Federal Fiscal Year 2023
Appropriation Requests
Contents

Nursing Workforce Pilot Program ......................................................... 1
Minnesota State and the University of Minnesota

Mental Health First Aid Trainings for Minnesota State ............................. 3
Minnesota State

Allied Healthcare Simulation Lab ....................................................... 5
Minnesota State College Southeast

Minnesota Healthcare Education and Resiliency Training (MN HEART) .... 7
Minnesota State HealthForce via Winona State University

Campus-Wide Clean Energy and Decarbonization Demonstration ............. 9
Minnesota State University, Mankato

Center for Rural Behavioral Health ..................................................... 11
Minnesota State University, Mankato

Minnesota Polytechnic and Applied Learning Institute .......................... 13
Minnesota State University, Mankato

School of Food and Agriculture ....................................................... 15
Minnesota State University, Mankato

Workforce Development Learn and Earn Initiative ................................ 17
Riverland Community College

Dental Assisting .................................................................................. 19
South Central College

Health Collaborative Nursing Simulation Lab ...................................... 21
Winona State University

GRAUC Simulation Collaborative ...................................................... 23
Winona State University and Rochester Community and Technical College

Mechatronics Technology Expansion ............................................... 25
Minnesota State College Southeast

Summer Scholar Allied Health ............................................................. 27
Inver Hills Community College

Public Safety Cross-Functional Training Destination ............................ 29
Hennepin Technical College

Public Safety Cross-Functional Training Destination (without burn buildings) 31
Hennepin Technical College

Advanced Manufacturing: Training Tomorrow’s Workforce ................. 33
Hennepin Technical College

Health Sciences Center for Interprofessional Education and Simulation .... 35
Normandale Community College

Curriculum Development for Interprofessional Education and Simulation 37
Normandale Community College

Minnesota’s Premier Law Enforcement Training Programs (Training Equipment) 39
Hennepin Technical College and Alexandria Technical & Community College

Last updated: June 16, 2022
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satellite Campus Clinic: A Community Partnership</td>
<td>41</td>
</tr>
<tr>
<td>Saint Paul College and United Family Medicine</td>
<td></td>
</tr>
<tr>
<td>Workforce Development of the Professional Sector</td>
<td>43</td>
</tr>
<tr>
<td>Metropolitan State University</td>
<td></td>
</tr>
<tr>
<td>Cybersecurity Entrepreneurship</td>
<td>45</td>
</tr>
<tr>
<td>Metropolitan State University and Neighborhood Development Center</td>
<td></td>
</tr>
<tr>
<td>Twin Cities Urban Entrepreneurship Education Center</td>
<td>47</td>
</tr>
<tr>
<td>Minneapolis College and Metropolitan State University</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nursing Refugee Career Pathways Program</td>
<td>49</td>
</tr>
<tr>
<td>St. Cloud Technical &amp; Community College</td>
<td></td>
</tr>
<tr>
<td>Center for Public Safety and Service</td>
<td>51</td>
</tr>
<tr>
<td>Minnesota State Community and Technical College</td>
<td></td>
</tr>
<tr>
<td>Healthcare Simulation Lab</td>
<td>53</td>
</tr>
<tr>
<td>Minnesota State Community and Technical College</td>
<td></td>
</tr>
<tr>
<td>Strengthening Communities by Investing in Early Childhood Education</td>
<td>55</td>
</tr>
<tr>
<td>Minnesota State Community and Technical College</td>
<td></td>
</tr>
<tr>
<td>Yellow Ribbon Advance</td>
<td>57</td>
</tr>
<tr>
<td>Minnesota State University Moorhead</td>
<td></td>
</tr>
<tr>
<td>Manufacturing Training Expansion</td>
<td>59</td>
</tr>
<tr>
<td>Northland Community and Technical College</td>
<td></td>
</tr>
<tr>
<td>Nursing and Allied Health Center (Granite Falls)</td>
<td>61</td>
</tr>
<tr>
<td>Minnesota West Community &amp; Technical College</td>
<td></td>
</tr>
<tr>
<td>Minnesota Law Enforcement Training Reforms</td>
<td>63</td>
</tr>
<tr>
<td>Fond du Lac Tribal &amp; Community College and Alexandria Technical &amp; Community College</td>
<td></td>
</tr>
<tr>
<td>Meeting the Growing Demand for Workforce in the Building Performance Green Energy Sector</td>
<td>65</td>
</tr>
<tr>
<td>Fond du Lac Tribal &amp; Community College</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement Program Equipment</td>
<td>67</td>
</tr>
<tr>
<td>Fond du Lac Tribal &amp; Community College</td>
<td></td>
</tr>
<tr>
<td>Aircraft Maintenance Technology Workforce Development</td>
<td>69</td>
</tr>
<tr>
<td>Lake Superior College</td>
<td></td>
</tr>
<tr>
<td>Transforming Transportation Education: Building Regional Capacity for the EV/AV/CV Market</td>
<td>71</td>
</tr>
<tr>
<td>Minnesota North College</td>
<td></td>
</tr>
<tr>
<td>Wadena Energy Academy</td>
<td>73</td>
</tr>
<tr>
<td>Minnesota State Community and Technical College</td>
<td></td>
</tr>
</tbody>
</table>
Nursing Workforce Pilot Program

STATEWIDE

Request: $3,900,000

MINNESOTA STATE

PROJECT DESCRIPTION

Minnesota State and the University of Minnesota School of Nursing have developed a partnership to address the growing nationwide nursing workforce shortage that fosters collaboration, attracts non-traditional students and students from underserved communities. The collaboration will create and expand on existing partnerships with state and local academic institutions and healthcare providers to enhance the practical experience needed to succeed in clinical settings. The proposal will also focus on providing students with exposure to alternative diagnosis and treatment methods, such as telehealth.

Minnesota State and the University of Minnesota request Community Project Funding for a pilot program that would allow both systems to conduct outreach, and develop a model curriculum, to attract students from underrepresented secondary schools, community colleges, and individuals seeking a second career. The focus of the program will be to prepare students for the rigors of obtaining a bachelor’s or associate’s degree in nursing and sit for the National Council Licensure Examination (NCLEX) and other board exams. If successful, the pilot will be converted into a multi-year program with sustainable funding that can be implemented.
STATEMENT OF NEED
Minnesota State and the University of Minnesota seek $3.9 million from the Health Resources Service Administration Health Professions Education and Workforce Development account to create a pilot program that would allow both institutions to conduct outreach, and develop a model curriculum, to attract students from underrepresented secondary schools, community colleges, and individuals seeking a second career in nursing.

IMPORTANCE TO THE STATE
This collaboration between Minnesota State and the University of Minnesota will offer students and individuals seeking new career opportunities the ability to earn nursing degrees while meeting the high demand for healthcare workers across the state and nation.

The collaboration will create and expand on existing partnerships with state and local academic institutions and healthcare providers to enhance the practical experience needed to succeed in clinical settings. It will also help to ensure rural and disadvantaged communities access to care by expanding the telemedicine-trained healthcare workforce.
Mental Health First Aid Trainings for Minnesota State

STATEWIDE

Request: $1,935,000

STATEMENT OF NEED

According to the Healthy Minds Study (2021), 40% of college students reported diagnosis of a mental illness, yet each year, counseling center directors in higher education report that only approximately 12% of students access on-campus clinical counseling. Many people who struggle with mental health challenges do not come forward to ask for help from a professional at all. In fact, most people first turn to family members, friends, and other “informal supports” (Healthy Minds, 2021). With this funding, Minnesota State will provide student support that honors the holistic student experience by educating and empowering informal support people such as peers, advisors, teachers, and leaders on campus.

Using Mental Health First Aid (MHFA) in higher education, Minnesota State will improve students’ mental health by increasing personal and community resilience and reducing stigma related to mental health challenges and mental illness. Minnesota State will also train students in teacher education programs and other programs that prepare students to work with Minnesota’s young who might be struggling. Further one-time funding will not only jump-start these programs across Minnesota but will set a strong foundation for maintaining this evidence-based training program into the future.
PROJECT DESCRIPTION

This project will fund Youth Mental Health First Aid (YMHFA) instructor trainings and Youth and Adult Mental Health First Aid (AMHFA) trainings at each of the 33 colleges and universities of Minnesota State and in their respective campus communities. It will complement a current, state-funded initiative that supported the AMHFA instructor training for 160 people who work at a Minnesota State college or university. Specifically, this project will provide funding for five YMHFA instructor trainings resulting in 80 newly certified YMHFA instructors across the state who will be able to provide the YMHFA certification workshops in their communities in the future. It will also fully fund 500 MHFA and YMHFA trainings so that up to 15,000 Minnesota State students, faculty, staff and community partners can become certified in MHFA and/or YMHFA and be better prepared to support the emotional and mental wellness needs of students, their peers, their colleagues, and youth and adults in communities across Minnesota.

IMPORTANCE TO MINNESOTA

Year-after-year, the prevalence of mental health conditions experienced by college and university students has risen and the severity of mental health conditions has increased. Colleges and universities must be prepared to provide adequate clinical mental health care as well as to educate and empower non-clinical professionals across campus from general maintenance workers, to teaching faculty and campus leaders who all have an impact on students’ lives daily with practical skills for mental health and resilience support.

Minnesota State has 54 campuses in 47 different communities across Minnesota. Funding this program will directly support the certification of 80 new YMHFA instructors from across the state and 500 MHFA workshops that will empower up to 15,000 Minnesotans with the skills of Mental Health First Aid. Mental Health First Aid teaches people to recognize the signs and symptoms of mental health challenges and provides them with the skills of the ALGEE action plan, so they know what to do to not only prevent suicide, but to encourage resilience, wellness, and self-care practices in themselves and the people in their lives. Because this program will be supported by Minnesota State, there will be potentially 47 local communities that will benefit by having MHFA instructors who can provide MHFA skills trainings in an ongoing fashion locally.
STATEMENT OF NEED

The goal of this initiative is to enhance the current allied health program learning environments at Minnesota State College Southeast (MSC Southeast) by providing a state-of-the-art, modern learning space. Enhancing the MSC Southeast allied health skills lab and simulation capabilities will provide clinical-based experiences to prepare future healthcare providers, as well as provide a potential shared space with community partners for training, which in turn will continue to support local partners and local workforce needs.

Minnesota State College Southeast offers nursing assistant courses, a Licensed Practical Nurse (LPN) diploma program, and an Associate of Science in Nursing program. MSC Southeast 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. The MSC Southeast allied health programs also include a radiography program, offered since 2009, with well-established provider connections in 16 different area hospitals and clinics, high professional placements of graduates, and a strong reputation. Another key allied health program is the biomedical equipment technician program, which builds on the foundation of the two-year electronics program to train equipment specialists and technicians to maintain, calibrate, and repair both equipment and networked systems in healthcare environments.

PROJECT DESCRIPTION

Currently the MSC Southeast Winona campus has a nursing wing with a large open room that serves as both the skills lab and simulation area. There is also a radiography x-ray room with a digital radiography integrated panel — equipment that has passed its industry relevance/appropriateness (installed 12 years ago).
MSC Southeast would facilitate a build-out of existing space on the Winona 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, an industry-standard x-ray room (providing direct training for both radiography and biomedical electrical engineering students), radiography simulation areas, and debriefing rooms.

The total amount requested is $1,727,000 which will be used to fund the design, procurement of simulation equipment, construction, and the first-year operations of the simulation center. The total amount requested for this new project would be spent in FY23 and the ongoing operating expenses would be included in the regular allied health programs and/or college budget for future years.

**IMPORTANCE TO THE STATE**

The creation of a simulation lab/center at Minnesota State College Southeast’s Winona campus would serve a number of important constituents including the people of Minnesota’s first congressional 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 MSC Southeast the opportunity to train students from its medical professions programs using the most advanced technology, equipment, and methods. Additionally, MSC Southeast would work to collaborate with local medical facilities to provide access to the resources for training and professional development needs. MSC Southeast would also work with local law enforcement, emergency medical services (EMS), firefighters, schools, home health agencies, and community facilities to collaborate on open access for their training and 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 first congressional district and provide access for the following groups in the Winona and Southeast Minnesota region:

» Nursing assistant students (both credit and non-credit based)
» Credit based LPN, RN, radiography, and biomedical electrical engineering programs on campus
» Customized training
» Continuing education
» Collaboration with local EMT/EMS, firefighters, hospitals, clinics for training space
» Home health agencies
» School nurses
**Minnesota Healthcare Education and Resiliency Training (MN HEART)**

**FIRST CONGRESSIONAL DISTRICT**

**Request:** $2,275,375

**STATEMENT OF NEED**

Minnesota Healthcare Education and Resiliency Training (MN HEART) will use industry best-practices to deliver evidence-based trainings to the healthcare workforce through continuing education and customized training departments, and statewide partnerships with employers and associations via the Minnesota State HealthForce Center of Excellence, at Winona State University (Winona State).

MN HEART is a collaboration between the Minnesota State HealthForce Center of Excellence and four healthcare associations: the Minnesota Hospital Association (MHA), Care Providers of Minnesota, LeadingAge Minnesota, and Minnesota Home Care. MN HEART will offer trainings to Minnesota’s healthcare workers and students to support mental health and resiliency.

Minnesota’s long-term care providers, already experiencing significant workforce shortages, have been doubly hit by the challenges of caring for residents at a time when families could not visit their loved ones. Many nursing assistants are young adults — 16-25 years old – and are experiencing death for the first time. The impact on this group can easily be overlooked. Minnesota Hospital Association data indicates increased burnout and exits from the field. The need for mental health first aid and other interventions is clear. Minnesota owes this to the past, present, and future healthcare heroes.
PROJECT DESCRIPTION

MN HEART will provide:

» Over 270 separate trainings ranging from short trainings to multi-day series

» Training to over 3,700 people (duplicated count as people may take more than one training)

» Over 29,000 hours of training

IMPORTANCE TO THE STATE

MN HEART will use industry best-practices learned through years of experience delivering evidence-based trainings to the healthcare workforce through continuing education and customized training departments, and statewide partnerships with employers and associations via the Minnesota State HealthForce Center of Excellence, at Winona State.

MN HEART is a collaboration between the Minnesota State HealthForce Center of Excellence and four healthcare associations: Minnesota Hospital Association (MHA), Care Providers of Minnesota, LeadingAge Minnesota, and Minnesota Home Care.

MN HEART will offer trainings to Minnesota’s healthcare workers and students to support mental health and resiliency. This work will build on efforts at each organization and ensure geographic coverage across Minnesota.

