



Dual Training Competency Grant Annual Report

February 1, 2023

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The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$210 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

About This Report

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$5,759.21 to prepare, including staff time.

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Executive Summary

The Dual Training Competency Grants (Dual Training Grant) program provides grants that generate collaborative and strategic educational solutions between employers and related instruction training providers across Minnesota. The dual-training model helps employers meet their workforce needs by pairing on-the-job training with formal related instruction to create a robust learning environment resulting in skilled employees and enhanced company culture. Employers or organizations of employers may apply for Dual Training Grant funds to reimburse related instruction expenses toward attaining an industry-recognized degree, certificate, or credential for their employees. Below are Dual Training Grant highlights from the past year:

- More than half of dual trainees are considered part of the targeted age (25 to 44 years) population for the Minnesota Educational Attainment Goal of 2025.
- After 12 months of beginning a dual-training program, reported dual trainees had average wages of \$25.47 per hour, which is \$6.62 above the \$18.85 livable wage goal for Minnesota Dual-Training Pipeline.
- The Health Care Services dual-trainee population more than doubled from 2021 to 2022.
- Dual trainees who identify as female increased by 53% this past year. They are predominantly serving in Health Care Services occupations.

A quote from Tou Vang (dual trainee), Quality Assurance Technician at Innovize in St. Paul, MN:

I am able to apply what I learned throughout the week immediately – and that’s when it all clicks. It’s so seamless in that way. It’s a great feeling. There is something special about learning about all this theory and knowledge, then seeing it directly being applied to my work – That’s a feeling you can only get with the Dual Training program – when you see all of this happening in real-time.

A quote from Julie Malyon, Executive Director at C.A.R.E. Clinic (grantee) in Red Wing, MN

The Dual Training Grant has been unbelievably helpful to use as a recruitment tool for many of our C.A.R.E. Clinic employees in the medical and dental field. With a growing Hispanic population in our area, our need to hire bilingual employees who represent our population has also grown. With the Dual Training Grant, C.A.R.E. Clinic is able to hire and offer flexible schedules to our dual trainees. It’s truly helped us give better care by being able to recruit young workers who want to pursue health care in school.

The following report includes details about grantees, dual trainees, related instruction, on-the-job training, testimonials, and recommendations. The recommendations include increasing the investment to the Dual Training Grant and Minnesota Dual-Training Pipeline, expanding program eligibility to the industry of Child Care/Early Childhood Education, expanding program eligibility to the industry of Transportation, simplifying the maximum grant for dual trainees to be based on receipt, and providing supplemental funding for dual-trainee support services. These recommendations will allow the State of Minnesota to better meet the current and future needs of the workforce.

Introduction

Per statute requirements, the Minnesota Office of Higher Education (OHE) submits this report annually by February 1 to the chairs of the legislative committees with jurisdiction over workforce policy and finance. The report includes, at minimum: research and analysis on the costs and benefits of the grants for employees and employers, the number of employees who commenced training and the number who completed training, and recommendations, if any, for changes to the program.

In support of Minnesota Dual-Training Pipeline (<http://www.dli.mn.gov/pipeline>) and in response to Minnesota employers, the 2015 Minnesota Legislature established Dual Training Competency Grants (<https://www.ohe.state.mn.us/mPg.cfm?pageID=2160>). Employers and organizations of employers may apply for Dual Training Grant (DTG) awards to train employees in occupations for which competency standards have been identified among the four Minnesota Dual-Training Pipeline industries of Advanced Manufacturing, Agriculture, Health Care Services, and Information Technology.

OHE is responsible for administering the DTG program while working in consultation and collaboration with the Minnesota Department of Labor and Industry (DLI) who is responsible for administering the Minnesota Dual-Training Pipeline. An annual summary of Minnesota Dual-Training Pipeline accomplishments is located in [Appendix C](#). The DTG program is a means of financially supporting the related instruction of employees for Minnesota Dual-Training Pipeline employers. OHE reimburses grantees through the grant for related instruction costs of tuition, fees, required books, and required materials of their dual trainees.

The Minnesota Legislature first amended Minnesota Statute 136A.246 (<https://www.revisor.mn.gov/laws/2016/0/86/>) which became effective on July 1, 2016. The statute (<https://www.revisor.mn.gov/laws/2021/1/2/laws.2.16.0#laws.2.16.0>) was again amended and became effective on July 1, 2021. OHE awards and administers grant rounds as well as any future grant rounds under the current Minnesota Statute 136A.246 (<https://www.revisor.mn.gov/statutes/cite/136A.246>). To date, OHE has awarded DTG funds among eleven grant rounds. Below are approximate contract timelines:

- DTG Round 11: Aug. 2022 – Aug. 2023
- DTG Round 10: Aug. 2021 – Aug. 2022
- DTG Round 9: Aug. 2020 – Aug. 2021
- DTG Round 8: Aug. 2019 – Aug. 2020
- DTG Round 7: Jan. 2019 – Dec. 2020
- DTG Round 6: Aug. 2018 – Aug. 2019
- DTG Round 5: Jan. 2018 – Dec. 2018
- DTG Round 4: Aug. 2017 – Aug. 2018
- DTG Round 3: Jan. 2017 – Dec. 2017
- DTG Round 2: Aug. 2016 – Jun. 2017
- DTG Round 1: Jan. 2016 – Dec. 2016

DTG Rounds 1 through 4, 6, and 8 through 11 included new and returning grantees. In an effort to support dual trainees in the completion of dual-training programs and streamline the grant process, DTG Rounds 5 and 7 included only previous grantees with dual-trainee populations who were continuing their dual-training programs. The DTG application is currently available once per year in the spring. OHE anticipates opening the DTG Round 12 application in March of 2023.

Financial Overview

The total DTG appropriation for fiscal years 2022 and 2023 is \$4,000,000. Up to \$200,000 of the appropriation is allowed for administrative costs. The lifetime appropriation for the program has been \$15,000,000, which included up to \$650,000 for administrative costs. To date, OHE has contracted with grantees for \$11,130,805.04 in DTG funds.

Based upon current appropriations and contract amounts, the DTG will have approximately \$3,219,194.96 available for the upcoming grant application round in fiscal year 2023.

The upcoming table is a reconciliation of DTG awards. Original Awards are amounts awarded to applicants at the beginning of the grant round. Final Contract indicates amounts signed into contract between grantees and OHE. The total Original Awards does exceed the total DTG appropriation, because Final Contracts are often less than Original Awards. Reimbursements are expenditures reimbursed to grantees. Contract Balances are amounts still encumbered but not yet paid on contracts. If the Contract Balance is listed as \$0.00, the grant contract round is officially closed, and all reimbursement payments have been made to the grantees.

OHE has closed all grant contracts associated with DTG Rounds 1 through 10. DTG Round 11 is open totaling a contract balance of \$2,903,560.36.

Table 1. Dual Training Grant Award Reconciliation

DTG Round	DTG Status	Original Award	Final Contract	Reimbursement	Contract Balance
Round 1	Closed	\$490,548.09	\$197,120.93	\$197,120.93	\$0.00
Round 2	Closed	\$1,026,000.00	\$598,942.89	\$598,942.89	\$0.00
Round 3	Closed	\$918,000.00	\$454,294.31	\$454,294.31	\$0.00
Round 4	Closed	\$1,296,000.00	\$673,094.91	\$673,094.91	\$0.00
Round 5	Closed	\$373,500.00	\$142,067.26	\$142,067.26	\$0.00
Round 6	Closed	\$2,106,000.00	\$1,213,910.25	\$1,213,910.25	\$0.00
Round 7	Closed	\$90,000.00	\$25,261.43	\$25,261.43	\$0.00
Round 8	Closed	\$2,893,480.00	\$1,504,350.42	\$1,504,350.42	\$0.00
Round 9	Closed	\$2,719,570.00	\$1,233,339.49	\$1,233,339.49	\$0.00
Round 10	Closed	\$3,322,875.00	\$1,742,123.15	\$1,742,123.15	\$0.00
Round 11	Open	\$3,347,000.00	\$3,346,300.00	\$442,739.64	\$2,903,560.36
Total		\$18,582,973.09	\$11,130,805.04	\$8,227,244.68	\$2,903,560.36

Note: Table is based upon data as of December 1, 2022.

