforts to operationally respond to the pandemic due to their limited capital resources. Transforming programs and services into new learning models requires significant investments. This reality will create a great divide in access to higher education between larger colleges serving metropolitan areas and smaller colleges primarily serving rural areas.

As a small, rural technical college, Pine Technical and Community College (PTCC) will need outside funding assistance to fill our unmet need and help to expand highly flexible learning models specifically for career and technical programing at the heart of workforce development in the region. Without outside funding support, the ability to develop safe, flexible learning pathways to fields such as; healthcare, manufacturing, transportation and cyber security may be limited. Prospective learners may be forced to relocate to pursue these pathways, ultimately compounding the economic uncertainty the region currently faces.

As a rural technical college, PTCC are an early adopter of HyFlex pedagogies on a limited scale. HyFlex is a course delivery model that presents the components of hybrid learning in a flexible course structure giving students the option of attending sessions in the classroom, participating online, or doing both.
PTCC however needs to develop new HyFlex options within a fiscally sustainable program and service delivery models. As a small rural college, we are limited in our ability to make these significant up-front investments. This federal funding will allow us to upgrade existing technology and equipment, implement new safety protocols and create open access to specialized instruction from remotely located instructors.

The expansion and tailoring of our HyFlex instruction and services will ultimately allow us to increase the number of graduates in our region with high-demand skills. Providing new state-of-the-industry training experiences also allows for the opportunity to deliver specialized training to both our industry and STEM partners. Having new high-flex learning environments allows PTCC to continue to expand existing programming and start new pathways based on industry and workforce needs.

The project will focus on key objectives:

1. **Expand Opportunities and Build Institutional Resilience:** Expand safety infrastructure and learning technology to sustain critical hands-on applied learning opportunities at PTCC and within 14 regional high schools.

2. **Develop Resilient Instructional Delivery Models:** Develop HyFlex instructional and technological capacities within 14 regional high schools to expand career technical education programming options.

3. **Provide Dual Enrollment Opportunities to Students Who Live in Rural Communities:** Develop new educational pathways that promote college course and advance skill attainment.

4. **Provide Evidence-based Services:** Integrate CTE with HyFlex learning methods and current dual enrollment options. Incorporate the use of Quality Matters professional development to improve student outcomes and as an extension, strengthen the financial sustainability for PTCC.
BOARD OF TRUSTEES

Asani Ajogun
Victor Ayemobuwa
Alex Cirillo
Jay Cowles, Chair
Dawn Erlandson

Jerry Janezich
Roger Moe
Javier Morillo
April Nishimura
Oballa Oballa

Rudy Rodriguez, Vice Chair
Kathy Sheran
George Soule
Cheryl Tefer
Michael Vekich

PRESIDENTS

Michael Seymour
Alexandria Technical & Community College

Marsha Danielson
Minnesota State College
Southeast

Craig Johnson
Ridgewater College

Kent Hanson
Anoka Technical College and Anoka-Ramsey Community College

Carrie Brimhall
Minnesota State Community and Technical College

Adenuga Atewologun
Riverland Community College

Faith Hensrud
Bemidji State University and Northwest Technical College

Edward Inch
Minnesota State University, Mankato

Jeffery Boyd
Rochester Community and Technical College

Hara Charlier
Central Lakes College

Anne Blackhurst
Minnesota State University Moorhead

Deidra Peaslee
Saint Paul College

Angelia Millender
Century College

Terry Gaalswyk
Minnesota West Community & Technical College

Annette Parker
South Central College

Michael Berndt
Dakota County Technical College and Inver Hills Community College

Joyce Ester
Normandale Community College

Kumara Jayasuriya
Southwest Minnesota State University

Stephanie Hammitt
Fond du Lac Tribal & Community College

Rolando Garcia
North Hennepin Community College

Robbyn Wacker
St. Cloud State University

Merrill Irving, Jr.
Hennepin Technical College

Michael Raich
Northeast Higher Education District

Annesa Cheek
St. Cloud Technical & Community College

Patricia Rogers
Lake Superior College

Sandra Kiddoo
Northland Community & Technical College

Scott Olson
Winona State University

Ginny Arthur
Metropolitan State University

Joe Mulford
Pine Technical & Community College