To address these mental health and resiliency needs, the Minnesota State HealthForce Center of Excellence (housed at Winona State University), the four associations identified above, and other key partners, will form Minnesota Health Education and Resiliency Training (MN HEART) to strengthen, expand, and build on existing efforts in the state to offer a menu of mental health and resiliency trainings to healthcare workers and students.

The training menu includes the nationally recognized Mental Health First Aid (MHFA) training, resiliency training, and stress management, mindfulness, and motivational interviewing trainings. These trainings are already available in Minnesota through Minnesota State customized training and continuing Education departments. This funding will support expansion of offerings and eliminate an access barrier by offering trainings at no-cost. MN HEART will also identify training gaps that will be filled by adding to the menu of offerings either by creating new content or by accessing existing trainings in other parts of the country. MN HEART will also provide content to healthcare and public safety faculty and students so that the future workforce pipeline can be equipped with resiliency resources before entering the workforce.
STATEMENT OF NEED

Funding for this project will assist with procurement and installation of a solar photovoltaic (PV) system and will provide the following community benefits:

» Demonstrate the largest solar project for a Minnesota State university (2.5 MW), in which all energy generated is used on site

» Continue towards a near “Net Zero Energy” operation and accelerate decarbonization achievements by maximizing renewable energy sources to power Minnesota State University, Mankato (MSU Mankato)

» Demonstrate readiness for electric vehicle (EV) charging infrastructure in Southern Minnesota and accelerate the adoption of EVs in Minnesota

» Showcase clean energy technologies in MSU Mankato owned buildings providing visibility, access, education, and learning

» Communicate economic, environmental, equity, and local community workforce benefits via sustainability investments in Southern Minnesota

» Create economic resiliency for campus operations through significant cost savings long term

» Educate the future workforce of Minnesota, via MSU Mankato students, on technologies of clean energy, renewables, energy efficiency and EV charging

» Lead Minnesota in sustainability and provide an example for Minnesota entities to replicate

» MSU Mankato will provide 54% of the total project cost as a local contribution – to be funded via energy savings of the installed project

» This project is near shovel-ready in concept, and the additional funding will help the project move forward
PROJECT DESCRIPTION

The Campuswide Clean Energy and Decarbonization Demonstration Project is near shovel-ready and will advance Minnesota State University, Mankato as the leader in sustainability for Minnesota State. This project will reduce long term energy and operational costs, reduce the university's carbon footprint, create local jobs, provide public-facing demonstrations for community benefit, and act as a living-learning lab for student education and experiential learning.

The purpose of this project is to showcase an impressive combination of renewable energy and solar photovoltaic (PV) applications and electric vehicle (EV) charging stations, moving towards clean energy technologies across the campus, including:

» Demonstrate the largest solar project for a Minnesota State university (2.5MW), in which all energy generated is used on site by the University

» Solar PV on eight rooftops: Memorial Library, Dining Center, Centennial Student Center, Performance Arts, Otto Rec Center, Sears Hall, Preska Hall, and Wissink Hall

» Large solar PV carport outside popular sports facilities – integrated with EV charging

» Campus-wide EV charging stations are also included at seven locations, intended for Campus fleet, teachers, students, staff, and visitors. Locations are selected equitably across the campus

This project will serve as a world-class living-learning lab for MSU Mankato students, providing educational tools that will be integrated into student learning and skills training. This project will attract students from all over the world that are interested in attending a university that is committed to sustainability.

IMPORTANCE TO THE STATE

Funding will allow Minnesota State University, Mankato to provide economic, environmental, equity, and local community workforce benefits in Minnesota. The purpose of this project is to have a significant positive impact on the university, the city of Mankato, surrounding communities, and the state of Minnesota including:

» Local job creation and economic workforce benefit for MSU Mankato and surrounding communities – an estimated 89 local jobs will result from the design and installation of this project

» Install the largest solar system at a Minnesota university (2.5 MW), in which all energy will be used on site

» Reduce energy spend by approximately $350,000 per year; reducing long-term operational costs for the life of the equipment (25+ years), which may be used for other campus needs

» Reduce Carbon (CO2) emissions by 4.3 million pounds of Carbon annually

» Highly visible solar carport outside popular sports facilities

» Install 2.5 MW of solar in which all electricity will be used on site to offset electric use costs long term

» Showcase MSU Mankato's commitment to sustainability, clean energy technologies, and its goal to provide as much energy via renewable energy sources as possible

» Install seven EV chargers across the campus – for use by MSU Mankato fleet, staff, students, and visitors who frequent the campus

» Provide a living-learning lab for students to integrate into education programing and skills training

» Attract students from all over the world to MSU Mankato who are interested in a university that commits to sustainability investments

Minnesota State University, Mankato will commit to sharing in this investment by providing 54% of the proposed project cost via local matching funds.
Center for Rural Behavioral Health

FIRST CONGRESSIONAL DISTRICT

Request: $1,500,000

STATEMENT OF NEED

Statistically speaking, we live in a time where the mental wellbeing of Americans has never been worse. Rates of depression and anxiety are at unprecedented levels. This emotional distress has fueled over 100,000 drug overdose deaths. While there are countless stories about the need and importance for mental health care, what’s often left out of the story is who will provide that care.

A 2021 Minnesota Department of Health Workforce Report, identified that 80% of Minnesota counties qualify as mental health professional shortage areas. According to the same data set, this issue will continue to get worse as over half of the current practicing mental health professionals are 55 years of age or older and intend to retire within the next 10 years. When examined geographically, the lack of providers becomes more pronounced. According to Minnesota Department of Health data, the seven-county metro area makes up roughly 54% of the total state population but currently has 75% of all practicing behavioral health professionals, which leaves only 25% of mental health professionals for the near half of the residents who call outstate Minnesota home.

With over half of the current behavioral health workforce set to retire in the next 10 years, it is imperative that a focused plan for developing the next generation of mental health professionals is in place. Through research and workforce development the Center for Rural Behavioral Health (CRBH) intends to increase the number of students interested in behavioral health careers to ensure the pipeline of professionals can match and exceed those leaving the field.

PROJECT DESCRIPTION

Funds will be used to jump start the Center for Rural Behavioral Health (CRBH) at Minnesota State University, Mankato (MSU Mankato). The mission of the CRBH is to improve access to behavioral healthcare for residents in outstate Minnesota to include recognized American Indian Reservations through research, workforce development, and continuing education and customized training. The need for mental healthcare has never
been greater. Because of that, access has never been more difficult. One significant contributing factor to this problem is the lack of qualified, trained, and licensed mental health professionals.

The funds would be utilized to ensure success of the mission for the CRBH. Specifically, the funds would be seed funding to invest in both the human and technology capital required to solve the provider shortage problem before it becomes a crisis. The funds would allow MSU Mankato to create dedicated staff positions to carry out the work of the CRBH. Examples include Center Director, Outreach Coordinator, Training Coordinator, and Research Coordinator.

Furthermore, funds would be used to temporarily increase capacity in behavioral programs to meet the urgent need Minnesota is facing. In addition to providing funds for staffing, these funds would allow the necessary investment in technology needed for the statewide collaboration that will take place within the CRBH.

This investment would allow for the hiring of staff who would then sell-sustain the work of the CRBH through future state and federal funding streams.

**IMPORTANCE TO THE STATE**

The mission of the Center for Rural Behavioral Health (CRBH) is to improve access to behavioral healthcare for residents in greater Minnesota to include recognized American Indian Reservations through research, workforce development, continuing education and customized training. All communities benefit when there is better access to mental health care.

The importance of having a robust mental healthcare system in place cannot be understated. Minnesotans are hurting. Minnesotans are dying. The psychological consequences of COVID-19 will far outlast the physical ones. These issues won’t resolve themselves. We are finally breaking through the stigma associated with mental health and talking about it. However, if we tell people it’s OK to get help, we must make sure that help is accessible no matter where people call home. While the CRBH’s physical location is in Southern Minnesota, the impact of its work will reach all four corners and every county in the state. Beyond Minnesota, the goal of the CRBH is to develop a program that can be replicated in every state.

Within the mission of increasing access, a focus of the CRBH is on ensuring access to a culturally representative behavioral health workforce is in place. Over 90% of the mental health professionals in Minnesota are white (Minnesota Department of Health), which isn’t reflective of the Minnesotans needing mental health supports. Specific efforts to diversify the mental health workforce will be housed within the work of the CRBH.
Minnesota Polytechnic and Applied Learning Institute

FIRST CONGRESSIONAL DISTRICT

Request: $3,000,000

STATEMENT OF NEED

The Minnesota Polytechnic and Applied Learning Institute (MinnPoly) will expand upon Minnesota State University, Mankato’s Iron Range Engineering/Bell program offered in partnership with Minnesota North College, described by a Massachusetts Institute of Technology/Olin study as a top five emerging world leader in engineering education. The Bell program partners with community colleges to deliver a 2+2 engineering degree using industry-sponsored projects instead of traditional classroom learning. Recently, MSU Mankato launched a variation on that program in which students complete a one-semester academy followed by two years in the field working on engineering projects (and earning income) while having their competencies vetted against accreditation outcomes.

Such models provide new ways to partner with and break down the artificial barrier between industry and academia, while widening the STEM pipeline to serve the workforce needs of the state and support social mobility. MinnPoly seeks to scale these innovative models to a broader range of polytechnic disciplines, including cybersecurity, data science, medical device technology, automation, controls, process engineering, engineering management, and other high need disciplines for the region. MinnPoly will be housed at Saint Paul College and will initially launch with a partnership on that campus to offer a 2+2 engineering program that serves non-traditional students as it seeks to close the opportunity gap.

MinnPoly will expand to serve the entire state through its partnership network and serve as a national model for workforce development, high-impact student-focused pedagogy, faculty training, and social mobility.

Funding will directly impact the workforce needs of the state, increase innovation and entrepreneurship, and increase access to education for adult and Black, Indigenous, and students of color.
PROJECT DESCRIPTION

Funding supports the launch of the Minnesota Polytechnic and Applied Learning Institute (MinnPoly). Led by Minnesota State University, Mankato, and in partnership with Minnesota State, MinnPoly will be the state’s first and only polytechnic institute. MinnPoly will include unique and first-of-its-kind applied learning educational programming to respond to the ever-changing needs of industries, communities, and students throughout the state of Minnesota, including support for Industry 4.0. The applied learning form of education is an intensive, and highly technical form of instruction that requires students to immerse themselves in the curriculum to apply their learning to real-world projects in direct collaboration with industry partners. Those partnerships will represent a new way of engaging in academic/industry collaboration, while the network of institutions will be a model for access and workforce development nationwide.

MinnPoly’s guiding principles include:

» **Career-focused and career-ready**: Aimed to promote and create pathways to gain the skills and education necessary to advance and innovate Minnesota’s economy as current and emerging professional fields emerge

» **Learn-by-doing**: STEM-focused with hands-on learning experiences (industry-sponsored projects, internships, co-ops, etc.)

» **Diversity and accessibility**: Dedicated to increasing access to higher education, and diversifying STEM disciplines

» **Partnerships**: Strong partnerships designed to nimbly respond to industry (support and advance economic and community development), educational collaborations, and community service

» **Professional skills**: Supported by strong professional and liberal arts skills. As new jobs emerge and the required skillsets transform, more cross-functional roles require technical, social, and analytical skills

IMPORTANCE TO THE STATE

In late 2020, Minnesota State University, Mankato partnered with the Region 9 Development Commission to conduct a market analysis to identify changes associated with industry clusters, employment, demographics, and socioeconomic changes across Minnesota, and to evaluate opportunities for the establishment of a polytechnic institute. The study revealed several shifts and changes within local markets and across the state, including growing industry clusters in health care, social services, trades, medical device manufacturing, and construction.

Based on the study, MSU Mankato determined a partnership with Saint Paul College would provide benefits to the local community through the continuation of educational advancement and innovation in the local economy through collaborations and by nimbly responding to local industrial and community needs to create deliberate results for growth and development. The partnership also increases educational accessibility and student success, as well as affordable, quality STEM education, while engaging and serving the community through learning projects and interacting with industry professionals. The industry connections provide graduates with a robust network of professionals within their community and their area of professional focus that encourages students to develop the technical and professional skills necessary to lead successful and rewarding careers in their communities after graduation.

Launching MinnPoly with this partnership model (community college, university, industry, and community) benefits the local community by increasing economic development and social-emotional wellbeing by creating long-term local community and professional support networks, providing solutions and opportunities to increase social mobility, narrowing the opportunity gap, and increasing the responsiveness to workforce development, upskilling, and research and development.
School of Food and Agriculture

FIRST CONGRESSIONAL DISTRICT

Request: $2,300,000

STATEMENT OF NEED

Minnesota State University, Mankato (MSU Mankato) has recently developed programs to address the need for talent and research in the agriculture and food industry. MSU Mankato has non-land grant status for agriculture and received approval from Minnesota State, the Higher Learning Commission, and the Department of Education to offer bachelor’s degrees in AgriSciences and AgriBusiness and Food Innovation.

Prospective students and employers do not know of these developments at MSU Mankato. A School of Food and Agriculture designation will create a front door to attracting students and developing partnerships with businesses and organizations within the region. The School of Food and Agriculture and accompanying programs will lead to new opportunities for internships, jobs, and employer engagement.

PROJECT DESCRIPTION

Funding for this project will provide start-up resources to develop a School of Food and Agriculture through additional faculty and more training of current faculty. The resources will also help develop educational partnerships with high schools for postsecondary enrollment options (PSEO), advanced placement (AP), and College in the Classroom. In addition, MSU Mankato is currently working on a 2+2 pathway with Minnesota State community colleges, which will also help advance agriculture education in the region. Software and industry tools are needed to enhance the curriculum to align with current and future practices.

A significant part of the proposal is for marketing and recruiting assistance to help the new school and accompanying programs gain a foothold in the region as a premier food and agriculture institution.
The focus is on establishing a new School of Food and Agriculture. The funding will go towards helping hire and train faculty as well as establish and improve current degree programs by purchasing technology and software for direct student learning and engagement. Limited physical equipment will be needed.

Funds will help implement university partnerships with both high schools and community colleges. However, in order to do that, as well as reach students, more funding is needed for marketing and outreach.

Permanent positions will not be added since this a one-year proposal. Short-term contracts will be established with the goal of making them sustainable to make the positions permanent after the first year.

**IMPORTANCE TO THE STATE**

Minnesota State University, Mankato is in the middle of the agricultural industry and positioned well to take the major step of establishing a new school of agriculture. Much thought and initial design has gone into establishing a structure for the new school that will be interdisciplinary, economically feasible, and increase the image of the university while enhancing the food and agriculture industry in the region.