Grantees

Employers or organizations of employers who have or plan to implement dual-training programs among approved Minnesota Dual-Training Pipeline industries and occupations are eligible to apply for the DTG. Examples of organizations of employers include, but are not limited to, industry membership organizations, community workforce development organizations, and chambers of commerce. Eligible industries are written into statute (<https://www.revisor.mn.gov/statutes/cite/175.45>), and DLI continues to expand the list of eligible occupations. Currently, DLI has validated competency models for the following 75 occupations among the four industries:

Advanced Manufacturing:

1. Computer Numerical Control (CNC) Programmer
2. Coordinate Measuring Machine (CMM) Programmer
3. Extrusion Molding Technician
4. Flexo Technician
5. Injection Molding Technician
6. Logistics and Supply Chain Manager
7. Machinist/Tool and Die Maker
8. Machinist/CNC Operator
9. Maintenance and Repair Worker
10. Manufacturing Engineer
11. Manufacturing Production Supervisor
12. Mechatronics Technician
13. Print Press Operator
14. Quality Assurance/Food Safety Supervisor
15. Quality Assurance Technician
16. Robotics Operator
17. Safety Technician
18. Solderer
19. Welder

Agriculture:

1. Agriculture Equipment Mechanic
2. Agriculture Finance/Lender
3. Agronomist
4. Application Technician
5. Crop Farm Manager
6. Farm Animal Manager
7. Grain Merchandiser

8. Horticulture Farm Manager
9. Meat Cutter/Meat Processor
10. Quality Assurance/Food Safety Supervisor
11. Swine Technician (grow finish)
12. Swine Technician (sow farm)

Health Care Services:

1. Addiction Specialist
2. Certified Nursing Assistant (CNA)
3. Community Health Worker
4. Community Paramedic
5. Critical Care Nurse
6. Dental Assistant
7. Dental Hygienist
8. Dental Therapist
9. Electronic Health Records Specialist
10. Emergency Medical Technician (EMT) to Paramedic Pathway
11. Emergency Room Nurse
12. Health Support Specialist
13. Licensed Practical Nurse (LPN)
14. Medical Assistant
15. Medical Laboratory Assistant
16. Medical Laboratory Scientist
17. Medical Laboratory Technician
18. Ophthalmic Technician
19. Pharmacy Technician
20. Phlebotomist
21. Physical Therapy Assistant
22. Positive Support Analyst
23. Positive Support Specialist

24. Psychiatric/Mental Health Technician
In-Patient
25. Psychiatric/Mental Health Technician
Out-Patient
26. Radiologic Technician
27. Registered Nurse
28. Respiratory Therapist
29. Senior Living Culinary Manager
30. Surgical Technologist
31. Wound, Ostomy, Continence Nurse

2. Business Intelligence
Developer/Architect
3. Cloud Architect
4. Computer User Support Specialist
5. Data Science/Artificial Intelligence
Machine Learning Specialist
6. Database Administrator
7. Information Security Analyst/Specialist
8. IT Project Planner/Manager
9. Network Engineer
10. Software Engineer/Developer
11. Testing and Quality Assurance Analyst
12. Web Developer – Back End
13. Web Developer – Front End

Information Technology:

1. Application Developer

As Minnesota Dual-Training Pipeline immerses within industry communities by meeting with new, past and potential grantees, the program team at DLI assesses and determines the addition of new occupations. They also review and determine whether revisions are necessary for already validated occupations. Up-to-date information about occupations is available online at <http://www.dli.mn.gov/pipeline>.

If an employer does not have an established dual-training program or wants to pursue training in an occupation not currently validated by the Minnesota Dual-Training Pipeline, the program team is available for consultation about designing a program and validating new occupations. In determining the addition of an occupation, some variables Minnesota Dual-Training Pipeline considers are whether two or more employers confirm a need, an employee has a pathway to earning a livable wage, the occupation is in-demand based upon labor market data, a career pathway is present, and a dual-training model that is connected to the industry. Livable wage is based on a household with one full time worker, one part time worker and one child. The livable wage was \$18.85 per hour at minimum for occupations validated during the 2022 request for application. The livable wage will be \$19.40 per hour at minimum for occupations undergoing validation for the upcoming 2023 request for application. Although some occupations may include employees earning below the livable wage standard upon initial employment, the occupations have proven to be career pathways to livable wages.

Dual-training programs must have [related instruction](#) through an eligible training provider paired with [on-the-job training](#) through an employer. An individual providing related instruction cannot also supervise on-the-job training. In addition, on-the-job training cannot be part of the related instruction program like an internship or practicum. In those instances, the practicum course is considered related instruction and not on-the-job training. DTG eligibility includes related instruction resulting in an industry-recognized degree, certificate, or credential upon completion of the dual-training program. If the related instruction program is also eligible for state and/or federal student aid, dual trainees are required to complete the Free Application for Federal Student Aid (<https://studentaid.gov/h/apply-for->

[aid/fafsa](#)) or Minnesota state financial aid application (<https://www.ohe.state.mn.us/mPg.cfm?pageID=2065>).

Grantees are able to receive up to \$150,000 per contract period, not to exceed \$6,000 per dual trainee. Each contract period is generally one year in length. Grantees may only use grant funds for related instruction costs of tuition, fees, required books, and required materials. Any related instruction costs over \$6,000 per dual trainee is the responsibility of the grantee or dual trainee. Grantees who are considered large businesses as defined in Minnesota Statute 136A.246, subdivision 6 (<https://www.revisor.mn.gov/statutes/cite/136A.246>) are required to pay 25% of the related instruction costs. If the grantee is an organization of employers, the 25% cost requirement is based upon the organization's annual gross revenue and not the individual employers partnering with the organization. Regardless of the statute, some grantees opt to contribute toward related instruction costs. Each dual trainee may benefit from the DTG for a maximum of four years in a lifetime. The four years do not need to be consecutive.

Application Process

Application materials are based upon both Minnesota Statutes 136A.246 (see [Appendix D](#)) and Minnesota Department of Administration's Office of Grants Management policies (<https://mn.gov/admin/government/grants/policies-statutes-forms/>). The Minnesota Office of Higher Education annually releases a DTG Request for Application that is as short and simple to complete as is reasonably possible. Employers or organizations of employers submit DTG application materials which include at minimum the following items as cited in Minnesota Statutes 136A.246, subdivision 4:

- (1) The projected number of dual trainees;*
- (2) The competency standard(s) for which training will be provided;*
- (3) The credential the dual trainee will receive upon completion of training;*
- (4) The name and address of the eligible training provider;*
- (5) The period of the training; and*
- (6) The cost of the training charged by the eligible training provider. The cost of training includes tuition, fees, and required books and materials.*

In determining DTG awards, the Minnesota Office of Higher Education considers the following grant criteria factors as cited in Minnesota Statutes 136A.246, subdivision 5:

- (1) The aggregate state and regional need for employees with the competency to be trained;*
- (2) The competency standards developed by the commissioner or labor and industry as part of the Minnesota Pipeline Project;*
- (3) The per employee cost of training;*
- (4) The additional employment opportunities for employees because of the training;*
- (5) The on-the-job training the employee receives;*
- (6) The employer's demonstrated ability to recruit, train, and retain employees who are recent high school graduates or who recently passed high school equivalency tests;*

- (7) Projected increases in compensation for employees receiving the training; and*
- (8) The amount of employer training cost match, if required, on both a per employee and aggregate basis.*

To ensure fair and equitable awarding of DTG funds based upon grant criteria, a review committee of community experts convenes to review and score grant application materials. The committee includes, but is not limited to, individuals from industry, state agencies, workforce development organizations, postsecondary education, secondary education, elementary education, and the K-12 community. Grant reviewers utilize the following rubric to score applications on a 100-point scale:

1. The dual-training program is robust and complete **(50 Points)**:
 - a) Related instruction supports the occupation and aligns with Minnesota Dual-Training Pipeline dual-training competencies (20/50 Points)
 - b) On-the-job training supports the occupation and aligns with Minnesota Dual-Training Pipeline dual-training competencies (20/50 Points)
 - c) Related instruction correlates with on-the-job training (10/50 Points)
2. The applicant demonstrates ability to recruit, train, and retain dual trainees who are recent high school graduates or who recently passed high school equivalency tests **(10 Points)**.
3. The applicant demonstrates effort to recruit, train, and retain dual trainees who are of diverse populations and populations experiencing inequities and/or disparities. Diverse populations may include racial and ethnic communities, including American Indians; LGBTQI communities, disability status, veterans, and geographic diversity within and across Minnesota **(10 Points)**
4. Direct costs of related instruction (tuition, fees, books, and materials) are minimized for dual trainees **(10 Points)**
5. Dual trainees will have additional employment opportunities as a result of dual training **(10 Points)**
6. Projected increase in compensation for dual trainees as a result of dual training **(10 Points)**

Priority for awarding is given to previous grantees with continuing dual-trainee populations as a means to support the completion of industry-recognized degrees, certificates, and credentials. In addition, to the extent possible, grant awards are balanced among applicants with dual trainees working at locations outside and within the metropolitan area; across industries; and employer size.

Awards

A comprehensive archive of grantees who have received DTG awards can be found online (<https://www.ohe.state.mn.us/mPg.cfm?pageID=2186>). Since program inception, OHE has contracted 322 DTG awards among 136 grantees, of which 11 grantees were new to the grant during the recent grant round. Grantees have trained with 76 related instruction training providers, of which five were new to the grant during the recent grant round.