Minnesota is a leader in agriculture with about one in every 10 jobs across the state in the industry. Minnesota ranks fifth nationwide in total value of crops and is in the top 10 in more than 20 agricultural commodities. Some of the nation and world’s largest agricultural and food companies have their headquarters in Minnesota. Blue Earth County had over $1 billion in value-added contributions from agriculture, placing it in the top five counties. A United States Department of Agriculture (USDA) report shows strong job demand for new college graduates with degrees in agricultural programs with approximately 59,400 job opportunities annually between 2020 and 2025. This reflects growth from the previous five years. The report shows employer demand will exceed the supply of available graduates with a bachelor’s degree or higher in agriculture-related fields. Plus, the USDA report was completed just prior to the pandemic which produced a more dire need for employees.

MSU Mankato recently launched two agriculture-specific majors and has nine undergraduate-related majors, a master’s program, four certificate degrees, more than 50 courses, four labs, and co-curricular programs. By creating a School of Food and Agriculture, all of these areas will come together for more synergy and recognition to attract students into the field and gain support from industry.

MSU Mankato is the second largest state university in Minnesota, only behind the designated land-grant institution, the University of Minnesota. The strengths and abilities of MSU Mankato position it well to be successful in the creation of a School of Food and Agriculture for the region, state, and country.
STATEMENT OF NEED

Riverland Community College (Riverland) is attuned to the regional and state workforce challenges in the transportation and manufacturing sectors. As a result, Riverland sees a need to structure these programs as a “Learn and Earn” model to increase the pipeline of skilled technicians. The four goals for the initiative are outlined below:

1. Engage businesses to develop a “Learn and Earn” model for adult learners to enroll in manufacturing and transportation programs while working part-time for partner businesses to solve the immediate and future workforce demands. This includes curriculum and schedule re-development to better align with current industry needs.

2. Develop high-tech classroom labs with up-to-date equipment on Owatonna and Albert Lea campuses to enhance the skills of graduates in manufacturing and transportation pathways. Upgrades include purchases of Fuji Automatic Numerical Control (FANUC) robots, lab volt control systems, classroom mechatronics training equipment, Milling and ACRA lathes, and a semi-truck and passenger bus to increase capacity for transportation training.

3. Recruit and develop faculty from diverse backgrounds to attract and educate the growing diverse student population.

4. Develop and implement increased non-credit training and certifications in high-demand areas like commercial truck driving (Class A and B), logistics, dispatch, and welding.
PROJECT DESCRIPTION
Riverland Community College continues to be attuned to the regional, state, and national workforce and economic realities that face residents and businesses. The pandemic has made the workforce shortages even worse in the region for many essential workers like commercial truck drivers, maintenance technicians, welders, and engineering technicians. Due to the economic challenges for both businesses and individuals, Riverland sees a need to create and restructure some college programs and schedules to specifically accommodate adult students who need to work and study part-time to complete an educational credential. There are businesses across Steele, Freeborn, and Mower counties who are requesting “Learn and Earn” programs to increase the pipeline of skilled technicians across Southern Minnesota, and Riverland is poised to meet that need.

IMPORTANCE TO THE STATE
The Minnesota Department of Employment and Economic Development (DEED) data classifies manufacturing and transportation jobs as high-wage and high-demand fields with growth of 6-7% by 2030. Riverland is working with industry partners to meet these workforce challenges by revising curriculum and exploring the “Learn and Earn” model. Riverland recently approved a new Automation Robotics Engineering Technology Associate of Applied Science Degree, to add to our Welding and Industrial Maintenance Diplomas which train workers for the manufacturing sector. However, the equipment costs to build state-of-the-art learning labs that match what is used in industry far exceed our public higher education budget. In the transportation sector, new Federal commercial driver’s license (CDL) regulations require entry-level drivers of commercial vehicles to receive training from a registered provider. Riverland is the only approved provider of CDL education in Southern Minnesota. In response, Riverland recently hired an additional full-time instructor which will allow Riverland to double enrollment in the credit program. Businesses like school buses, waste management, hazardous materials management (HAZMAT), and snow removal also need Riverland’s help to educate safe, licensed drivers. These partners asked Riverland to offer faster, customized courses for their entry-level employees. To do this, Riverland needs additional equipment and staff to focus on customized training. In alignment with Minnesota State Office of Equity and Inclusion initiatives and to reflect our changing student population, Riverland’s goal is to recruit diverse faculty in these technical programs to serve students.

This project is an approach to workforce development that offers a win-win opportunity for students and employers and will help meet workforce demands in transportation and manufacturing. Riverland students will benefit from this initiative to provide a “Learn and Earn” model which allows for increased flexibility to earn an income while in school and puts their skills to work more immediately through on-the-job training. It removes existing financial barriers for students who are considering educational opportunities. These career fields also provide high-wage jobs which can allow an individual and/or family to earn a livable wage that contributes to the local economy. In addition, manufacturing and transportation are economic drivers in the Southeast Minnesota region. Without a skilled workforce these industries cannot thrive. In the small to middle-sized communities Riverland serves, the loss of one manufacturing or logistics company is devastating to not just individuals and families, but the entire community. This initiative is a proactive approach to facilitating workforce development that will have a great return on investment for local economic vitality.

Each of Riverland’s academic programs has an advisory committee made up of industry partners who provide input on industry demands and needs. They fully endorse the “Learn and Earn” model as a win-win strategy. These local Southern Minnesota industry partners will see benefits as Riverland strengthens training opportunities for their current and future workforce. This project will provide a great return on investment with the region’s workforce needs being met.
Dental Assisting

FIRST CONGRESSIONAL DISTRICT

Request: $1,120,166

STATEMENT OF NEED

South Central College’s (SCC) Dental Assisting program is at full capacity. The creation of a 12-station, state-of-the-art Dental Clinic/Lab located on SCC’s North Mankato campus will build capacity and help address current challenges including flexible scheduling for adult learners, ability to create and offer a program that serves the incumbent workforce, and limited opportunity for expansion and growth.

The creation of a Dental Clinic/Lab on SCC’s North Mankato campus will ultimately fill jobs in the Greater Mankato community, improve access to the South Central College’s Dental Assisting program, and strengthen the healthcare talent pipeline in southern Minnesota. This project supports the college’s mission of “providing an accessible and inclusive learning environment that cultivates student success and advances regional economic development.” It will provide SCC the opportunity to respond to workforce demand by:

» Offering additional cohorts
» Providing continuing education classes to current dental professionals
» Creating high school pathways to the program
» Building awareness and interest in dental professions through campus tours and activities
» Serving underrepresented and adult learners by providing multiple, yet consistent scheduling options
» Increasing program completion as a result of a better student experience
PROJECT DESCRIPTION

South Central College (SCC) currently has a Dental Assisting program that offers a diploma and associate of science degree. Dental Assisting is a licensed dental profession dedicated to oral health care for patients of all ages. Graduates of the program are able to work in a general dental practice or a dental specialty. Program enrollment has been at capacity (24 students) since 2016 (excluding 2019-2020) and recently, students have had to be placed on a wait list for program entry.

SCC’s Dental Assisting program currently utilizes a clinic/lab space that is off-campus. SCC would establish a state-of-the-art Dental Clinic/Lab with 12 dental stations on the North Mankato campus. Funding would support the build-out of the existing space and equipment to be used by students for lab and clinical experiences. It would include the creation of new instructional facilities (radiology lab, sterilization area, storerooms, patient care area), as well as a dedicated front desk and waiting room.

Dental care is an important part of an individual’s overall health and well-being for everyone in the communities. The established clinic will also be accessible by the public. Public-private partnerships are a proven way to provide students with the opportunity for real-world experience. A partnering dentist will work in the clinic and SCC Dental Assisting students will support them with patient care. This hands-on experience allows students to simultaneously serve the community and strengthen their clinical skillsets throughout their time in the program.

IMPORTANCE TO THE STATE

Dental careers are in high demand and offer Minnesotans the opportunity to support their families by earning a livable wage. In Region 9, the current median salary for Dental Assistants is $48,000. In addition, occupational (OID) data from the Minnesota Department of Employment and Economic Development shows 7.2% growth and 6,657 openings for Dental Assistants in the next 10 years. As attested by letters of support, dental professionals are already feeling this crunch, and there are numerous offices across the state and our community hiring for these occupations.

SCC’s Dental Assisting program currently shares a clinic/lab space off-campus. Multiple programs (Dental Assisting, Dental Hygiene, and Advanced Dental Therapy) use this lab. As detailed above, demand for these occupations are at an all-time high. With programs already at full capacity, educational partners are faced with the challenge of how to expand these programs and offer flexible scheduling for students with limited space.

Dental care is an important part of overall health and well-being. Poor oral hygiene can greatly affect one’s quality of life, and if left untreated, certain dental diseases — for example a tooth infection — can spread and affect other areas of the body. For this reason, access to dental care and early prevention are key.

The local community would have access to SCC’s Dental Clinic. They would be able to schedule appointments to have polishes, fluoride, sealants, and X-rays done, with a future goal of expanding to fillings. SCC would also be able to hire a staff dentist and offer restorative services, with SCC students assisting.

SCC’s Dental Clinic will be able to offer dental exams and create treatment plans for patients who come in for services. The clinic will accept medical assistance and state insurances that most area dental offices do not, as well as offer discount pricing for dental services. At this time, there are only two dental clinics in Mankato that do this and one of them is not currently accepting new patients. A new clinic could open up the doors to those patients that cannot get services. A dental clinic on SCC’s campus will also allow it to expand offerings to incumbent workers and clinics themselves. For example, Allied Dental Clinical Sedation certification courses could be done on site in a state-of-the-art lab. Access to such courses will positively impact the quality of care providers are able to offer the community.
Health Collaborative Nursing Simulation Lab

FIRST CONGRESSIONAL DISTRICT

Request: $2,000,000

STATEMENT OF NEED
The current and projected workforce need is critical for healthcare workers in the Winona community, greater Minnesota, and the metro area. The Winona State University/Winona Health Collaborative Healthcare Simulation Lab will expand the Winona State University (WSU) nursing cohort and provide additional healthcare workers. The project will also create opportunities for current healthcare workers to enhance and practice their skills.

The Winona State University/Winona Health Collaborative Healthcare Simulation Lab will be a state-of-the-art simulation space located on the main campus of Winona Health. The space will be utilized by Winona State University students, Winona Health employees, and surrounding organizations. The vision is to prepare nursing and other healthcare-related students from Winona State University to enter the workforce, enhance the ability for continuing education and rare procedure practice for Winona Health employees, as well as share the space with regional first responders for training, practice, and continuing education.

PROJECT DESCRIPTION
The funds will be used to purchase the equipment needed for the simulation lab. The Winona State University Foundation, along with the Winona Health Foundation, have partnered on this project to secure endowment funding to secure the future of this project.
IMPORTANCE TO THE STATE

This project will prepare the next generation of healthcare professionals including nurses, athletic trainers, social workers, and first responders. It will ensure quality local healthcare by allowing current healthcare professionals to practice procedures and have an opportunity for continuing education. Additionally, it will aid in training regional first responders, many of whom serve rural communities without access to quality simulation labs. Lastly, it will enhance the ability of Winona State University to expand its nursing program to add highly trained healthcare professionals into the workforce, benefiting the local community and all of Minnesota.
STATEMENT OF NEED

The goal of the Greater Rochester Advocates for Universities and Colleges (GRAUC) Simulation Collaborative is to enhance and expand the Rochester area healthcare workforce by providing access to simulation resources for workers and students. Expanding simulation capacity ensures that the regional colleges, universities, and healthcare institutions will educate providers for now and the future.

In Southeast Minnesota, the current and future direct care provider shortage is critical, presently there are more than 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.

In early 2020, GRAUC met to discuss the limited availability for simulation resources for healthcare students and employees. Education partners confirmed that without more access to simulation space, it will be challenging for their programs to grow to the sizes needed to tackle the increasing demand for direct patient care professionals. Employer partners confirmed that without access to more simulation space it will be difficult for their current employees to receive much-needed ongoing training. The GRAUC Simulation Collaborative, with representatives from both education and business, was formed in March 2020.
PROJECT DESCRIPTION

Simulation learning is one of the most impactful methods for training current and future healthcare employees. Expanding simulation capacity will ensure that 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. 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 (OMC), and more, plus the communities they serve

» Education partners include Winona State University, Rochester Community and Technical College, University of Minnesota Rochester, Luther College, Saint Mary’s University, Southeast Service Cooperative, Workforce Development Inc. (WDI), Hawthorne Education Center, and Rochester area K-12 Districts and the students they prepare for the workforce

» This innovative project that responds to an acute need will have immeasurable impact on the incumbent healthcare workforce and the community, at large. The Mayo Clinic, OMC, and WDI have shared their data on nursing staff hires and openings:

  - Mayo Clinic per yr (3 yr avg.): CNAs 125+, PCAs 800+, LPNs 2386, RNs 1393, NPs 72 (Advanced Practice Nurses, APN)
  - OMC per yr (3 yr avg.): PCAs 10, LPNs 70, RNs 270, NPs 48
  - WDI (current openings in Southeast Minnesota): CNAs 2755, PCAs, etc. 11560, LPNs 2386, RNs 1393, NPs 72

Not only will the GRAUC Simulation Collaborative’s efforts lead to the establishment of a cutting-edge simulation technology center for the Rochester area to showcase statewide, but also the Collaborative’s process for linking and drawing on the expertise of public and private education providers, employers, and businesses will be a model for other Minnesota initiatives. The commitment of all project partners to ensure access, inclusion, and equity for diverse, and underserved workers and students is core and a practice to share throughout the state.

To quote from the Minnesota Board of Nursing’s letter of support, “The Mission of the Board of Nursing is to protect the public safety; therefore, ensuring students and licensees have access to quality clinical experiences, is paramount…I strongly support this grant submission to expand simulation access to educate students and licensees permitting them to experience team interaction, address health care disparities and issues of racism through carefully designed simulation scenarios. Ultimately, this increased capacity to provide high quality simulation to southeast Minnesota will educate both students and licensees for healthcare now and in the future.”
**Mechatronics Technology Expansion**

**SECOND CONGRESSIONAL DISTRICT**

**Request:**
$1,092,000

**STATEMENT OF NEED**

Continued economic growth in Southeast Minnesota relies on a highly-skilled workforce capable of meeting current and future demands from the advanced manufacturing sector. Demographic shifts coupled with decreased participation in the workforce means that manufacturers must increasingly rely on automation to ensure that productivity remains high. This level of automation will require more technicians with advanced training entering the field. Unfortunately, between Winona and Eden Prairie there are no programs available to prepare the workforce with the automation skills necessary to keep those industries operational. To meet that demand, Minnesota State College Southeast (MSC Southeast) needs to expand the Mechatronics Technology program in Red Wing.

**PROJECT DESCRIPTION**

Minnesota State College Southeast will use the funds to expand the current Mechatronics Technology program in Red Wing to a full two-year degree program. MSC Southeast currently offers an Associate of Applied Sciences in Mechatronics Technology on its Winona campus, which is over an hour away from Red Wing and is currently at capacity. This funding would allow MSC Southeast to add depth to the current program, a one-year Electromechanical Technology Diploma, thereby expanding the capability of students who will be trained for this high-demand field. In addition, parts of the curriculum need to be modified so it can be delivered in other more flexible formats such as online and accelerated models that will better meet learner needs. By investing in online and blended courses and modules a broader audience who cannot travel to campus daily can be served.

**IMPORTANCE TO THE STATE**

As mentioned, there is a geographic hole in the availability of mechatronics training programs that extends from Winona to Eden Prairie. The Red Wing campus has started
offering programming for entry-level workers, but this particular program will increase the number of highly-trained technicians who will be able to meet the emerging industry needs for more advanced skills. Mechatronics is a high-demand and high-wage career opportunity, with median hourly wages well above $25 and expected growth over the next 10 years to exceed 10% across the state.

According to a recent survey of manufacturing business conditions by the Minnesota Department of Employment and Economic Development (DEED), 80% of manufacturers report labor issues as a major impediment to their supply chain. The state currently has an 8% job vacancy rate, and there are only six unemployed people for every 10 positions available in the state. Employers who are not retaining employees will find it increasingly difficult to find employees and will need to invest in their current employee pool to fill more highly-skills positions.

The benefit to the local community of expanding the Mechatronics Technology program in Red Wing falls into three major categories. First, this will make careers in automation more visible to school-age students and show them that careers in local industries are highly technical, rather than the labor-intensive careers that many imagine. The high paying careers that this project will support will help with population stabilization in rural areas.

Second, this proposal will not only finish the pipeline of talented technicians provided to employers, but it will also allow them to train existing employees for more advanced careers without the high expense of sending employees out of the area for training. It is far more cost effective to retain and promote an employee than to try to recruit new employees, and that is particularly true in rural areas where the population is small and adequate skills training may be limited.

Third, this will help local communities attract new business and industries by clearly demonstrating there is a trained talent pool available and that additional workers can be upskilled to meet the local demand. Businesses cannot grow without talented people and ever advancing skillsets, and new businesses will locate in areas where they feel they can attract the employees they need. Having a local program will increase that confidence and make an appealing location that community economic development professionals can promote when trying to attract a new business to the Red Wing area.
Summer Scholar
Allied Health

SECOND CONGRESSIONAL DISTRICT

Request:
$200,000

STATEMENT OF NEED
The current skills shortage is preventing businesses and organizations from producing, serving, and expanding. Focusing training on a group of at-risk students is a part of the answer. Marrying the credit recovery requirements from the high schools with the career exploration class at Inver Hills Community College provides an innovative solution to address a workforce need.

PROJECT DESCRIPTION
Inver Hills Community College is partnering with high schools to provide Summer Scholar Allied Health, a credit recovery and college experience. This collaboration will provide 50 students with incentive to successfully complete their high school coursework and look to post-secondary for next steps.

Students need to attain skills that will make them marketable to employers. The pandemic further impacted the segment of Minnesota students who fail to graduate. Inver Hills Community College is working with high schools to provide a course which puts the
students back on track to graduate coupled with an Emergency Medical Responder (EMR) three-credit college course. The credit recovery class, which is team taught by an Inver Hills Community College faculty and high school teachers, fulfills a high school graduation requirement and will integrate materials from the EMR class to promote the “why I need to learn this” concept. It is anticipated that by providing the two courses, graduation rates and the ongoing skills gap will improve.

**IMPORTANCE TO THE STATE**

The Summer Scholar Allied Health program aligns with a large body of evidence documenting that early college credit programs have a positive impact on student degree attainment, college access and enrollment, high school completion, and general academic achievement. This is particularly important because of the additional positive impact on low-income, racial and ethnic minority students by improving college attainment rates.
Public Safety
Cross-Functional
Training Destination

THIRD CONGRESSIONAL DISTRICT

Request: $30,604,300

STATEMENT OF NEED

Currently, there are no training locations available within the Twin Cities metro area that provide the simulated neighborhood setting as proposed in this request. The closest training sites with comparable offerings are located in Camp Ripley, Minnesota (~105 miles from Minneapolis) and Fort McCoy, Wisconsin (~170 miles from Minneapolis). There is also a shortage of Class A and Class B burn facilities, resulting in limited to no training experience in these areas within the active firefighter community. Additionally, many public safety agencies in Minnesota are smaller in scale and struggle to provide training opportunities to their members. For example, only 1.7% of fire departments in Minnesota are full time career departments, the third-lowest percentage in the nation, with these smaller agencies relying heavily on neighboring jurisdictions for support.

Hennepin Technical College (HTC) is poised to offer this training program given its longstanding presence in peace officer, firefighter and Emergency Medical Technician (EMT) trainings, with an existing foundation of community partners spanning numerous agencies and departments. These valued partners sit on HTC advisory boards, recruit from the student population, and rent HTC training facilities for their ongoing workforce development needs. HTC is also the largest provider of skills training for peace officers in the state.
The creation of a public safety training facility would prepare students for their career and provide a much-needed space for professional organizations to train their current employees. This facility would build professional working relationships and instill a culture of responding to and supporting the communities they serve.

**PROJECT DESCRIPTION**

Hennepin Technical College (HTC) would like to launch the region’s first cross-functional public safety training destination for peace officers, firefighters, and EMTs to foster next-level emergency responder education in a live scenario environment. This public safety training space would mimic a neighborhood setting, with multiple structures erected from Conex containers plus a Class A and Class B burn building. These structures would provide a unique opportunity for interdisciplinary training between agencies, as well as prepare professionals and current students to work within a neighborhood to best support the communities they serve.

**IMPORTANCE TO THE STATE**

The proposed cross-functional training program would close the gap on existing public safety academic infrastructure at the HTC Law Enforcement Center, located on the Brooklyn Park campus, and create a wrap-around educational experience for public safety professionals and students. Recent events have solidified the need for first responders to train together to respond to an ever-evolving range of complex emergency events. No call for service is completely handled by any one type of public safety agency anymore. Events such as active shooters, hazardous materials incidents, terrorist attacks, and civil unrest have highlighted the need for joint training in planning, communication, and response. Additionally, a growing focus on social welfare issues such as addiction and mental health emergencies has demonstrated the need for people outside of traditional first responder roles to be trained to assist in a crisis. A regional public safety training facility is needed to provide specialized and cost-effective scenario-based training for a multitude of real-world scenarios that responders encounter on the job. Training in this manner before a student begins their career will instill a culture of responding to and supporting the communities they serve.
Public Safety Cross-Functional Training Destination
(without burn buildings)

THIRD CONGRESSIONAL DISTRICT

Request: $3,464,300

STATEMENT OF NEED

Currently, there are no training locations available within the Twin Cities metro area that provide the simulated neighborhood setting as proposed in this request. The closest training sites with comparable offerings are located in Camp Ripley, Minnesota (~105 miles from Minneapolis) and Fort McCoy, Wisconsin (~170 miles from Minneapolis). Additionally, many public safety agencies in Minnesota are smaller in scale and struggle to provide training opportunities to their members. For example, only 1.7% of fire departments in Minnesota are full time career departments, the third-lowest percentage in the nation, with these smaller agencies relying heavily on neighboring jurisdictions for support.

Hennepin Technical College (HTC) is poised to offer this training program given its longstanding presence in peace officer, firefighter, and Emergency Medical Technicians (EMT) trainings, with an existing foundation of community partners spanning numerous agencies and departments. These valued partners sit on HTC advisory boards, recruit from the student population, and rent HTC training facilities for their ongoing workforce development needs. HTC is also the largest provider of skills training for peace officers in the state.

The creation of a public safety training facility would prepare students for their career and provide a much-needed space for professional organizations to train their current employees. This facility would build professional working relationships and instill a culture of responding to and supporting the communities they serve.
PROJECT DESCRIPTION

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IMPORTANCE TO THE STATE

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Advanced Manufacturing: Training Tomorrow’s Workforce

THIRD CONGRESSIONAL DISTRICT

Request: $2,422,000

STATEMENT OF NEED

Hennepin Technical College (HTC) provides critical training for high-demand industries that support the economic development and stability of Minnesota. HTC’s mission is to provide excellence in career and technical education for employment and advancement in an ever-changing global environment. HTC provides an exceptional education guided by industry advisory boards, to prepare a diverse population for in-demand and high-paying employment. As the largest educator for advanced manufacturing in the seven-county metro area, HTC’s programs are essential to building a strong talent pipeline. To do that, HTC is requesting $2,422,000 in funding to expand the Automation Robotics Engineering Technology (ARET) program on HTC’s Brooklyn Park campus.

PROJECT DESCRIPTION

In manufacturing, automation and the integration of smart technology has become a necessity in order for companies to stay competitive through lower operational costs and increased productivity. As such, there is also an increased need for highly skilled technicians such as robotics technicians, controls technicians, machine builders, field service technicians, maintenance technicians, and supply chain technicians and mechanics.

Along with the great advancements of the Industry 4.0 digital transformation age, organizations have found it increasingly difficult to develop and maintain a talented workforce. As companies adopt these advanced systems, there is added complexity to the operational and technical systems their employees are designing, operating, maintaining, and repairing. The Automation Robotics Engineering Technology (ARET) program at HTC can support them by training multi-skilled technicians, such as robotics
technicians, controls technicians, machine builders, field service technicians, maintenance technicians, and supply chain technicians and mechanics.

HTC would like to expand its capacity to train additional technicians to meet the industry needs in the northern metropolitan area. Therefore, the focus of the project is to acquire industry standard equipment, coupled with staffing positions needed to provide the academic and personal student success support services. A mental health counselor and advisors will assist students with engagement, academic planning, resource identification, decision-making, and problem solving. Students who feel connected to an institution, feel cared about, and have clear academic and career goals are more apt to persist in their educational and career endeavors. The combination of academic programming and student support will strengthen the pipeline of technicians into high wage, high demand jobs.

**Projected Outcomes Include:**

- Increased retention and graduation rates for students, with the greatest impact on low income students in the north metro area
- Deepened engagement from industry partners located in the north metro area
- Increased collaboration with K-12 partners in the north metro area
- Increased enrollment
  - Projected 800 credits/year (equivalent to 25 full-time students)
Health Sciences Center for Interprofessional Education and Simulation

THIRD CONGRESSIONAL DISTRICT

Request: $1,308,717

STATEMENT OF NEED

According to the Minnesota Department of Employment and Economic Development (DEED, in the second quarter of 2021, open healthcare positions accounted for almost 20% of all job vacancies in Minnesota. In the Twin Cities alone, there were 16,725 vacant healthcare positions. Projections through 2028 indicate ongoing demand: registered nurse openings are projected to increase 12%, dental hygienists 13%, and community health workers 15% (DEED). Add the strain the pandemic has put on the healthcare infrastructure and burnout in the industry, and it becomes clear that we need to address healthcare workforce issues on several fronts to ensure the health and well-being of Minnesotans.

One solution is interprofessional education (IPE), which “occurs when two or more professions learn with, about, and from each other to enable effective collaboration and improve health outcomes” (World Health Organization). IPE is critical to meeting the Quadruple Aim of reducing costs, improving population health, improving the patient experience, and improving healthcare team well-being. Although common at universities, IPE has been slower to gain traction at community colleges in spite of high numbers of healthcare occupations requiring an associate degree. Normandale Community College proposes a state-of-the-art Health Sciences Center for Interprofessional Education and Simulation that will serve as an innovative model for the education and training of healthcare professionals in community colleges.

PROJECT DESCRIPTION

Normandale Community College (Normandale) proposes to develop a state-of-the-art Health Sciences Center for Interprofessional Education (IPE) and Simulation. Beyond providing Normandale’s health sciences students with an education that addresses key competencies for working in today’s healthcare system, the center will act as a model for other community colleges in Minnesota to implement similar activities that can improve integrated patient care in our communities.
The center will provide students in Normandale’s nursing, dental hygiene, community health worker, nutrition, and exercise programs opportunities to learn together through simulated scenarios that build teamwork and communication skills. Students will learn about each other’s disciplines and will understand the relationships and connections that impact overall patient health.

Funding will be used to conduct pre-design and schematic design on four classrooms that will house the center as well as the purchase of equipment for the IPE and simulation activities.

PROJECT PURPOSE
This project will allow Normandale to develop a state-of-the-art IPE center that can become a model for community colleges in Minnesota and beyond. It has the potential to transform health sciences education at the associate level, resulting in a healthcare workforce that is prepared to meet the challenges of a post-pandemic environment.

Anticipated outcomes for the center:

» Provide manikin and simulation-based education and training in small-group sessions by creating dynamic and efficient integrated training packages and case scenario curricula

» Assist to identify and implement innovative and emerging educational initiatives in nursing, dental, nutrition, exercise science, and community health programs

» Improve patient care and safety by providing an outcome-based, integrative learning vehicle where critical patient care skills are introduced and improved in a safe environment with student’s educational needs as the focus

» Promote communication and collaboration with members of other professions to provide high quality and safe patient care

» Curriculum development, implementation and assessment that address IPE learning strategies and meet accreditation standards for nursing and dental hygiene programs

» Raise health awareness and recruit new students from diverse backgrounds by providing tours of the facility

» Offer interactive and hands-on critical skills team education and training workshops, and continuing professional education

As described above, the Twin Cities region currently faces significant job vacancies in healthcare occupations, and current data predict ongoing needs for more nurses, dental hygienists, and other allied health professionals. More important, healthcare continues to evolve, particularly since the pandemic began. The region needs healthcare workers who can work collaboratively to better meet patient needs. A community college IPE center will provide students with the in-demand skills that will allow them to transition smoothly into a variety of care settings and quickly integrate into healthcare teams to improve patient outcomes.

The center would provide other benefits to the community as well. The expanded simulation center would increase continuing education opportunities for the existing healthcare workforce. The availability of a well-trained, interprofessional workforce will also be a tremendous benefit for Normandale’s partners, the region’s healthcare providers (please see letters of support for a sample of Normandale’s partners).