The number and amount of contracted awards among grantees located outside Minnesota’s metropolitan area as defined in section Minnesota Statute 473.121, subdivision 2 (<https://www.revisor.mn.gov/statutes/cite/473.121#stat.473.121.2>) account for about two thirds of all contracted awards. The DTG has consistently been utilized by grantees throughout the state of Minnesota, and DTG funds have primarily benefited dual trainees in greater Minnesota. The vast reach of the DTG allows for dual trainees, who may not otherwise have access to training opportunities, to obtain the competencies necessary to be successful in their careers. The below figures show the number and amount of contracted awards among grantee locations:

Figure 1. Dual Training Grant Number of Contracted Awards among Location

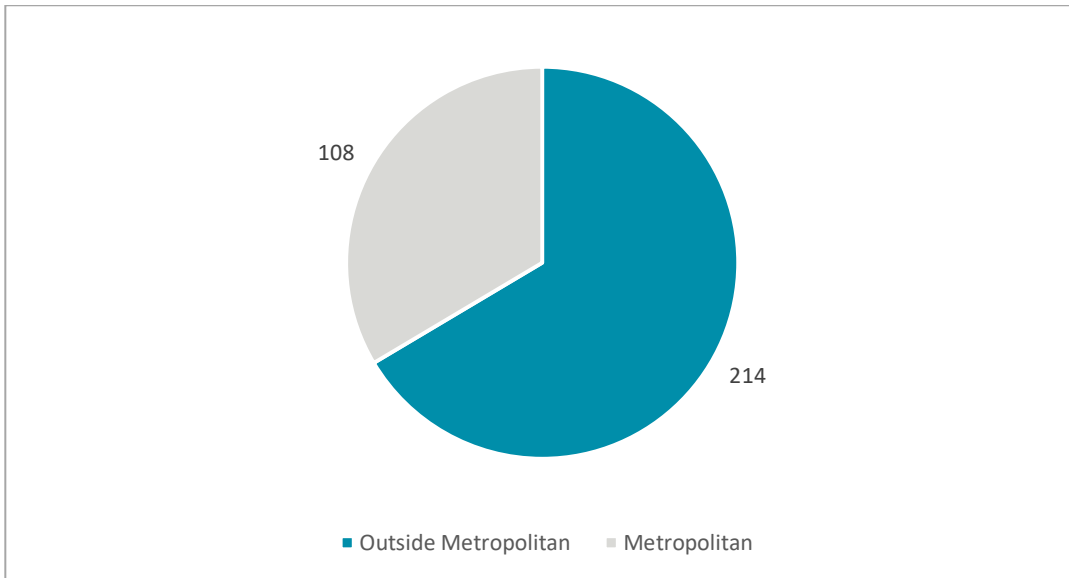
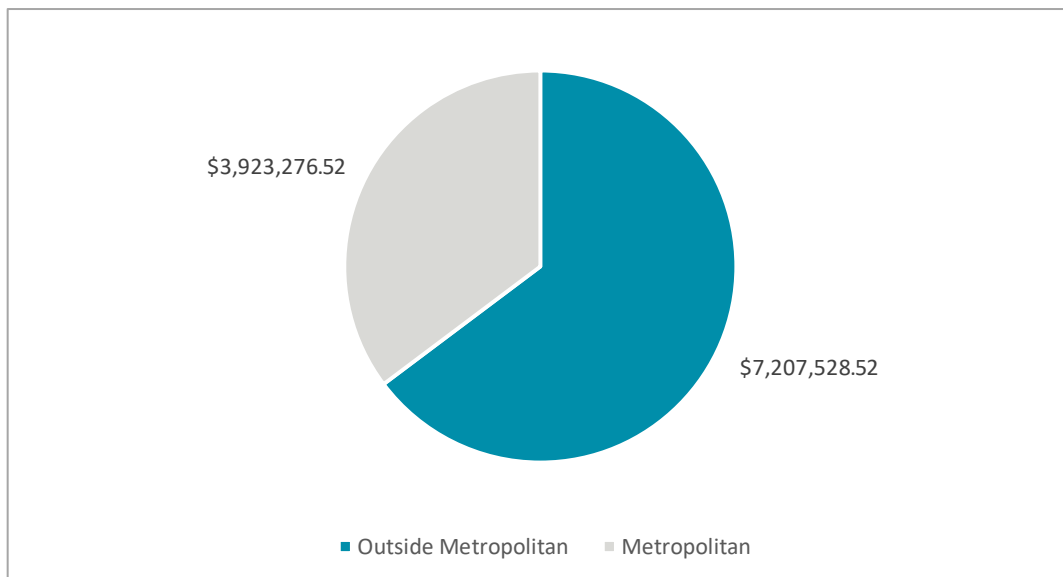


Figure 2. Dual Training Grant Amount of Contracted Awards among Location



Thus far, the industry of Advanced Manufacturing has led in the number and amount of contracted awards. However, over the last several grant rounds, the industry of Health Care Services has had tremendous growth in both number and amount of contracted awards. Although the *number* of contracted awards for Health Care Services accounts for about 26% of all awards, the *amount* of contracted awards accounts for about 31% of all awards. Health Care Services is also leading the industries with 31 validated occupations for the Minnesota Dual-Training Pipeline program. The below figures display the number and amount of contracted awards among industries:

Figure 3. Dual Training Grant Number of Contracted Awards among Industries

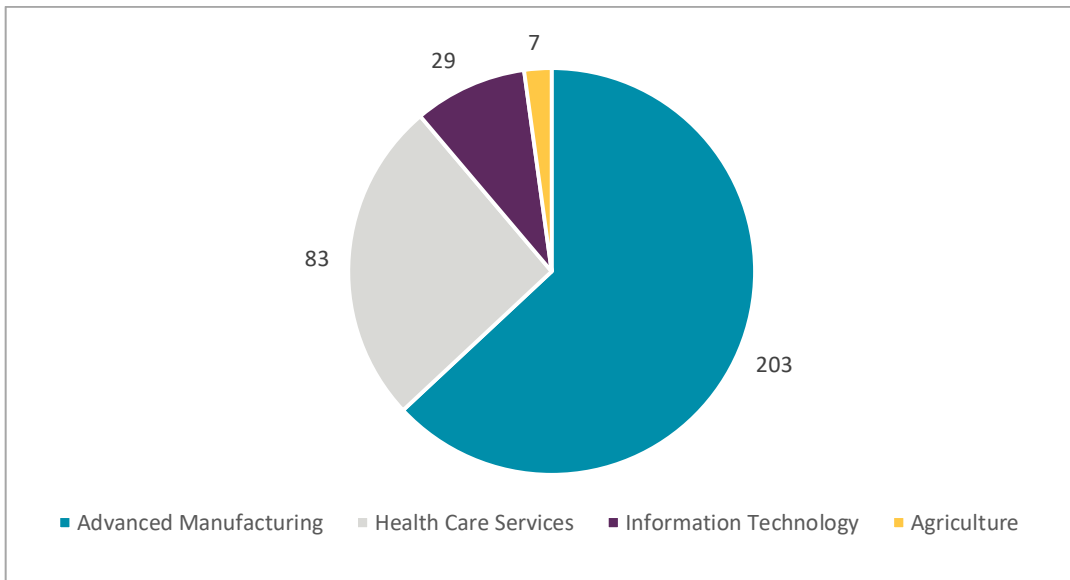
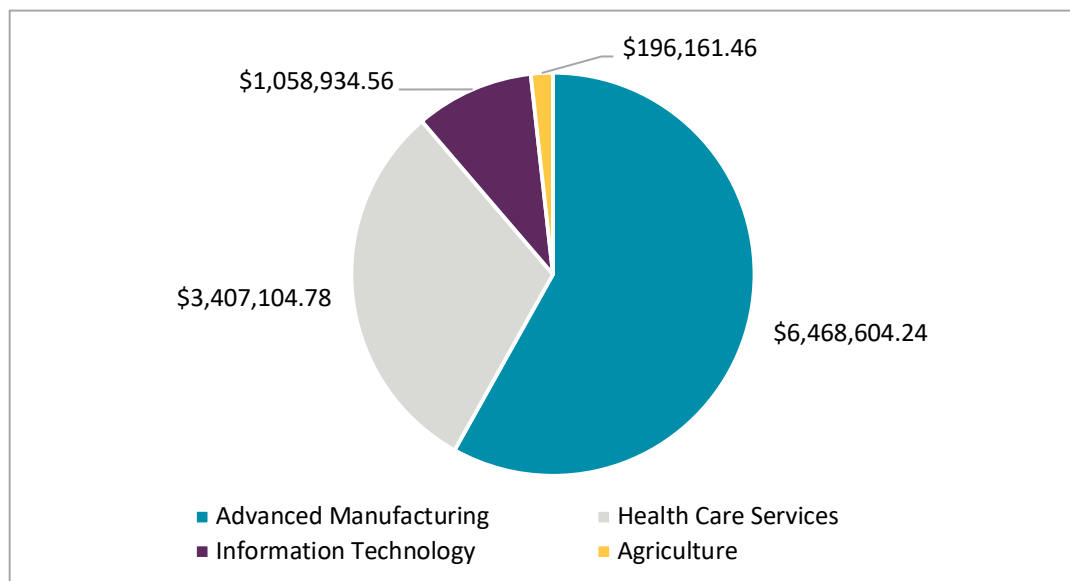


Figure 4. Dual Training Grant Amount of Contracted Awards among Industries



The number and amount of contracted awards are primarily among grantees who contribute at least 25% toward related instruction costs. Grantees who are considered large businesses are required to pay 25% of the related instruction costs. The below figures depict the number and amount of contracted awards among grantees who contribute to at least 25% of the related instruction costs:

Figure 5. Dual Training Grant Number of Contracted Awards among Grantee Contributors