Finally, Normandale’s dental clinic could be opened to the community, providing oral healthcare on a sliding scale to the communities surrounding the college. In addition to contributing to the health of Minnesota’s citizens, the Center for Interpersonal Education (IPE) and Simulation would act as a model for IPE at the community college level, both within the state and nationally. The center would serve as a hub for innovation and the fostering of partnerships with other Minnesota health sciences programs and with industry to create and develop processes and procedures that enhance integrated patient care.
STATEMENT OF NEED

According to the Minnesota Department of Employment and Economic Development (DEED), in the second quarter of 2021, healthcare positions made up almost 20% of all job vacancies in Minnesota. In the Twin Cities alone, there were 16,725 vacant healthcare positions. Long-term projections indicate continued demand with openings for registered nurses projected to increase by 12% through 2028, dental hygienists 13%, and community health workers 15% (DEED). Higher education has an important role to play in preparing a healthcare workforce that can provide quality care and improves patient outcomes.

Interprofessional education (IPE) “occurs when two or more professions learn with, about, and from each other to enable effective collaboration and improved health outcomes” (World Health Organization). While it is widespread at universities, IPE has been slower to gain traction at community colleges, and there is an urgent need to change the traditional approach to teaching and model best practices at community colleges. In order to prepare the healthcare teams of the future, Normandale Community College is revising and developing curricula that will take full advantage of interprofessional and simulated learning opportunities.

IPE is a vital component in preparing a workforce that is able to meet the four-part aim of reducing costs, improving population health, improving the patient experience, and improving healthcare team well-being. These outcomes are even more important in the pandemic era, which has placed great strains on healthcare workers. As COVID variants continue to impact the country, healthcare teams that are able to understand each other’s strengths and collaborate to positively impact patient outcomes are greatly needed.
PROJET DESCRIPTION

Normandale Community College proposes to develop a Health Sciences Center for Interprofessional Education (IPE) and Simulation (the Center) that will transform the delivery of education for nursing, dental hygiene, and other allied health professions. Beyond providing Normandale’s health sciences students with an education that addresses key competencies for working in today’s healthcare system, the Center will act as a model for other community colleges in Minnesota to implement similar activities to improve integrated patient care.

The overarching goal is to develop interprofessional education that will provide faculty members and students with opportunities to learn and practice skills that improve their ability to communicate and collaborate in team-based care by:

» Changing the paradigm of the education of health professionals to ensure the development of clinical and professional competencies to enhance patient satisfaction and safety

» Incorporating values and ethics into interprofessional education and maintaining a climate of mutual respect

» Preparing for team leadership, electronic learning, competency assessment, and outcome measurement as routine components of education for all students

This request is for the faculty professional development and curriculum development to provide a truly interprofessional education experience to students in Normandale’s health sciences programs.

IMPORTANCE TO THE STATE

The Twin Cities region is facing significant job vacancies in healthcare occupations right now, and current data predict ongoing needs for more nurses, dental hygienists, and other allied health professionals. More importantly, healthcare continues to evolve, particularly since the start of the pandemic. The region needs healthcare workers who can collaborate to better meet patient needs. A community college IPE center will provide students with the in-demand skills that will allow them to transition smoothly into a variety of care settings and quickly integrate into healthcare teams to improve patient outcomes.

The revised curriculum and new interprofessional and simulated instruction would provide other benefits to the community as well. The expanded simulation center will increase continuing education opportunities for the existing healthcare workforce. The availability of a well-trained, interprofessional workforce will also be a tremendous benefit for Normandale’s partnerships with some of the region’s healthcare providers.

Finally, Normandale’s dental clinic has the potential to be open to the community, providing oral healthcare on a sliding scale to the communities surrounding the college.

In addition to contributing to the health of Minnesota’s citizens, the Center and its associated curriculum would act as a model for IPE at community colleges, both within the state and nationally. The Center for Interprofessional Education and Simulation would serve as a hub for innovation and the fostering of partnerships other Minnesota health sciences programs and with industry to create and develop processes and procedures that enhance integrated patient care.
Minnesota’s Premier Law Enforcement Training Programs
(Training Equipment)

THIRD AND SEVENTH CONGRESSIONAL DISTRICTS

Request: $2,090,000

STATEMENT OF NEED
Since the 1980s, Alexandria Technical & Community College (ATCC) has been the premier destination for law enforcement training in Minnesota. In 2009, ATCC and Hennepin Technical College (HTC) Brooklyn Center, were identified as Minnesota’s key law enforcement skills training providers with the state investing heavily in facilities and equipment at these locations. Annually, these institutions provide law enforcement training to more than 60% of all Minnesota licensure-eligible individuals.

The recent tragic incidents involving decisions made by police officers using levels of force beyond those authorized by law have been a driving catalyst for change in law enforcement in Minnesota. Minnesota State and the Minnesota Peace Officers Standards and Training (POST) Board recognize the urgency for specialized training for law enforcement officers to enhance their conflict resolution, mediation, problem solving, service, and other skills needed to work in partnership with members of the community.

Both entities are working on reforms that are responsive and applicable to pre-service and in-service Community Oriented Policing models. The goal is to provide the citizens of Minnesota with licensed law enforcement professionals worthy of being entrusted as public servants.

PROJECT DESCRIPTION
This request will allow ATCC and HTC to purchase technologically-advanced equipment capable of maximizing instructional value through the use of real-time, scenario-based instructional review.
IMPORTANCE TO THE STATE

Minnesota State graduates over 80% of all Minnesota licensed law enforcement officers. A Taskforce on Law Enforcement Education Reform advised the Minnesota State Chancellor and Board of Trustees on issues, initiatives, programming, and priorities relative to anti-racism and inequities in law enforcement and criminal justice education systemwide, as well as policing within our communities. The Taskforce made the following recommendations:

» All Minnesota State law enforcement and criminal justice programs will commit to the training of culturally competent peace officers for the State of Minnesota

» Recruit and retain BIPOC (Black, Indigenous, and people of color) law enforcement officers

» Educate and train current officers

Academic instruction is combined with a high degree of hands-on training essential to the development of appropriate skills including cultural competence and de-escalation. New technologies are needed to train and re-orientate law enforcement officers of the future. Updated equipment will allow classroom learning to be applied in real-life settings by simulation, actors, communication systems, patrol vehicles, on-board computers, radios, and a variety of other tools most commonly associated with varied levels of force compliance.

The Taskforce recommendations are highly relevant to ATCC and HTC’s law enforcement programs and support their mission of continuous improvement in meeting the expectations of our citizens.
Satellite Campus Clinic: A Community Partnership

FOURTH CONGRESSIONAL DISTRICT

Request: $250,000

Statement of Need

According to Minnesota’s Department of Employment and Economic Development, roughly one in five open jobs in Minnesota is in the healthcare industry, including 9,250 openings for home health and personal care aides and 6,000 for certified nursing assistants. Between 1992 and 2020, United Family Medicine (UFM) operated as a teaching clinic, and is prepared to adapt its teaching expertise to benefit Saint Paul College (SPC) students enrolled in the college’s health science programs (specific tracks include Health Information Technology, Healthcare Administration, Medical Laboratory Technician, Nursing Assistant, or Practical Nursing—among others) through work-study opportunities, externship, and/or an internship pipeline program. Once the structure and operations of the satellite clinic are established, the goal is to use UFM’s professional healthcare network and resources to connect students to paid work opportunities at the satellite clinic and within SPC’s community partnership network post-graduation, contributing to Minnesota’s healthcare workforce.

Overall, “Satellite Campus Clinic: A Community Partnership Between United Family Medicine and Saint Paul College” is in direct alignment with Minnesota’s strategic initiatives focused on racial equity, education, and employment. This clinic will have a long-term, generational impact at the intersections of health equity, academic achievement, and workforce development that will positively impact historically minoritized and disenfranchised BIPOC (Black, Indigenous, and people of color) communities in Saint Paul.

Project Description

United Family Medicine requests $250,000 to support “Satellite Campus Clinic: A Community Partnership Between United Family Medicine and Saint Paul College”, dedicated to opening a low-cost/sliding scale satellite clinic on Saint Paul College’s (SPC) campus. Specifically, funding will support the construction and equipment costs related to retrofitting Saint Paul College’s former business management office (or similar space) into a fully operational on-campus clinic complete with a student-patient check-in lobby, two exam rooms, and specimen collection facilities. Through a partnership agreement with Saint Paul College, United Family Medicine plans to lease 800 square feet of space where
trained providers can assess SPC students for preventative and primary care, reproductive and sexual healthcare, and/or mental and behavioral health care visits. Patients who require additional or specialized services will be referred to United Family Medicine’s clinical headquarters (a five-minute drive from campus or receive a transportation voucher) or to our network of referral partners. United Family Medicine anticipates beginning construction by August 2022 and opening the clinic to 100 patients by December 31, 2022, and 250 patients by December 31, 2023.

**IMPORTANCE TO THE STATE**

United Family Medicine (UFM) is a Federally Qualified Health Center located in the historic West 7th Street/Fort Road Federation neighborhood in Saint Paul, Minnesota. As a community clinic, UFM serves as a “holistic healthcare center” for underserved populations within culturally and economically diverse community. UFM delivers high quality healthcare to all persons regardless of their insurance status and offer a sliding scale fee model for underinsured or uninsured patients to guarantee low-barrier access to a portfolio of integrated healthcare services. Integrated healthcare services include family medicine, newly expanded dental clinic, and behavioral health. UFM is committed to partnering with community-focused organizations to expand the reach and impact of its health services to address the social determinants of health. The “Satellite Campus Clinic” actualizes this commitment, creating a formalized partnership with Saint Paul College to establish an on-campus satellite UFM clinic designed to holistically meet students, faculty, and staff’s physical and mental healthcare needs.

Saint Paul College is a public community and technical college located within the clinic’s service area. Currently, Saint Paul College does not have an on-campus clinic of any kind, leaving students to search for medical care and mental health resources elsewhere or (for some) not at all. United Family Medicine and Saint Paul College see the mutual benefit of offering on-campus medical services to Saint Paul College students, faculty, and staff, especially given the demographic make-up of the student body. As a designated Minority-Serving Institution, SPC serves over 8,360 students, 68% of whom identify as Black, Indigenous, or people of color (BIPOC), the highest of any Minnesota community college.
STATEMENT OF NEED

Nationally, employers report a desire for universities to do more to prepare students for the workforce through career readiness, support, and increasing active and applied learning activities (American Association of Colleges and Universities (AACU), How College Contributes to Workforce Success, 2021). Research has consistently shown that active and applied learning (also known as high-impact practices) like internships, undergraduate research, and integrating learning result in increased deep learning and personal gains for students, particularly those who are first-generation university students or belong to groups historically underrepresented in higher education and the professional workforce (AACU, High-Impact Educational Practices, 2008). At the same time, the National Association of Colleges and Employers reports that women, Black and Hispanic/Latinx students, and first-generation college students are less likely to complete paid internships (National Association of Colleges and Employers (NACE) Brief: Inequity in Internships, 2021). Students, particularly those in STEM fields, who participate in undergraduate research are much more likely to complete their degree and to persist in STEM careers, particularly for students who belong to groups that are historically underrepresented in STEM fields (The National Academies Press: Undergraduate Research Experiences for STEM Students: Successes, Challenges, and Opportunities, 2017). Finally, working students typically do not get support for integrating their learning through work experience with their academic learning in a way that advances their professional career goals.

PROJECT DESCRIPTION

The development of a professional workforce is critical for Minnesota’s economic vitality. Active and applied learning experiences drive professional workforce development, especially for university students who belong to groups that are historically underrepresented in the professional workforce or have low incomes. These experiences include internships, undergraduate research, and integrating work and academic learning (learn-at-work).
Metropolitan State University (Metro State) adult students live and work in our local communities and experience obstacles to active and applied learning experiences:

- 45% have low incomes
- 59% take courses part-time
- 24% are first-generation students
- 54% belong to historically underrepresented groups in the professional workforce

This project is focused on professional workforce development for Metro State students who will:

- Gain access to and set learning goals for active and applied learning experiences
- Complete active and applied learning experiences with mentoring support
- Communicate effectively about active and applied learning experiences to current and future employers to support career advancement

To achieve the goals of this professional workforce development project, Metro State will:

- Provide support for students to help them identify and access active and applied learning opportunities like internships, undergraduate research, and integrating work and academic learning (learn-at-work)
- Provide a course-based experienced to engage students in strengths assessments and designing their learning goals prior to starting active and applied learning opportunities
- Compensate students for their time participating in internships, undergraduate research, and reflection on learn-at-work learning
- Provide course-based experiences for mentoring and career readiness support during and after the active and applied learning opportunities.

**IMPORTANCE TO THE STATE**

Development of a professional workforce is critical to Minnesota’s economic growth. The 2018 report, “The Economic Status of Minnesotans” shows the state’s workforce is increasingly diverse and those from underrepresented backgrounds are less likely to have a bachelor’s degree or higher. In the Twin Cities, 42% of job vacancies required a post-secondary degree and residents with a bachelor’s degree or higher had a labor force participation rate of 90.2% (DEED, Sept. 2021). For local businesses and non-profit organizations to grow, they need a professional workforce that includes well-prepared residents from all backgrounds. Active and applied learning experiences drive professional workforce development, especially for university students who belong to historically underrepresented groups and/or have low incomes. These experiences include internships, undergraduate research, and integrating work and academic learning.

Over the two years of this project, Metro State will support 280 students in completing internships, undergraduate research, or learn-at-work activities. Through these active and applied learning activities students will be better prepared to join the professional workforce and contribute to economic growth in the state. In addition, local companies, non-profit organizations, and state agencies will benefit from access to interns and support of employees who are Metro State students.
Cybersecurity Entrepreneurship

FOURTH CONGRESSIONAL DISTRICT

Request: $1,600,000

PROJECT DESCRIPTION

Neighborhood Development Center (NDC) and Metropolitan State University (Metro State) seek community project funds to develop a cybersecurity information center for training and business incubation of primarily Black, Indigenous, and people of color (BIPOC) entrepreneurial graduates of Metro State’s Cybersecurity program. Funds would be used to build out space, likely in NDC’s new Frogtown Crossroads building at University and Dale in St. Paul, as a cybersecurity information center. Funds would also be used to launch a program that will allow budding cybersecurity professionals trained through — Metro State’s program — to hone their skills amongst peers and experienced cybersecurity professionals, while receiving NDC’s training, technical assistance, and lending services to launch their own cybersecurity firms.

The cybersecurity information center will provide all the tools needed to start and grow successful BIPOC-owned cybersecurity firms. This partnership pairs Metro State’s strengths as a designated National Center of Academic Excellent in Cyber Defense Education and a federally-recognized Minority Serving Institution with NDC’s strengths as a groundbreaking Community Development Financial Institution that has trained over 6,000 primarily BIPOC entrepreneurs who have launched and grown over 550 currently open small businesses in the Twin Cities. The partners in this project have a shared vision of building pathways for opportunity to ensure BIPOC cybersecurity entrepreneurs can claim a stake in Minnesota’s tech-driven future.
IMPORTANCE TO THE STATE

NDC and Metro State have a shared focus on providing opportunity to underserved Minnesotans, especially people of color and immigrants. Both institutions are based in St. Paul, Minnesota with spaces in underinvested neighborhoods, where a majority of residents are people of color, including the east side of St. Paul, Frogtown, and Dayton’s Bluff. The neighborhoods in which each of Metro State’s two campuses are located, the east side of St. Paul and Dayton’s Bluff, are NDC Priority Neighborhoods, in which NDC focuses a majority of its entrepreneurship programming.

In 2021, 93% of the 825 entrepreneurs NDC worked with were people of color, including approximately 36% who were immigrants. Roughly 66% of Metro State’s 120 Cybersecurity program students are people of color, including a significant number of Somali American and Hmong American students. This project will focus on providing opportunity for underrepresented individuals, especially people of color from St. Paul and Minnesota more broadly, to enter the cybersecurity field by starting and working for small cybersecurity firms, which in turn will serve the local community.
Twin Cities Urban Entrepreneurship Education Center

FIFTH CONGRESSIONAL DISTRICT

Request: $476,000

STATEMENT OF NEED

Minneapolis College and Metropolitan State University will establish an Urban Entrepreneurship Education Center (“the Center”) in 2023 in the renovated Management Education Center building the two institutions share on Minneapolis College’s downtown Minneapolis campus. With funding, the partnership will accelerate and expand the vision of the programming that will be offered in the Center, which is being constructed with state funds.

The vision is a Center that sends faculty and students out to small and start-up businesses in the community, brings small and start-up business owners to campus, and provides a cradle-to-career pathway for high school and post-secondary students. The Center will support the economic engine of small, family-owned neighborhood businesses with a pipeline of educated students engaging in applied learning opportunities through partnership with and service to these local businesses.

Through these activities, the Center will leverage the talent of the diverse student and business community to help the Twin Cities address one of the largest disparities in employment and wealth between white people and BIPOC (Black, Indigenous, and people of color) people of any American major metropolitan area.
PROJECT DESCRIPTION
Funding received will be put towards startup costs for the programming that will be delivered from the Urban Entrepreneurship Education Center. Funds will be used for:

» Compensation for faculty to work on the development of the Center’s curriculum and secondary, business and community partnerships during the startup phase of the Center

» A staff member to provide project management and develop internship sites and business outreach to small businesses during the startup phase

» State-of-the-art technology (laptop computers, monitors, etc.) for use by program students and community partners

» Outreach materials to develop awareness of this new community resource

» A customer relations management tool to help connect faculty and students with prospective and ongoing clients and community partners

» Funds to support consultation work with the National Center for Community College Entrepreneurship (NACEE) and/or other comparable organization focused on entrepreneurship education

» Travel funds to attend the NACEE annual meeting and other entrepreneurship-focused conferences to build a network and knowledge during the startup phase

The institutions will also leverage state funds to provide administrative leadership support for the project, and will leverage approximately $18 million in current and anticipated state funding for the renovation of the building that is home to the Minneapolis College School of Business and Economics and the Metropolitan State University College of Management.

IMPORTANCE TO THE STATE
Minneapolis College and Metropolitan State University will establish an Urban Entrepreneurship Education Center (the Center) in 2023 in the renovated Management Education Center (MEC) building that the two institutions share on Minneapolis College’s downtown Minneapolis campus. This project will leverage $18 million in current and anticipated state funding for the design and renovation of the MEC, including state-of-the-art space for the Center. With funding, the partnership will accelerate and expand our vision of the entrepreneurship education and technical assistance the Center will be able to provide to the Minneapolis/St. Paul community.

The new Center will benefit the region by supporting self-employment and small business growth and creating a pathway to and through postsecondary entrepreneurship education for diverse student populations served by the two institutions and local high school partners.

To ensure the institutions are responding to the real needs of the community and are bringing local expertise to the endeavor, Minneapolis College and Metro State will partner with neighborhood non-profit commerce organizations like the Cedar-Riverside Opportunity Center and Minneapolis Regional Chamber of Commerce (see support letters) to connect business owners to the support services provided by faculty and students. Minneapolis College and Metro State will bring the best in entrepreneurship education to the Center’s work, and will partner with organizations such as the National Association for Community College Entrepreneurship.
Licensed Practical Nursing Refugee Career Pathways Program

SIXTH CONGRESSIONAL DISTRICT

Request: $950,000

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE

STATEMENT OF NEED

Recent refugees face substantial barriers to entry in health careers in the community. Additionally, while many refugees may be fluent in conversational and basic written English, industry-specific terminology can be problematic (e.g. “blood” versus “hemoglobin”). At the same time, there is a shortage in the region of practical nurses. Currently, there are more than 100 unfilled licensed practical nurse (LPN) career postings offering a median salary of $50,331.

Funding would provide St. Cloud Technical & Community College (SCTCC) the ability to add 48 refugee students to the LPN program over three years. Student investments would include dedicated support through additional instruction and instructional activities customized to individual student needs, a career planner/success coach, and financial support for tuition, fees, and instructional materials. Admission to the nursing program would be via criteria shown to be predictive of refugee students’ college success rather than traditional academic-based admission criteria. Cohort students would attend regularly scheduled classes with students admitted through the traditional process. Newly hired faculty would be assigned to teaching cohort students in regular classes and provide supplementary instruction, practice, or other activities based on the additional needs of individuals in the cohort.

Funding this initiative provides the opportunity for admission criteria based on assessments that accurately reflect refugee students’ life experiences and ability to succeed in the healthcare field. It also creates the opportunity to provide learning support from faculty and staff with similar life experiences who establish an environment that enhances the success of all students.
**PROJECT DESCRIPTION**

The goal of the Licensed Practical Nursing Refugee Career Pathways (LPN-RCP) program is to support refugees in attaining the knowledge and resources needed to begin a nursing career in Central Minnesota. The nursing profession is an in-demand field in Minnesota with significant opportunities for advancement. The healthcare career cluster has opportunities for credential stacking and long-term upward mobility.

This model creates 16 additional seats in the nursing program each year and adds 1.6 full-time equivalents for BIPOC (Black, Indigenous, people of color) nursing faculty. A BIPOC Success Coach/Career Planner will provide career counseling and support to participating students for academic success and career placement. Admission to the nursing program will be via criteria shown to be predictive of refugee students’ college success rather than traditional admission criteria which are academic based. Newly hired and trained faculty will be assigned half-time to teaching in regularly scheduled classes and half-time providing supplementary instruction, practice, or other educational support needed for student success.

Over three years, St. Cloud Technical & Community College will graduate 48 additional students prepared to sit for the NCLEX-PN (Practical Nursing Boards). These students will receive additional academic and non-academic support to aid in mastering the curriculum. This will improve the lives of the students by preparing them for a professional career with living wages and multiple opportunities for advancement on the career ladder. Further, the addition of 48 nurses to the healthcare workforce in Central Minnesota will improve patient outcomes for health care recipients in the region.

**IMPORTANCE TO THE STATE**

The Minnesota Department of Employment and Economic Development (DEED) “Occupations in Demand” tool ranks 538 Standard Occupational Classification (SOC) codes. Per this data, practical nursing is ranked 10th overall, placing it in the top 2% of in-demand occupations in Minnesota. Practical nursing has the highest projected growth rate of the top 10 occupations with 12.8% expected growth over the next 10 years. The median salary for practical nursing is exceptionally high relative to its post-secondary education requirement; a student can earn their LPN certification within one year of enrolling in the program and enter their first professional position earning a median salary of over $50,000 per year.

This proposal also responds to the number one occupational demand for Registered Nurses (RN) in Minnesota. Once a nurse is licensed in practical nursing, there are several ways to move up the career ladder and achieve registered nurse certification, nurse practitioner status, and more. A practical nurse will immediately earn a family sustaining wage while gaining the option to advance. DEED is projecting 49,000 RN position openings in Minnesota over the next 10 years.

Economic outcomes stem directly from opportunity limitations experienced by refugees and BIPOC individuals. A limited array of career opportunities concentrate refugees and workers of color in lower wage occupations. Less wealth is accumulated leading to the inability to break family poverty cycles. This also predisposes family members to lower levels of health outcomes associated with lower incomes. Providing opportunities for refugees to pursue educational opportunities in healthcare careers benefits the community by breaking this cycle.
Center for Public Safety and Service

SEVENTH CONGRESSIONAL DISTRICT

Request: $2,000,000

STATEMENT OF NEED
The Minnesota State Community and Technical College (M State) Center for Public Safety would expand the range of diversity within local law enforcement agencies by removing barriers and providing opportunities for students who might otherwise be precluded from realizing their ambition of becoming a police officer. It would also provide current, applicable education and training to students and emergency response agencies with the purpose of strengthening and reinforcing the ability of emergency response agencies to protect their communities, and accomplish education and training in a safe environment and supply the most technologically current props and settings possible.

PROJECT DESCRIPTION
The Center for Public Safety and Service is an exciting opportunity with the goal of providing first-rate education and training programs for peace officer students and public safety and personnel.

This proposal is founded on an enhanced partnership with Minnesota State Community and Technical College, the City of Moorhead, Minnesota State University Moorhead, and North Dakota State University. As a result, the collaboration provides an opportunity to make a positive difference in the lives of community members.

Noteworthy, a key aspect of The Center for Public Safety and Service is to educate future peace officers. Unfortunately, current peace officer students must leave the Moorhead, Fargo, and West Fargo areas to get the skills training outside the metro area. Regrettably, this has negatively impeded the ability to provide a diverse pool of candidates to local communities. Therefore, having peace officer skills training at Minnesota State Community and Technical College is primarily about expanding the range of diversity within local
law-enforcement agencies by removing barriers and providing opportunities for students who might otherwise be precluded from realizing their ambition of becoming a peace officer.

In sum, this significant project has the potential to advance peace officer education, diversity, equity, and inclusion for the region.

**IMPORTANCE TO THE STATE**

» Increase diversity of police force within Moorhead and Minnesota

» Increase pool of police applicants within Minnesota

» Allow for more consistent, realistic, and repeatable training

» Provide a convenient and modern facility that is cost efficient

» Provide a facility that gives renters an opportunity to easily comply with applicable regulations and standards

» Provide for the safety of personnel and the general public during training
Healthcare Simulation Lab

SEVENTH CONGRESSIONAL DISTRICT

Request: $2,000,000

STATEMENT OF NEED

This project should receive funding because of its ability to increase access to education and improve student learning outcomes, which will directly affect Minnesota’s workforce shortage.

Increase access to education

Multiple challenges exist to provide healthcare students with the required clinical experiences for their program. One challenge is finding sufficient clinical training sites for the number of students enrolled in programs. Enrollments are limited due to clinical site availability in the region. By adding on-campus and mobile simulation labs, Minnesota State Community and Technical College (M State) will expand the seats in healthcare programs, increasing the number of graduates added to the workforce each year.

Increase the student pipeline

The mobile simulation lab will provide career-focused healthcare experiences and exploration for high school students and underemployed individuals in rural communities. The target audience is reflected in the communities the campuses serve, including Black, Indigenous, veteran, disabled, and first-generation students. Careers in healthcare have the potential to reduce poverty for low-income families.

Improve student learning outcomes

Students value innovative learning experiences that promote multidisciplinary collaborations, and simulation training exposes students to a variety of valuable learning experiences and encourages teamwork, critical thinking, and communication. Additionally, it mimics a real-life hospital/clinic setting, using the most advanced technology, equipment, and methods. Simulation training allows students to improve their skills, shape their confidence, and demonstrate knowledge without risk to patients in a clinical setting, while exposing students to a wide variety of patient case scenarios. Students will be able to rely on both clinical rotations and simulation lab experiences for their education.
PROJECT DESCRIPTION

Due to the explosive growth in healthcare, there is a need to increase the number of students who are pursuing careers in health professions and increase the success of students who are currently enrolled in health programs. Healthcare employment is projected to add 3.1 million jobs between 2019-2029. In the Northwest Minnesota region, healthcare is expected to experience a 48.7% growth by 2028.

To meet the critical workforce shortage in healthcare and address the ability of students to be successful in programs, there is a need to increase high-quality, accessible hands-on training opportunities for current students and access to health careers for underrepresented students. Implementation of both on-campus and mobile healthcare simulation labs has the potential to bring healthcare training to students and employees throughout the region and expose high school students and underemployed individuals to a variety of careers in healthcare. The mobile simulation lab will bring advanced training to students across the region in a variety of Minnesota State Community and Technical College (M State) health programs, including cardiovascular technology — invasive, dental, nursing, pre-professional health, and surgical technology.

IMPORTANCE TO THE STATE

Address the workforce shortage

There is currently an increase in healthcare job openings in the Northwest Minnesota. M State’s role is to ensure there is a steady pipeline of students to meet the regional workforce needs. Over the past three years, M State has graduated more than 900 students from healthcare programs, many of whom work in rural communities in the region. Healthcare is an integral part of every community; the critical workforce shortage affects all populations and places a greater strain on current healthcare employees. This proposed project will attract diverse students and traditionally underserved populations to healthcare careers, expand career exploration opportunities in rural areas and is necessary to educate healthcare professionals for the future.

Expanding partnerships and collaboration

M State maintains multiple partnerships with healthcare organizations throughout Minnesota and North Dakota, including Sanford Health and Essentia Health. Additionally, more than 200 healthcare organizations hire M State graduates and/or are represented on program advisory boards. M State continues to strengthen connections with new employers through networking, engagement and outreach events.