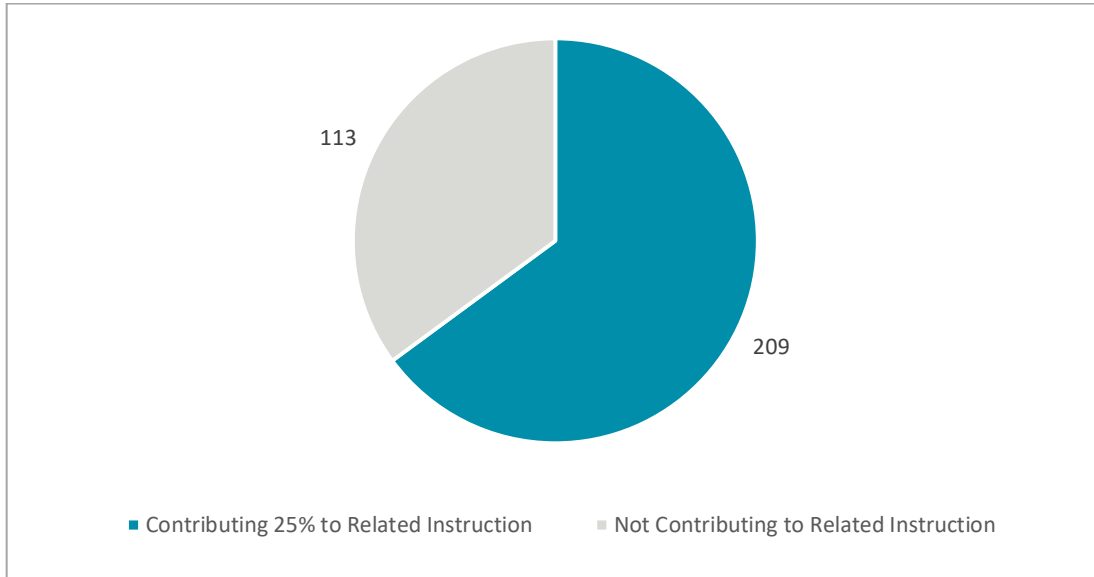
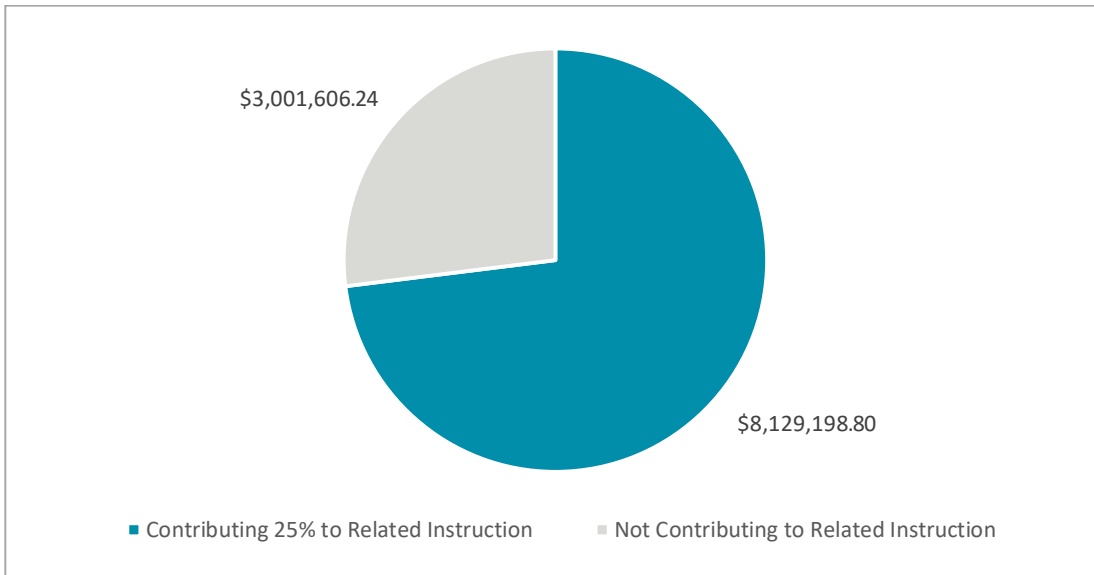


Figure 6. Dual Training Grant Amount of Contracted Awards among Grantee Contributors



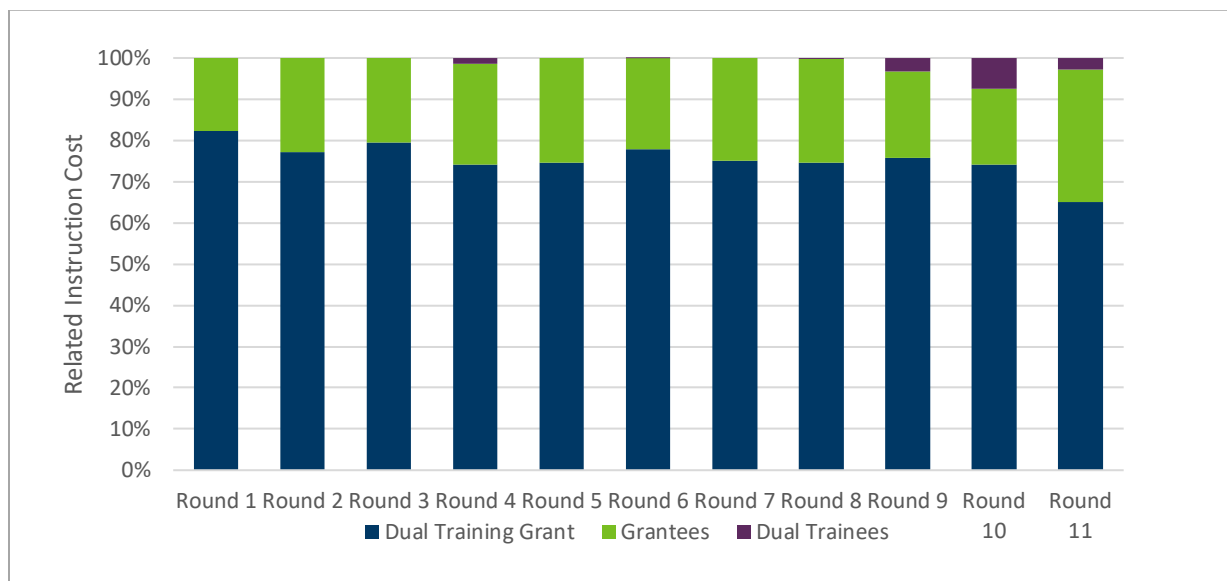
Overall, the DTG program has a significant impact on the cost of education for dual trainees. For most dual trainees, the grant and grantees cover all tuition, fee, book and material costs. This allows dual trainees to focus on their education instead of financing their education. During recent grant rounds,

dual trainees have been responsible for some cost, because dual trainees are electing to pursue specialized and/or higher-level degree programs. Two common examples are bachelor degrees in nursing and engineering. During DTG Round 10, dual trainees were responsible for 7.5% of costs. Throughout the entire grant program, dual trainees have been responsible for only 2.5% of costs.

Many grantees contribute beyond related instruction costs by paying dual trainees wages during related instruction courses; purchasing supportive course materials; and compensating dual trainees for travel, lodging, and meal costs to attend courses. All grantees also have costs associated with administering effective on-the-job training schedules and grant procedures, which are not reimbursable under this program.

As of December 1, 2022, related instruction for DTG Rounds 1 through 11 has cost a total of \$10,957,584.94. The DTG has paid \$8,227,244.68 (75%), grantees have paid \$2,463,493.98 (22.5%), and dual trainees have paid \$266,846.28 (2.5%) of the total cost. The following figure is an illustration of funding sources contributing to the related instruction of dual trainees:

Figure 7. Related Instruction Funding Sources



Rounds	Dual Training Grant	Grantees	Dual Trainees	Total
Round 1	\$197,120.93	\$42,466.00	\$0.00	\$239,586.93
Round 2	\$598,942.89	\$176,700.10	\$0.00	\$775,642.99
Round 3	\$454,294.31	\$117,805.88	\$0.00	\$572,100.19
Round 4	\$673,094.91	\$223,219.51	\$ 12,373.55	\$908,687.97
Round 5	\$142,067.26	\$48,557.86	\$0.00	\$190,625.12
Round 6	\$1,213,910.25	\$343,683.71	\$ 953.44	\$1,558,547.40
Round 7	\$25,261.43	\$8,420.69	\$0.00	\$33,682.12
Round 8	\$1,504,350.42	\$507,013.34	\$ 6,252.59	\$2,017,616.35

Rounds	Dual Training Grant	Grantees	Dual Trainees	Total
Round 9	\$1,233,339.49	\$342,687.44	\$53,079.19	\$1,629,106.12
Round 10	\$1,742,123.15	\$434,378.05	\$175,623.09	\$2,352,124.29
Round 11	\$442,739.64	\$218,561.40	\$18,564.42	\$679,865.46
Total	\$8,227,244.68	\$2,463,493.98	\$266,846.28	\$10,957,584.94

Note: Figure is based upon data as of December 1, 2022.

Award Recognition

To commend grantees of the DTG and employers committed to dual-training programs, Minnesota Dual-Training Pipeline provides a few means of displaying their programs. These displays are intended to assist employers in attracting quality employees and increasing employee retention. The displays also inform stakeholders about employers who utilize dual-training programs.

First, Minnesota Dual-Training Pipeline provides grantees and employers with recognition badges (<http://www.dli.mn.gov/business/workforce/pipeline-success>) to display on their business properties and websites. Recognition badges are also extended to training providers partnering with grantees and employers in their dual-training programs. Below is an example of a DTG grantee displaying their recognition badge on their email signature:

Abeni Lundeen Potvin (she/her/hers)
 Administrative Specialist
 Corporate Office
 2442 Mounds View Blvd
 Mounds View, Minnesota 55112
 Office: (763) 600-6844
 Email: alundeenpotvin@appletreedental.org
www.appletreedental.org



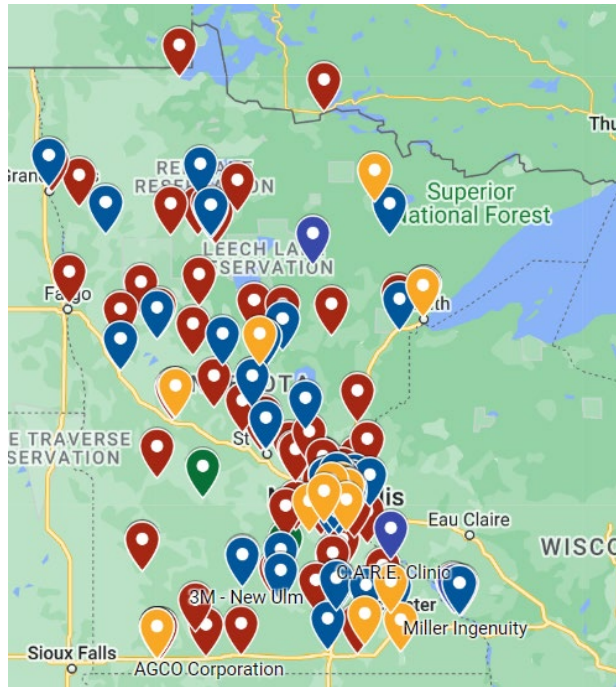
APPLE TREE DENTAL
 Access • Compassion • Excellence



In addition to recognition badges, the Minnesota Dual-Training Pipeline also developed and maintains a Pipeline Employer Partner interactive map (<http://www.dli.mn.gov/business/workforce/pipeline-partner-employers>). The map details Minnesota employers participating in dual-training programs. The map is a useful resource for potential grantees, people seeking employment with grantees, and workforce-based organizations.

The Pipeline Employer Partner map is also an accessible tool to inform Minnesota Legislators about their constituents who participate in the DTG and dual-training programs. Furthermore, in June of each year, DLI and OHE Commissioners provide annual notice letters to Minnesota Legislators about recent DTG awards in their districts. Agency Commissioners want to ensure legislators are well informed about the

dedicated and purposeful efforts employers in their districts are taking to increase the skills of their employees, which advances the vitality of their local and state economies.



Notes: Grantees of Advanced Manufacturing are displayed in red, Agriculture in green, Health Care Services in blue, and Information Technology in yellow.

Dual Trainees

OHE collects dual-trainee population data in three separate ways: applications, work plans and budgets, and reports. First, during the application process, grant applicants are required to indicate how many dual trainees are estimated to participate in their programs. Often, when applying for DTG, applicants are still in the process of determining which employees will participate in the DTG as dual trainees. The number of dual trainees listed during the application process are known as **Awarded** dual trainees.

Secondly, once awarded a DTG, the grantee is required to identify dual trainees through a work plan and budget document. These dual trainees are recorded as **Identified** dual trainees. Once dual trainees are identified, a grantee must request permission from OHE for any updates to their dual trainee population.

Lastly, grantees are required to submit annual reports that include several status updates about dual trainees. Dual trainees listed on these reports are known as **Reported** dual trainees. Grantees are well informed that failure to submit annual reports results in the loss of future DTG eligibility and may impact grant eligibility among other State of Minnesota agencies.

The rate of matriculation is calculated by number of **Identified** dual trainees divided by number of **Awarded** dual trainees. **Identified** dual trainees are officially included in grant records, and they have benefited from the DTG. Therefore, the matriculation rate is based upon **Identified** as opposed to **Reported** dual trainees. The average rate of matriculation for DTG Rounds 1 through 10 is 76%.

Due to the grant timeline, grantees of DTG Rounds 1 through 10 have been required to submit reports as of August 31, 2022. Throughout the reporting process, one dual trainee may represent multiple dual-trainee data points, due to participating in multiple DTG rounds. Depicted in the following table and figure is the breakdown among **Awarded**, **Identified** and **Reported** dual trainees for each grant round:

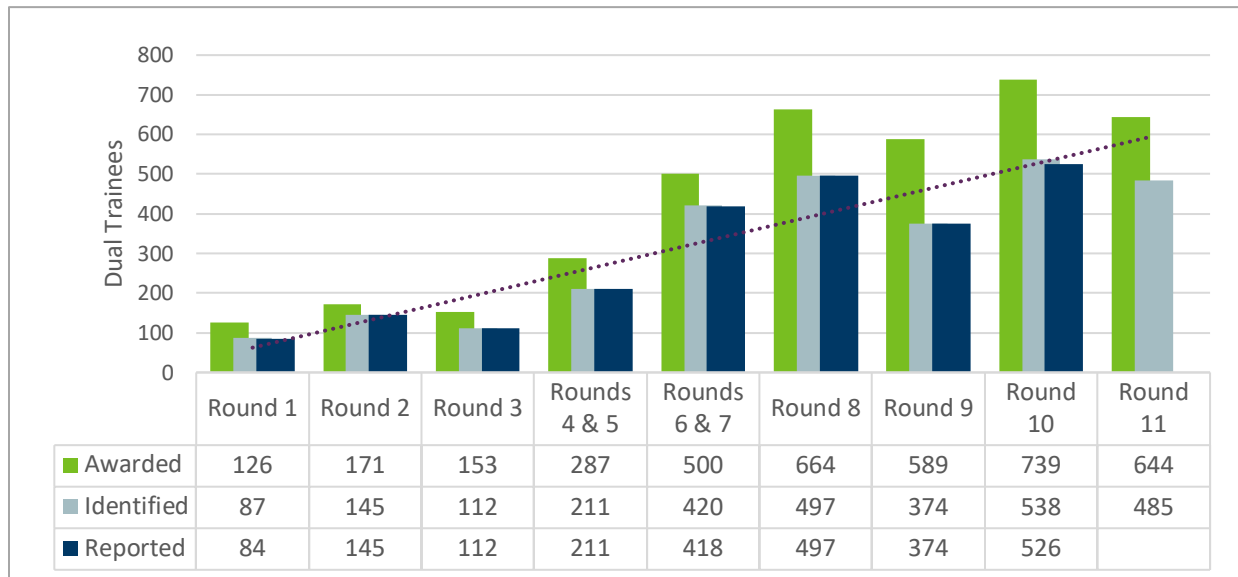
Table 2. Number of Dual Training Grant Dual Trainees

DTG Round	Awarded	Identified	Reported	Rate of Matriculation
Round 1	126	87	84	69%
Round 2	171	145	145	85%
Round 3	153	112	112	73%
Round 4	216	163	163	75%
Round 5	71	48	48	68%
Round 6	485	405	403	84%
Round 7	15	15	15	100%
Round 8	664	497	497	75%
Round 9	589	374	374	63%
Round 10	739	538	526	73%
Round 11	644	485	N/A	75%

DTG Round	Awarded	Identified	Reported	Rate of Matriculation
Total	3,873	2,869	2,367	74%

Notes: Table is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees.

Figure 8. Number of Dual Training Grant Dual Trainees



Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. DTG Rounds 5 and 7 were combined with previous rounds, because they included only previous grantees with restricted dual-trainee populations who were continuing their dual-training programs.

Typically, grantees are punctual about submitting annual report data. On rare occasion, some grantees do not submit reports and do not respond to communication from OHE. Grantees are continually reminded that failure to submit annual report data results in the loss of future DTG eligibility and may impact grant eligibility among other State of Minnesota agencies. Any grantee with a current noncompliance status is welcome to submit report data and re-establish eligibility for the grant program.

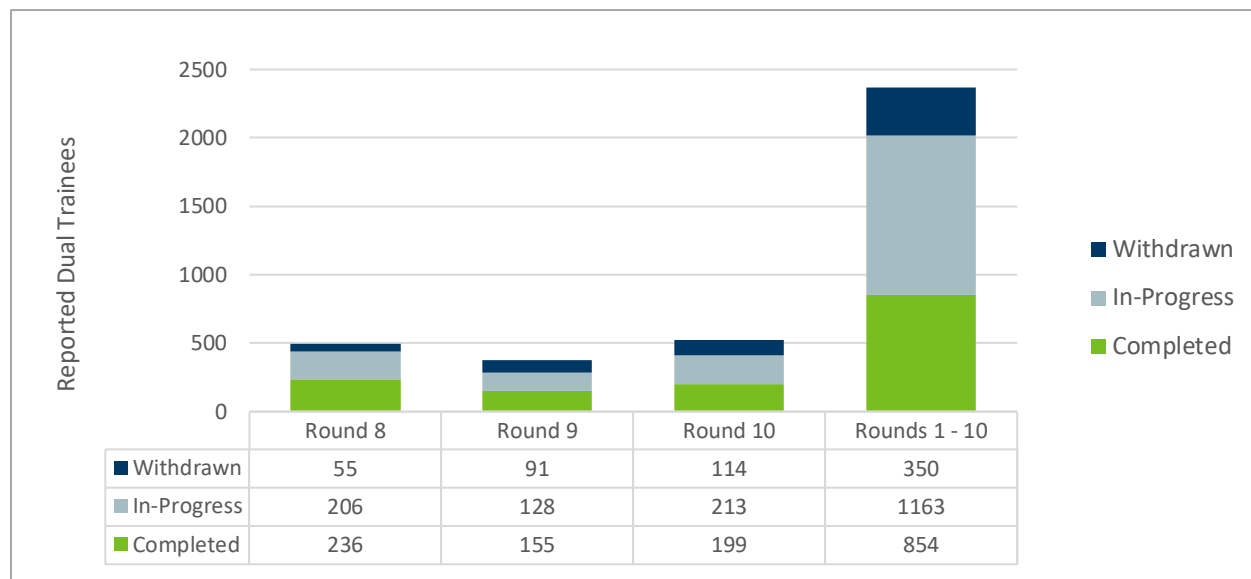
The following grantees have not complied with annual reporting requirements:

- Dan’s Prize, Long Prairie (DTG Round 10)
- DeZURIK, Sartell (DTG Round 10)
- Gillette Children’s Specialty Healthcare, St. Paul (DTG Round 6)
- Hartfiel Automation, Eden Prairie (DTG Round 1)
- UMA Precision Machining, Zimmerman, MN (DTG Round 6)
- Xylo Technologies, Rochester (DTG Round 1)

To date, 36% of the 2,367 **Reported** dual trainees have completed DTG programs. Dual trainees who have completed their programs in addition to dual trainees who were or are in-progress accounts for 85% of the entire dual trainee population. Based upon monitoring reports and general conversations, dual trainees who begin dual-training programs gain some level of skill even if they do not complete the program. The skills learned benefit both dual trainees and grantees.