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 simulation labs will be used by K12 students to expand career exploration and help students identify potential career possibilities. A recent study conducted by Hanover Research found that high school students reported a higher interest in health-related fields.
Strengthening Communities by Investing in Early Childhood Education

SEVENTH CONGRESSIONAL DISTRICT

Request: $100,000

STATEMENT OF NEED

Minnesota is in the midst of a growing child care crisis where many communities have zero options of quality child care providers (known as “child care deserts”). Affordability is one factor, but location and supply also play significant roles. According to a report from The Center for American Progress, the lack of child care supply has disproportionately impacted rural areas and two-thirds of Minnesota’s zip codes could be defined as a child care desert. Minnesota State Community and Technical College (M State) seeks to address this issue by offering an innovative early childhood education program in area high schools. M State has a longstanding history serving the education and workforce needs of west central Minnesota. M State’s Early Childhood (EC) Education program has been preparing graduates to support the EC needs of rural Minnesota for nearly three decades.

PROJECT DESCRIPTION

In 2021, Minnesota State Community and Technical College partnered with high schools in Perham and Rothsay, giving students an opportunity to earn credits towards an early childhood education college degree. A student who began the Early Childhood course sequence as a high school junior could have half of a one-year certificate completed by the time they graduated, with no cost to the student for tuition or textbooks. The credits earned will transfer into either M State’s 18-credit Early Childhood certificate or Early Childhood Transfer Pathway in preparation for earning a four-year degree. The program supports the advancement of individuals seeking to open their own in-home child care facility or to gain employment in early education as assistant teachers in Head Start facilities or child care centers. Additional funding is needed in order to make these courses accessible through a hybrid of in-person and virtual instruction.
IMPORTANCE TO THE STATE

The outcome would be an increased number of partnerships with high schools and stakeholders in Greater Northwest Minnesota, as well as an increase of early childhood education professionals added to a workforce that benefits Minnesota families and communities at large. For students choosing not to proceed towards a degreed program, they receive a foundation in the importance of early childhood development that will prepare them in adulthood when raising families of their own.
Yellow Ribbon Advance

SEVENTH CONGRESSIONAL DISTRICT

Request: $2,250,000

STATEMENT OF NEED

Labor shortages in healthcare, education, public safety, and business are delaying much-needed economic recovery in Northwest Minnesota. Vacancy rates in Moorhead are at one of the highest numbers on record, according to the Minnesota Department of Employment and Economic Development (DEED) vacancy reports in February and March 2022.

Yellow Ribbon Advance deploys new modalities to deliver education and training so that our veterans, service members, and their families can contribute workforce-ready skills immediately and grow into professions of highest need in our communities.

It puts in place strategies and practices proven to support career attainment for military-related personnel and re-imagines higher education to incorporate skills and competencies creating equitable outcomes.

Yellow Ribbon Advance

» Accelerates and enhances learning strategies to reduce military-connected learners’ time to complete their degree through cohort learning, credits, course equivalencies, and placement in four-year work/learn career pathways

» Launches strategies to support military-connected learners’ completion of training programs such as equity-informed coaching, peer mentoring, cohort learning, faculty-supported field placement, social connections, affinity groups, no-cost mental health support, and sliding fee childcare

» Redesigns curriculum for regional industry needs featuring concurrent learning, individual development plans, career mapping for military-to-career competencies, competency-based curricula, and internships, apprenticeships, and other work-based learning contributing to a four-year degree
PROJECT DESCRIPTION

Evidence demonstrates “Earn and Learn” degree models are the most successful in building competencies in the workforce, but they are rarely incorporated in four-year bachelor degree programs.

This project is dedicated to curricular redesign within the career tracks. It is designed to ensure individualized mapping of skills and competencies critical to professions urgently needed due to labor shortages in healthcare, education, public safety, human services, cybersecurity, and logistics.

A high level of investment is requested for curricular redesign to ensure individualized mapping of military-defined skills and competencies to advanced skills and competencies needed in the learners’ chosen career track. Mapping of skills and competencies critical to professions urgently needed by high-need industries is critical to student success and economic vitality.

Yellow Ribbon Advance will also make strong contributions to postsecondary education and workforce by creating scaffolding to assess career skills and competencies equitably. Wrap-around services support students with a special focus on women soldiers, military spouses, young parents, and persons identifying as Black, Indigenous, or other persons of color (BIPOC). The project is proud of a three-tier support model built on evidence-based asset-framing and coaching models proven to support BIPOC and military-connected students’ ability to attain degrees and move into career leadership.

Tier 1

Military-related learners are introduced to an industry track through career assessment, career coaching, credential review for equivalencies, and the development of an individualized plan for meeting degree requirements. Dedicated faculty and staff support the transition to the education opportunities and match the student’s experience, skills and long-term goals with the industry partner.

Tier 2

Upon choosing a career pathway, Yellow Ribbon learners are paired with a cohort. Cohorts are based on the six career industry pathways – healthcare, education, public safety, cybersecurity, business and logistics, and human services. Cohort learning functions as a learning community and serves as the regular point of contact for learning and a home base for learning support. All cohort learning and classroom learning is delivered in hybrid delivery, during late afternoon, evening, and weekend hours to minimize travel time and align with the end of the workday.

Tier 3

Yellow Ribbon learners will receive childcare, affinity groups, wellness support, family-friendly activities, and special events organized through the Yellow Ribbon Center on the Minnesota State University Moorhead (MSU Moorhead) campus. Yellow Ribbon learners, veterans, service members, their spouses, and family members on campus are welcome at the events and can participate in affinity groups and peer mentoring. Yellow Ribbon learners and their families can join in the events virtually or in person. Yellow Ribbon Advance participants in the career track program who are working in their placement and advancing in their courses, are eligible for on-campus childcare on a sliding-fee basis. Wellness services are also provided on-campus through MSU Moorhead’s counseling professionals who are trained to provide military-family supports, and dedicated to attending to mental health needs, and promote emotional fitness. Yellow Ribbon learners receive academic coaching and career guidance throughout participation in the program.

IMPORTANCE TO THE STATE

Yellow Ribbon Advance promotes private investment and leverages the under-utilized talents of Minnesota’s military-connected citizens to serve their communities with critically needed skills.

Yellow Ribbon Advance represents a new model in private-public partnership committed to seeing veterans, service members, and their families’ contributions in meeting workforce shortages while working towards a bachelor’s degree. Service members receive intensive support as they earn a degree in one of six career pathways: healthcare, education, public safety, cybersecurity, business and logistics, or human services.
STATEMENT OF NEED

Northwest Minnesota is rich in manufacturing facilities, and over the past few years, demand for goods produced by these facilities has increased dramatically. One noted shift was the demand for local machining companies to manufacture parts for larger manufacturing facilities driven primarily from global supply chain issues. According to the regional profile published by the Minnesota Department of Employment and Economic Development (DEED), computer numerically controlled (CNC) programmers and operators are in high demand, which is echoed by employer input on the difficulty filling these positions. Northland Community and Technical College (Northland) lacks the training capacity for precision manufacturing which includes CNC machining, additive manufacturing, and injection molding. The closest training facility for precision manufacturing, is over a two-hour drive. Local students who do attend, must relocate, and often do not return to the area. The training is not accessible for working adults either. Northland is proposing remodeling space to add precision manufacturing training, which will include short-term certificates and credentials in a competency-based model. The proposed project would also build a pipeline of students from high schools into the program, as well as train incumbent workers in precision manufacturing skills.

PROJECT DESCRIPTION

The funds will be used for the startup and implementation of precision manufacturing training in Northwest Minnesota. Northland will use the funds to implement programming in precision manufacturing. This will include the development of new curriculum and credentials, remodeling of existing space in Thief River Falls to support the programming, the purchase of instructional equipment, and initial outreach and program startup costs.

The curriculum to be developed will be offered in Northland’s competency-based format,
which allows for both traditional students to access and earn credentials, as well as for exiting employers access in a flexible just-in-time format. The planned credentials include a diploma in Precision Manufacturing Technology and certificates that stack into the diploma in Computer Numerical Controlled (CNC) operator and Additive Manufacturing.

Northland has identified 2,500 square feet of lab and classroom space in Thief River Falls to remodel and retrofit the program. The equipment will include instructional items for the lab in Thief River Falls, as well as mobile equipment to be able to provide pieces of the training in East Grand Forks and the new Warroad site. This will allow Northland to provide customized training across the region in precision manufacturing.

Northland will also utilize the funding to hire two staff members for three years, after which will be sustained within the budget by tuition revenue. The staff will include an instructor, who will design the curriculum and certificates and instruct in the program. The second staff member will provide outreach to both business and industry to engage in workforce training, and also work within the high schools to create manufacturing pathways into the programs, which include youth apprenticeship opportunities. Also included in the funding is outreach, the development of materials to educate individuals on these careers, and professional development for staff. Without startup support for faculty for curriculum development and outreach, getting a new program off the ground is difficult as the investment in time for employees to develop the courses and do the outreach before anyone can enroll is challenging for small institutions, not to mention the high costs of instructional equipment for this type of programming.

**IMPORTANCE TO THE STATE**

The local manufacturing employers are deeply rooted in Northwest Minnesota, starting as small ideas which turned into companies that provide goods and services across the world. For example, Central Boiler started making outdoor wood furnaces. Erikco Manufacturing started in a barn by George Erickson, building specialized machines and parts and now supplies parts for Polaris, Textron (Arctic Cat in Thief River Falls), and Marvin Windows, headquartered in Warroad and many other facilities. The purpose of the project is to collaborate and enhance Northland’s existing programming, designed to meet the needs of our communities by providing specific skill sets for employers. Many employers have been expanding their manufacturing facilities to meet the demands, including Erikco Manufacturing and Altoz, which makes lawn mowers.

The recent challenges with supply chains, transportation, and getting parts to the facilities that assemble products — such as Textron, Polaris, and Marvin Windows — have created the opportunity for manufactures in the region to rely more on locally produced items. For example, Ericco Manufacturing is producing parts for Textron and recently added space and equipment to increase production for parts for Marvin Windows.

Northwest Minnesota high schools have varying degrees of career and technical education. This project seeks to build stronger pipelines for students by engaging with those who have more advanced career and technical education (CTE) programming, as well as those who need a partner to provide CTE programming. The project will create robust experiences from job shadowing and mentoring, all the way up through work-based learning, such as apprenticeships, along a carefully constructed and sequenced curriculum. This can be offered to high school students and in post-secondary, with courses that align with the competencies, certifications, and credentials that the employers seek. The project will also engage in training and retraining of those in the existing workforce to get the competencies for a career in precision manufacturing.

The importance to the area is to provide the opportunities locally. One manufacturer has been trying to recruit individuals and pay for them to get this training elsewhere without success. Either students leave for another location, or they do not want to leave and look for other local training opportunities, bypassing this exciting field. The manufacturing company has not had anyone take advantage of this opportunity yet. By using the programming and working with local high schools, many who have strong technical education programs, a pipeline of local workforce talent can be built. Northland will also be able to utilize this new program to help companies upskill their existing workforce and train newly hired employees in a work and earn or apprenticeship model.
Nursing and Allied Health Center
(Granite Falls)

STATEMENT OF NEED

The vision and strategic priorities of Minnesota West Community & Technical College (Minnesota West) are to expand access to health-related programs across Southwest Minnesota. Leveraging a proven cohort-based approach to health education, Minnesota West is poised to fulfill this purpose and mission across Southwest Minnesota. Allied health programs are nonexistent in this part of Southwest Minnesota and students’ choices are limited to nursing. During this period of critical healthcare shortages, this enhancement and expansion would benefit the families and communities of Southwest Minnesota. Area clinics, hospitals, and other providers have reviewed and driven this strategic positioning of college health care programming through the President’s Advisory Council in the fall of 2021.

PROJECT DESCRIPTION

The purpose of this project is to enhance and expand health-related programming on the Granite Falls campus of Minnesota West Community & Technical College. The project enhances the already onsite nursing program by adding a classatory simulation space. The classatory simulation space is a proven concept piloted on the Minnesota West Pipestone campus in the fall of 2021. Leveraging a cohort based onsite approach to nursing education across three locations (Pipestone, Granite Falls, and Worthington) for the Granite Falls nursing students is the next priority in replicating a proven classatory model.

In addition, Minnesota West has recently expanded the Allied Health programming from the Luverne Learning Center to Granite Falls. Leveraging a cohort-based model, the college sought and received approval to expand Medical Lab Technology and Surgical Technology programs to the northern service area. Minnesota West also seeks approval to expand Radiologic Technology from Luverne to Granite Falls.
The funds would be used to purchase instructional equipment and classroom/lab furnishings, expand technologies, offset initial instructional costs, and do minor remodeling of current spaces.

**IMPORTANCE TO THE STATE**

This project would help alleviate the shortage of workers by increasing the number of licensed health care graduates in the fields of nursing, surgical technology, medical lab technology, and radiologic technology. Area healthcare students would have greater access and ability to transition to careers in rural setting across Southwest Minnesota.
Minnesota Law Enforcement Training Reforms

SEVENTH AND EIGHTH CONGRESSIONAL DISTRICT

Request:
$2,015,000

PROJECT DESCRIPTION

Since the 1980s, Alexandria Technical & Community College (ATCC) has been the premier destination for law enforcement training in Minnesota. In 2000, Fond du Lac Tribal & Community College (FDLTCC) was identified as a key law enforcement skills training provider serving Minnesota’s tribal communities. Annually, these institutions provide law enforcement training to more than 40% of all Minnesota licensure-eligible individuals.

Alexandria Technical & Community College with its Minnesota State partner, Fond du Lac Tribal & Community College, stand ready to provide the citizens of Minnesota with licensed law enforcement professionals worthy of being entrusted as public servants. Minnesota State, the Minnesota Peace Officers Standards and Training (POST) Board, and the Minnesota legislature recognize the urgency for change as the number of qualified peace officers continues to drop. As these entities are working on changes to help eliminate racism and ensure Minnesota is maximizing its efforts to best recruit and train future generations of peace officers, there is a realization that there is significant work that needs to be done in law enforcement training programs — work that must be sustained in the long-term.

Minnesota State graduates over 80% of all Minnesota licensed law enforcement officers. The recent tragic incidents involving decisions made by police officers using levels of force beyond those authorized by law have been a driving catalyst for change in how law enforcement works in Minnesota. A Taskforce on Law Enforcement Education Reform advised the Minnesota State Chancellor and Board of Trustees on issues, initiatives, programming, and priorities relative to anti-racism and inequities in law enforcement and criminal justice education systemwide, as well as policing within our communities.
The Taskforce made the following recommendations:

» All Minnesota State law enforcement and criminal justice programs will commit to the training of culturally competent peace officers for the State of Minnesota

» Recruit and retain BIPOC (Black, Indigenous, and people of color) law enforcement officers

» Educate and train current officers

Minnesota State and the Minnesota POST Board recognize the urgency for specialized training for law enforcement officers to enhance their conflict resolution, mediation, problem solving, service, and other skills needed to work in partnership with members of the community. Both entities are requiring training providers to implement reforms quickly that are responsive and applicable to pre-service and in-service community-oriented policing models. Academic instruction is combined with a high degree of hands-on training, but current theory and practice falls short of the desired reforms. These include curricular changes that provide essential skills, including cultural competence and de-escalation. New technologies in support of updated curriculum are needed to train and re-orientate law enforcement officers of the future. Updated equipment will allow classroom learning to be applied in real-life settings by simulation, actors, communication systems, patrol vehicles, on-board computers, radios, and a variety of other tools most commonly associated with varied levels of force compliance. The Taskforce recommendations are highly relevant to ATCC and FDLTCC’s law enforcement programs and require action now.