Unfortunately, due to technology limitations, OHE is unable to track a dual trainee consecutively throughout a program. Therefore, a dual trainee may be in-progress during Round 9 and complete in Round 10, but the Round 9 in-progress status will still be present in the data. Hence, attention should be focused on the 85% of the population who have begun and not withdrawn from programs as opposed to only the population who has completed programs. Only 15% of dual trainees have withdrawn from DTG programs. The following figure provides an illustration of completed, in-progress, and withdrawn dual trainees from the recent grant rounds compared to all grant rounds:

Figure 9. Dual Training Grant Progress of Reported Dual Trainees



Grantees may apply for the DTG each year, so their dual trainees can continue dual-training programs until reaching four years of participation. Only 40 (1%) of **Identified** dual trainees have reached the lifetime participation maximum. Ultimately, if receiving the maximum annual amount of \$6,000 each year, a dual trainee may benefit from up to \$24,000, toward one or more dual-training programs resulting in industry-recognized degrees, certificates, or credentials. The multiple years of eligibility provides dual trainees with greater opportunities to pursue career pathways and continue to build upon their skills.

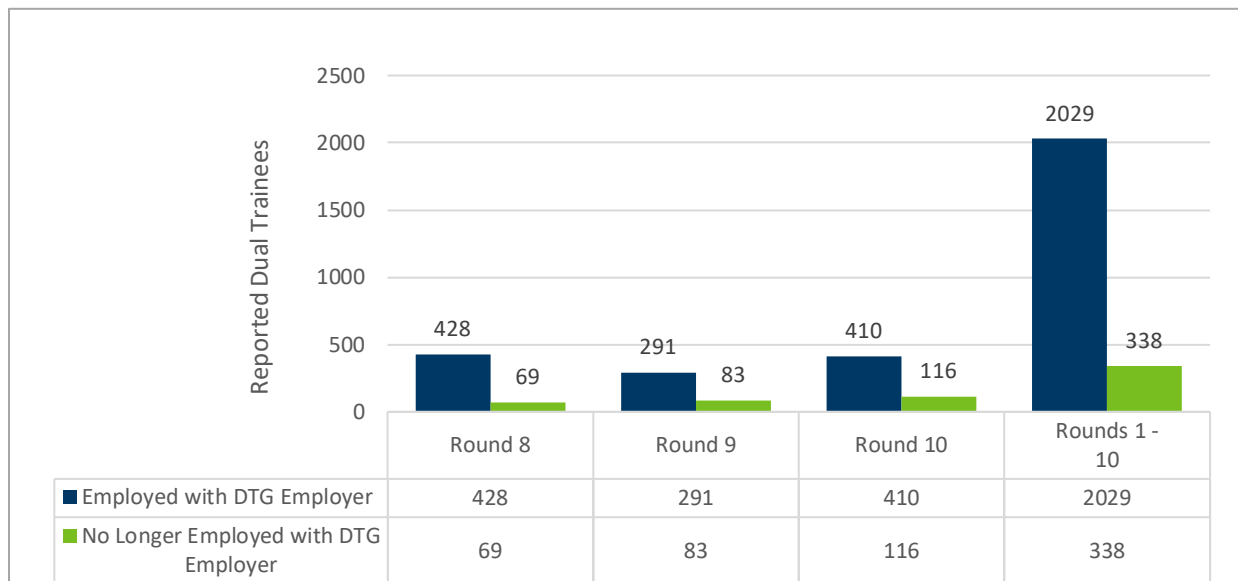
An example of a dual trainee continuing their education may be a dual trainee who begins participating in the DTG by pursuing a Certified Nursing Assistance certificate. Then, the dual trainee transitions to earning a Licensed Practical Nurse degree, and finishes with a Registered Nurse degree. One item to

note, dual trainees do not need to participate in consecutive years to remain eligible for the DTG. Dual trainees often work within their career fields and then return to the grant program later; hence, the significance of the in-progress status of **Reported** dual trainees shown in the previous figure. The in-progress status is as valuable as the completed status, because both represent dual trainees who are successful at obtaining workforce skills in the short term and pursuing careers leading to livable wages in the long term.

In addition to the progress of dual-training programs, a majority of **Reported** dual trainees remain employed with their DTG employers. Based upon reports submitted by grantees of Rounds 1 through 10, 86% of dual trainees remained employed with their employers who participated in the DTG.

Represented below is employment status for recent grant rounds compared to all grant rounds:

Figure 10. Dual Training Grant Employment of Reported Dual Trainees



Industries and Occupations

Four industries have remained continually eligible for the DTG, and eligible occupations have continued to expand each year along with the number of dual trainees. Cumulatively, Advanced Manufacturing hosts the largest dual-trainee population. For the most recent reported grant round, Health Care Services slightly surpassed Advanced Manufacturing to host the largest dual-trainee population. The Health Care Services dual-trainee population more than doubled from DTG Round 9 to DTG Round 10. Upcoming figures depict **Reported** dual trainees among industries and occupations.

Figure 11. Dual Training Grant Reported Dual Trainees per Industry (Rounds 1 - 10)

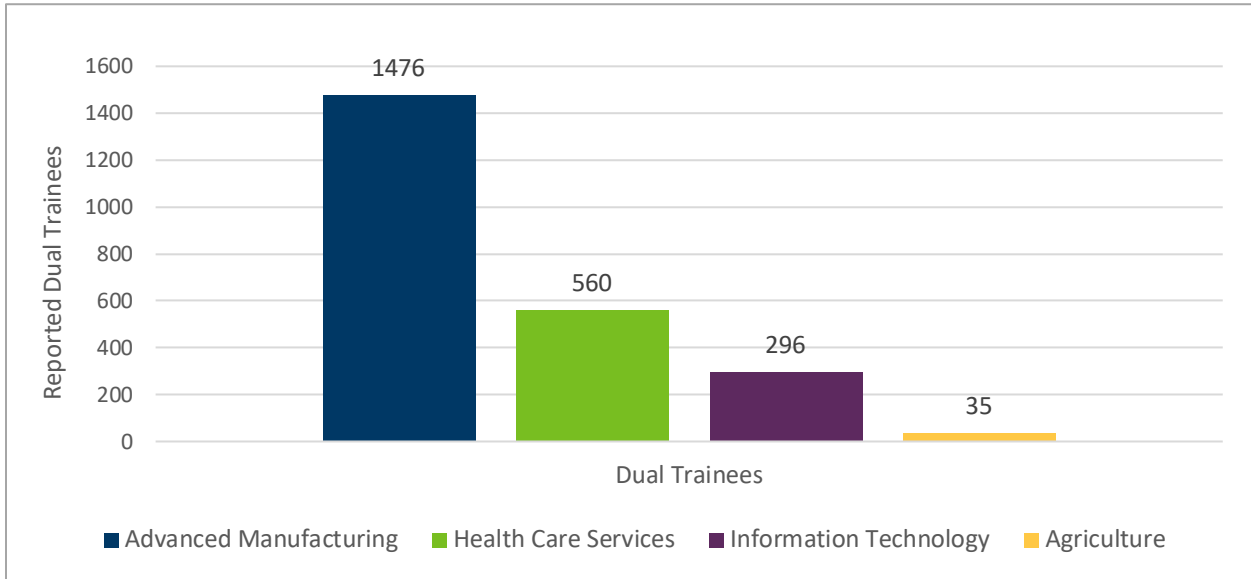
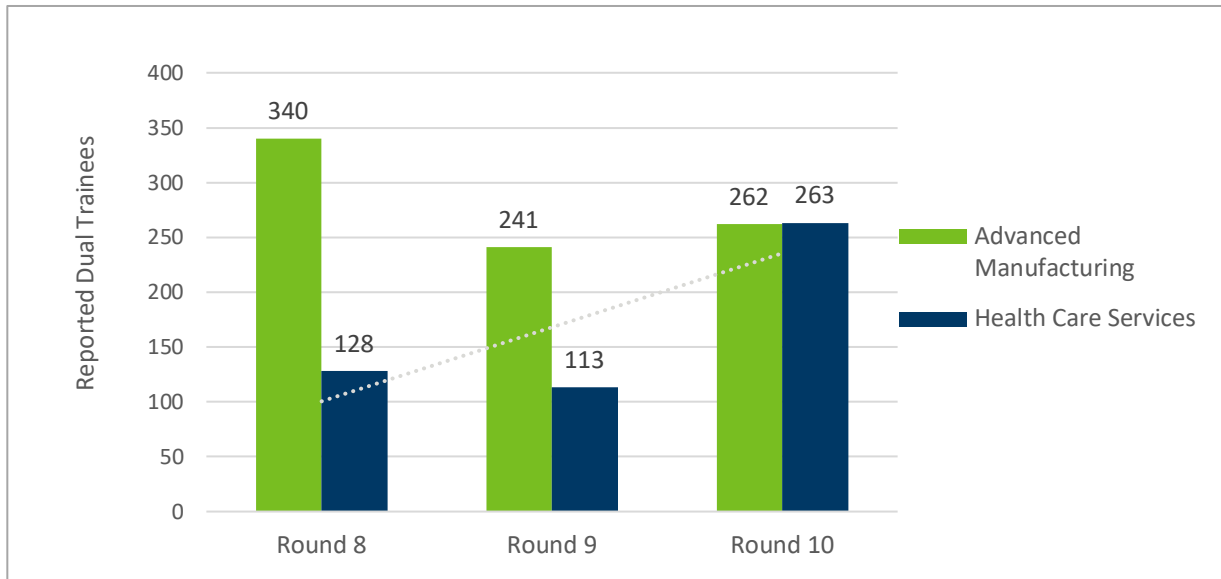