This request will allow ATCC and FDLTCC to apply resources to curriculum updates and to purchase technologically-advanced equipment capable of maximizing instructional value through the use of real-time, scenario-based instructional review.

**Project Deliverables**

Curricular enhancements and training related to race interactions, bias training, and an emboldened emphasis on improved communication and de-escalation techniques to include:

» Incorporating cultural competency into our degree and skills curriculum

» Infusing law enforcement programming with anti-racist education

» Providing cultural competency training to our faculty and program advisory committee members

» Developing transformative policing practices with an emphasis of the role of law enforcement as public servants within communities

» Diversifying, attracting, and retaining people of color into the program, both teachers and students

» Designing and increasing anti-racist and cultural competency for current police officers

» Pre-Service training of culturally competent entry-level peace officers capable of properly handling situations of various stress and threat levels through the use of intentional, real-life, scenario-based training
  
  • **Expected outcome: 175 graduates (2023)**

» Continuous education through in-service training for experienced peace officers with the focus of being culturally competent in a variety of intentional, real-life scenarios
  
  • **Expected outcome: 1,400 attendees (2023)**
Meeting the Growing Demand for Workforce in the Building Performance Green Energy Sector

STATEMENT OF NEED

Fond du Lac Tribal & Community College (FDLTCC) is a Building Performance Institute (BPI) certified training site — approved to offer BPI training and testing in the FDLTCC lab house and FDLTCC’s mobile lab trailer. As a BPI Test Center, FDLTCC must provide instructors, proctors, facilities, and equipment. As the green energy field’s needs are increasing, many of FDLTCC’s instructors have either found work elsewhere or are near retirement. To meet the increased needs for certified workers in the green energy field, the equipment at FDLTCC will need to be updated and the mobile trailer refurbished. Fond du Lac Tribal & Community College frequently partners with the Minnesota Department of Commerce and the Minnesota Department of Energy to provide this training and testing, but due to the shortage of qualified instructors on campus, FDLTCC is forced to hire sub-contractors from outside of Minnesota. Funding to recruit and train instructors/proctors, purchase updated equipment, and refurbish the mobile lab would enable FDLTCC to provide more of the training and testing, keeping more of the state’s funding in Minnesota and increase FDLTCC’s ability to meet the growing demand for instruction in the building performance/green energy field.

PROJECT DESCRIPTION

Funding received would be utilized to purchase the equipment needed for training and testing, to refurbish the mobile lab, to recruit, train, and certify additional instructors and proctors. All instructor/proctor training and certifications would be through the Building Performance Institute (bpi.org). The specific areas where certified trainers and proctors are needed include Air Leakage Control Installers, Building Analysts, Energy Auditors, Envelope Professionals, and Quality Control Inspectors. Due to changing legislation,
there will be an increased need for people in the building and construction trades to have these certifications. Having more qualified instructors and equipment will enable the training to be provided locally instead of hiring from outside of Minnesota.

**IMPORTANCE TO THE STATE**

Increasing Fond du Lac Tribal & Community College’s (FDLTCC) ability to provide Building Performance Industry (BPI) Certifications helps meet the increasing need to train workforce in high-demand positions related to building science. FDLTCC would not only be increasing the knowledge of those currently working in this field, but providing training and certification for those who are new to the field and creating job opportunities for the community. In addition, FDLTCC is partnering with Green New Deal Housing (GNDH) to teach builders how to build zero-net energy homes.

Fond du Lac Tribal & Community College’s goal is to continue the partnership with GNDH and expand this to include collaborations with the Fond du Lac Reservation, Minnesota Power, and the Arrowhead Builders Association to train local builders and construction workers on building green for energy efficiency, while also addressing climate change.

This project will train the workforce on these concepts and create not only high-paying jobs, but green jobs that benefit the local economy.
Law Enforcement Program Equipment

EIGHTH CONGRESSIONAL DISTRICT

Request: $20,000

PROGRAM DESCRIPTION

Earning a degree in Law Enforcement from Fond du Lac Tribal & Community College (FDLTCC) can lead to a wide range of careers, including police officer, sheriff’s deputy, state trooper, criminal investigator, conservation officer, park ranger, security guard, corrections officer and many more.

Job prospects for law enforcement graduates are excellent. Approximately 25% of current law enforcement positions in Minnesota will turn over in the next few years. Large cities such as St. Paul and Minneapolis hire new recruits on an on-going basis. In addition, other states aggressively seek and recruit Minnesota-trained officers to fill job vacancies.

The mission of the Law Enforcement Department at FDLTCC is to provide a comprehensive approach to law enforcement focusing on current and past practices in enforcement, including problem solving, conflict resolution, and community involvement and partnerships. Special attention is paid to police and public safety ethics.

The field of criminal justice encompasses law enforcement, investigations, court and administrative services, corrections, private security and juvenile justice. Each area requires individuals who can communicate, work well with colleagues, and the community. The individuals need to be skilled in management, investigative techniques, analysis of data and critical thinking.

Students who choose to complete the associate of applied science degree program develop these abilities and are prepared for successful careers in a variety of positions at federal, state, and local law enforcement agencies as police, corrections, security officers, or a number of administrative positions. The associate of applied science degree prepares students to directly enter the workforce and also satisfies most of the requirements for transfer to four-year institutions. Graduates of our program readily transfer to four-year colleges and universities that offer a bachelor’s degree in criminal justice.
PROJECT DESCRIPTION

FDLTCC law enforcement students have the advantage of being trained by instructors who have direct field experience. Instructors on staff include current police officers and lawyers. The instructional staff, combined with the multi-cultural environment at the college, offer opportunities that no other college can provide. A law enforcement degree from Fond du Lac Tribal & Community College is greatly valued and respected by prospective employers. This project will provide funding for the law enforcement program to purchase state-of-the-art training equipment.
STATEMENT OF NEED

Lake Superior College (LSC) in Duluth, Minnesota offers a nationally recognized aviation maintenance technician program which produces highly skilled and in-demand Airframe and Powerplant (A&P) certified mechanics. In 2018, Delta Air Lines selected Lake Superior College 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 Copr. 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 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, 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. Fortunately, Cirrus Aircraft recently announced they would be expanding into the hangar and will be looking to hire at least an additional 80 employees – many of which will be aircraft mechanics and assemblers.
PROJECT DESCRIPTION

LSC needs to quickly enhance the program in order to ensure it is helping support Cirrus’ growth. In order to help recruit and successfully train more employees for Cirrus, LSC needs to update increasingly outdated equipment to meet industry standard and ensure students are learning on modern equipment. The proposal includes $2.6 million in 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 the only AMT school in Northeast Minnesota, LSC wants to ensure that Duluth and Northeast Minnesota remains a premiere aviation maintenance training destination and a thriving aviation hub.
EIGHTH CONGRESSIONAL DISTRICT

Request: $2,000,000

STATEMENT OF NEED

In Northeastern Minnesota, the burgeoning electric vehicle (EV), autonomous vehicle (AV), and connected vehicle (CV) market is necessitating the creation of college programming to meet the need to train the local workforce in these advancing transportation technologies. The funds in this proposal would be utilized to develop and pilot a certificate program that aligns already existing automotive technician, diesel technician, electrical maintenance and solar, and engineering programming in Minnesota North College (Minnesota North). This certification would provide an additional avenue for students to obtain relevant and cutting-edge skills that will allow them to take part in an ever-advancing industry. With these skills in hand, Minnesota North graduates employed in the community will make the region more competitive for businesses within EV/AV/CV technology industries, such as battery production. Development of this training requires investment in space, professional development, and equipment, including community infrastructure. Partnering with local AV pilot projects allows for students to use transportation shuttles for troubleshooting and repair. Local communities and regional business partners have expressed a need for this training to support business expansion and regional capacity for utilizing EV/AV/CV technology.

PROJECT DESCRIPTION

The proposed funding will be used to purchase EV/AV/CV vehicles for the automotive technician and diesel/heavy equipment program to troubleshoot and repair. Since Minnesota North has a solar technician certification, the incorporation of planning and building solar charging stations will be part of the curriculum process for this overall project. This will allow students and the community to visualize the interconnectivity between renewable energy and the future of transportation. Likewise, solar panels for charging stations and other accessories and associated equipment related to EV/AV/CV training will be part of the costs associated with creating this program. This may include purchase of sensors, electronics, and other technical components.
To deliver this training, faculty release time will be needed to develop curriculum, vet curriculum through industry partners, and gather lab materials. Alongside this, professional development funds will be needed to send faculty to relevant industry trainings and conferences, where they may gain better tools and instructional methods to deliver this content in innovative ways. This programming is interdisciplinary, so faculty meetings between departments and service areas will be key to the successful deployment of the curriculum.

A portion of the funding will be used for space in the recently created transportation simulation training center. Funds have already been allocated to this project, however, additional modules and software that support this particular curriculum will need to be purchased. Additionally, equipment to troubleshoot shuttles or vehicles needing repair will be part of the budget.

Project Purpose

This project will integrate several disciplines within a recently merged college to further engage higher education in a regional approach to programming. This project will also support local EV battery manufacturer, DMR, as they work to expand their current facility. This project will bring regional awareness to new EV technology and will align with the AV pilot program in Grand Rapids. This program, led by May Mobility, delivers on-demand shuttle services to people that are underserved by public transportation, including individuals that often do not have access to transportation in rural spaces.

Minnesota North has been in conversation with The Plum Catalyst, a consulting firm working with May Mobility, regarding community expansion of their shuttle service to the central Iron Range area. This would bring awareness for EV/AV/CV technology more broadly across the region and generate buy-in for additional related businesses to develop there. Minnesota North would deploy community charging stations and incorporate renewable educational opportunities and community and K-12 workshops related to the benefits of EV and solar.

Curriculum development — with ultimate certification of graduates that can then service the newly burgeoning EV/AV/CV market — will position the region well to serve a new automotive and transportation industry. Minnesota North has program advisory board members that have been seeking EV/AV/CV developments in anticipation of the imminent need for these skills.

Several project partnerships already exit, and this work will serve to capitalize on the EV/AV/CV regional momentum driven by several disparate businesses and projects in the region, including the DMR facility expansion, support and expansion of the May Mobility AV research pilot in Grand Rapids, Minnesota North College programming, and future business development.
Wadena Energy Academy

EIGHTH CONGRESSIONAL DISTRICT

Request: $2,000,000

STATEMENT OF NEED

Rising energy costs, increased retirements, and workforce shortages, coupled with the Russian invasion in Ukraine, all puts additional strain on Minnesota’s energy sector. As a result, investment in the proposed Minnesota State Community and Technical College (M State) Wadena Energy Academy Project is necessary.

For over 20 years, M State has provided skilled energy sector workers throughout Minnesota and beyond. Over 200 employers have hired M State energy sector students. The college’s footprint extends well beyond Wadena to all of Minnesota.

Noteworthy, as a leader in energy sector education, M State’s electrical lineworker technology program is already the largest program in Minnesota with over 100 students currently enrolled. M State is committed to educating the next generation of energy sector employees in powerline, natural gas, electrical, and solar technology. Yet, M State could contribute more to meet the state energy workforce needs with additional financial help.

PROJECT DESCRIPTION

Provide financial support for Wadena Energy Academy Equipment and Indoor Climbing ($1,500,000)

Minnesota State Community and Technical College currently has a 90-acre training site adjacent to the Wadena campus which allows students to practice pole climbing, line construction, and bucket-truck operation. Unfortunately, M State does not have adequate facilities to accommodate more students in the program. Every year many students are placed on the waitlist and ultimately unable to enroll due to lack of space in the program. Additionally, M State needs an indoor climbing facility to enroll more students into the program. Unfortunately, with the current situation, students work outside in frigid Minnesota weather, which is not an ideal learning environment. Furthermore, commercial vehicles (Bucket and Digger Trucks) used in the program often freeze up in
the winter because of the lack of indoor storage space. As a result, it is hard on equipment and operating costs. In sum, if M State were able to get an indoor climbing facility with additional storage, it could add another section of students into the program, allowing for at least 20 graduates to enter the workforce annually. Another benefit of an indoor learning space is students would learn in a safer environment. Lastly, this would lower equipment maintenance costs.

Provide financial support for Wadena Energy Academy Satellite Locations ($200,000)
Excel Energy and CenterPoint Energy have requested M State be their educational partner for an exciting project. Importantly, this project would educate powerline workers and gas utility workers. The project would launch two Minnesota State Community and Technical College academic satellite sites located in Hugo and North Minneapolis. These companies have the goal to increase workforce and diversity within their ranks. As such, these companies are seeking to partner with M State. Excel Energy and CenterPoint Energy will provide the facilities, some equipment and recruit students. Minnesota State Community and Technical College will provide the faculty, education courses, and some equipment. This project would add an additional 16 powerline workers and 12 gas utility workers to the Minnesota workforce every year.

Provide financial support for Wadena Energy Academy Solar ($100,000)
The Wadena Energy Academy Project would install a new 39KW solar system at the M State training field. Solar technology is the way the industry is starting to gain momentum. This would provide current and future electrical technology students with a hands-on educational approach to solar energy. Noteworthy, this project could also help fund future expenses. M State could potentially offset expenses by $6,000 per year by selling power back to the grid. This could be used to help offset costs of material that have almost doubled in price the last few years.

Provide financial support for Commercial Driver’s License (CDL) Training Range ($200,000)
Recently, federal regulations have changed such that all entry-level operators of commercial motor vehicles (CMVs) in both interstate and intrastate commerce who are applying for a commercial driver’s license must first satisfactorily complete minimum knowledge and behind the wheel training requirements before taking the state-administered CDL examination. This has created unprecedented demand for the CDL training that M State provides. In order to meet the demand, this project would create a CDL driving range and a storage garage for tractors and trailers. As a result, M State’s in-demand training could continue during winter for the general public and the Electrical Lineworker Technology students who need CDLs.