Figure 12. Dual Training Grant Reported Dual Trainees per Industry



Note: Data for the industries of Agriculture and Information Technology have been suppressed (see [Appendix E](#)).

Table 3. Dual Training Grant Reported Dual Trainees per Occupation (Rounds 1 - 10)

Industry	Occupation	Reported Dual Trainees
Advanced Manufacturing	Computer Numerical Control (CNC) Programmer	<10
	Coordinate Measuring Machine (CMM) Programmer	<10
	Flexo Technician	22

Industry	Occupation	Reported Dual Trainees
	Machinist/CNC Operator	326
	Machinist/Tool and Die	<10
	Maintenance and Repair Worker	140
	Manufacturing Engineer	10
	Manufacturing Production Supervisor	<10
	Mechatronics Technician	730
	Quality Assurance Technician	21
	Welder	212
	Total	1,476
Agriculture	Agriculture Equipment Mechanic	24
	Agronomist	<10
	Horticulture Farm Manager	<10
	Total	35
Health Care Services	Certified Nursing Assistant	180
	Community Health Worker	68
	Community Paramedic	11
	Dental Assistant	38
	Dental Hygienist	<10
	Emergency Medical Technician (EMT) to Paramedic Pathway	16
	Health Support Specialist	<10
	Licensed Practical Nurse (LPN)	80
	Medical Assistant	16
	Medical Laboratory Technician	<10
	Psychiatric/Mental Health Technician Out-Patient	<10
	Radiologic Technician	<10
	Registered Nurse	58
	Respiratory Therapist	<10
	Senior Culinary Manager	58
	Surgical Technologist	<10
Total	560	
Information Technology	Information Management and Analytics Pathway	15
	Information Security Pathway	<10
	Infrastructure Administration Pathway	28
	Security Analyst	31
	Service Desk/Front Line Support or Computer User Support Specialist	163
	Software Developer	28
	Support Pathway	<10
	Technical Planning Pathway	10
	Web Developer – Front and/or Back End	10
Total	296	

To date, grantees have not **Reported** dual trainees in the following occupations:

Advanced Manufacturing:

- Extrusion Molding Technician
- Injection Molding Technician
- Logistics and Supply Chain Manager
- Print Press Operator
- Quality Assurance/Food Safety Supervisor
- Robotics Operator
- Safety Technician
- Solderer

Agriculture:

- Agriculture Finance/Lender
- Applicator Technician
- Crop Farm Manager
- Farm Animal Manager
- Grain merchandiser
- Quality Assurance/Food Safety Supervisor
- Swine Technician (grow finish)
- Swine Technician (sow farm)

Health Care Services:

- Addiction Specialist
- Critical Care Nurse
- Electronic Health Records Specialist
- Medical Laboratory Assistant
- Ophthalmic Technician
- Pharmacy Technician
- Phlebotomist
- Psychiatric/Mental Health Technician In-Patient
- Wound, Ostomy and Continence Nurse (WOC)

Information Technology:

- Programming, Development and Engineering Pathway
- Software Testing Quality Assurance Pathway
- Web Developer Back End

Financial Aid

Although the DTG provides dual trainees with aid for direct educational costs, the grant is insufficient in aiding direct costs of degree programs exceeding \$6,000 per year and indirect costs like travel, lodging, meals and child care. To address the limitation in some capacity, the MN Legislature included in statute the requirement of the FAFSA or Minnesota state aid application for all dual trainees participating in federal and/or state financial aid eligible programs.

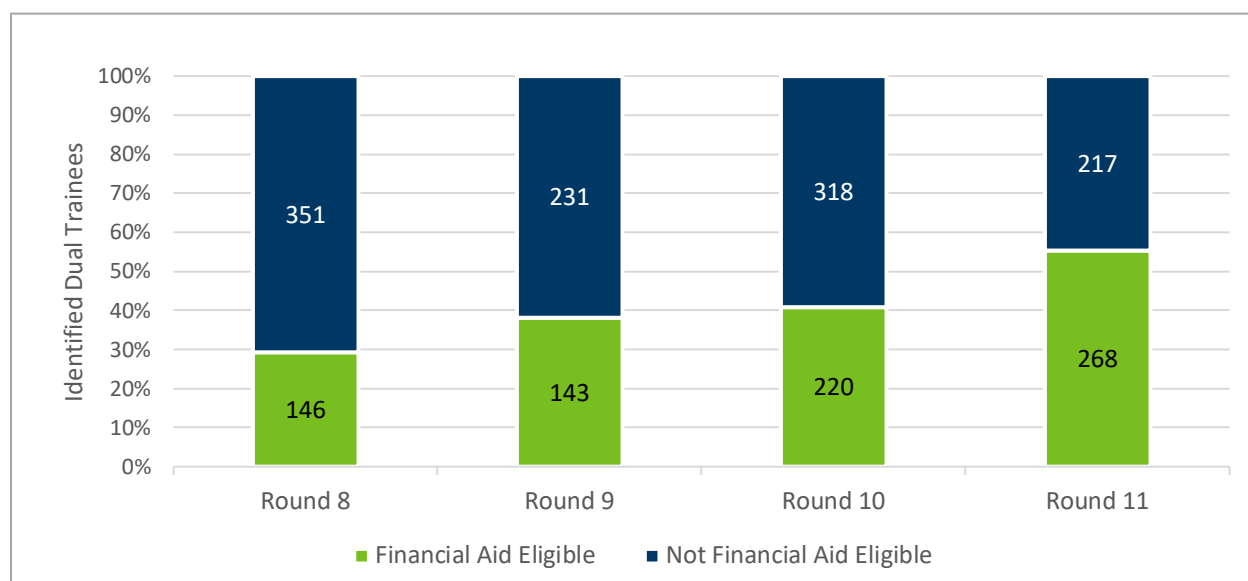
The DTG does not require that a dual-training program be aid eligible; however, a benefit of an aid eligible program is the potential for financial aid resources in addition to the financial benefits of the DTG. Examples of dual-training programs that are not eligible for financial aid include, but are not limited to, postsecondary customized training, short-term certifications, and industry credentialing. Dual trainees are also not required to accept financial aid resources. At minimum, filing the FAFSA or Minnesota state aid application provides dual trainees with additional knowledge, so they can make better-informed decisions about financing their education goals.

Dual trainees have access to Financial Aid Offices through their related instruction training providers for questions and assistance with completing the FAFSA or Minnesota state aid application. Often, grantees of the DTG provide additional support to their dual trainees to ensure financial aid documents are completed in a timely fashion. To support grantees with financial aid efforts, OHE directs them to Minnesota Goes to College (<https://sites.google.com/view/minnesotagoestocollege/site-support/>

[webinars](#)) for accessible training on navigating the admission process, line-by-line FAFSA, MN Dream Act application, understanding financial aid packages, and a variety of other relatable topics. To support dual trainees with financial aid efforts, OHE has plans to collaborate with TRIO Educational Opportunity Centers (<https://minneapolis.edu/student-services/support-services/trio-programs/educational-opportunity-center>) for assistance in applying for admission, submitting financial aid forms, considering career choices, and understanding financial literacy.

Based upon **Identified** dual trainee data from DTG Rounds 8 through 11, 41% of dual trainees participated in dual-training programs that are eligible for federal and/or state financial aid. During the current grant round, 55% of dual trainees are participating in financial aid eligible programs. As shown in the figure below, dual trainees who attended aid eligible programs through the DTG have consistently increased over the last few grant rounds:

Figure 13. Dual Training Grant Financial Aid among Identified Dual Trainees



Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees.

Wages

As mentioned earlier in this section, dual trainees who have completed and dual trainees who are still progressing through their dual-training programs are stepping into and moving toward careers with livable wages. As a reminder, Minnesota Dual-Training Pipeline defines livable wages as \$18.85 per hour at minimum based on a family with one child, one full-time and one part-time employed adult. After 12 months of beginning a dual-training program, **Reported** dual trainees had average wages of \$25.47 per hour. This is \$6.62 above the \$18.85 livable wage goal for Minnesota Dual-Training Pipeline.

A common question from DTG applicants is, “Are wage increases required during and/or as a result of the dual-training program.” Unlike registered apprenticeship programs, the DTG does not require grantees to provide wage increases to dual trainees; however, wage increases are strongly encouraged. A majority of dual trainees do receive wage increases within 12 months of starting a DTG period. The average **Reported** dual trainee received an hourly wage increase of \$1.84. Some dual trainees receive increases through standard performance evaluations, and others receive increases solely based upon their performance in a dual-training program. For example, one grantee shared with OHE that they increased dual trainee wages after each on-site course and again after completion of the two-year program. The grantee highlighted that these wage increases are solely based upon the dual-training program and are in addition to wage increases from standard performance evaluations.

Furthermore, grantees have reported other means of compensation upon completion of dual-training programs. Dual trainees have received title promotions within their given departments or position promotions outside their departments. Dual trainees have also been promoted to more desirable work shift schedules. This type of benefit has been common among Advanced Manufacturing and Health Care Services employers with 24-hour production and rotation schedules.

Overall, the average wages of dual trainees surpass the minimum livable wage goal for Minnesota Dual-Training Pipeline. Most dual trainees experience wage increases during their dual-training program. Grantees are aware of the value of compensating dual trainees through wages, title promotions, and desirable work schedules.

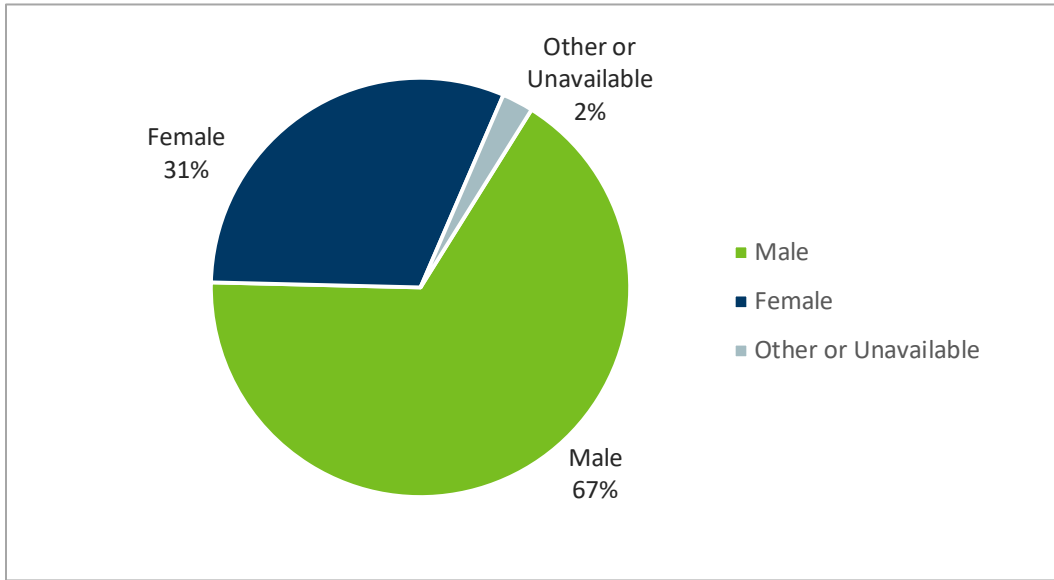
Demographics

During DTG Round 4, OHE established a secure online process for dual trainees to submit participant agreements. In order to receive benefits from the DTG, dual trainees are required to submit general information and agree to the terms of the grant. Questions about gender, race, ethnicity, and U.S. Armed Forces are optional. To date, 2,525 **Identified** dual trainees participating in DTG Rounds 4 through 11 have submitted participant agreements.

Gender

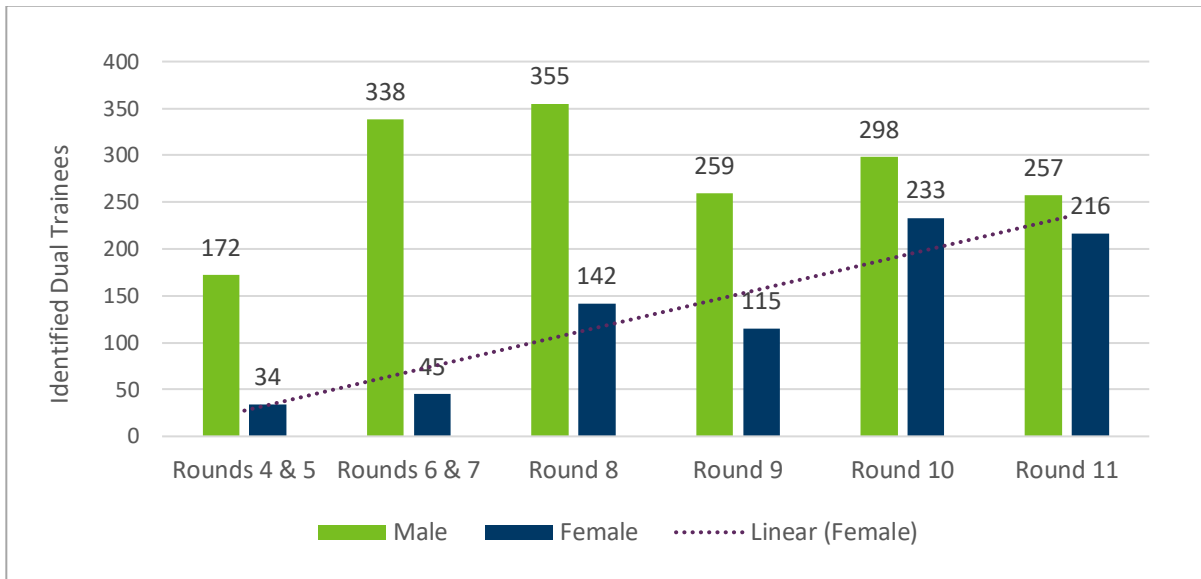
Of the **Identified** dual trainees, 1,679 identified as male, 785 identified as female, and 61 identified as other or elected to not provide information (unavailable). The number of dual trainees identified as female increased by nearly 53% from 511 reported last year to 785 this year. During the last two grant rounds, the dual-trainee population is almost equally represented by males and females. The following figures illustrate how gender is represented among **Identified** dual trainees, grant rounds, and industries.

Figure 14. Dual Training Grant Gender of Identified Dual Trainees (Rounds 4 - 11)



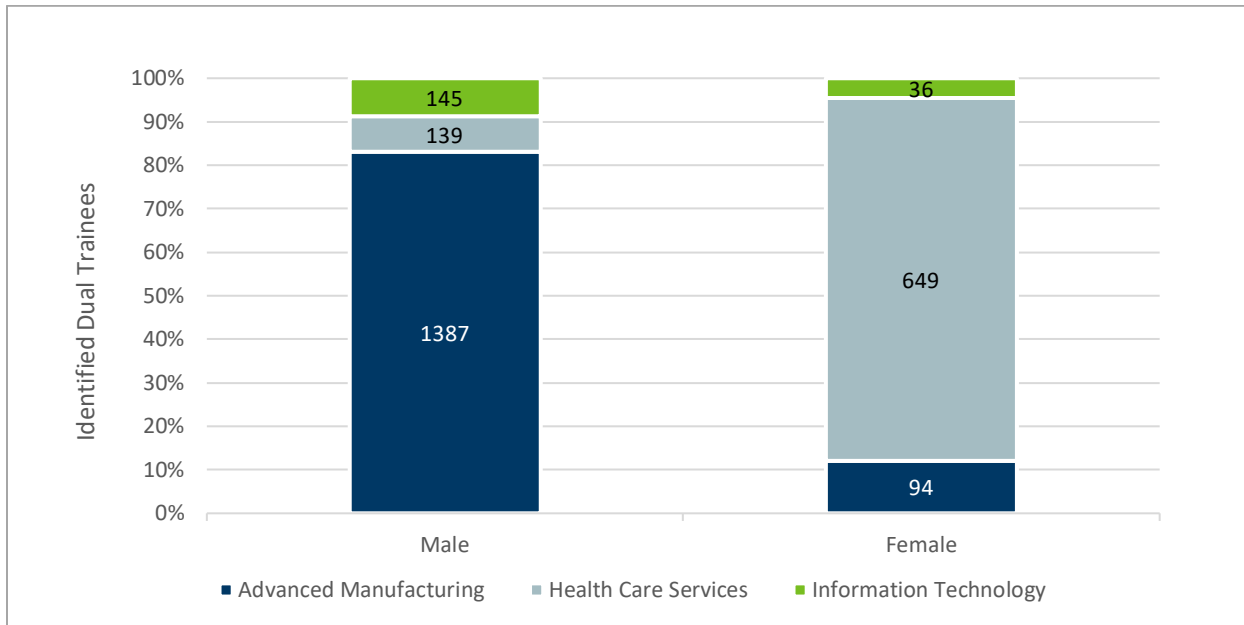
Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees.

Figure 15. Dual Training Grant Gender of Identified Dual Trainees per Round



Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. DTG Rounds 5 and 7 were combined with previous rounds, because they included only previous grantees with restricted dual-trainee populations who were continuing their dual-training programs. Categories of “Other” and “Unavailable” is suppressed (see [Appendix E](#)).

Figure 16. Dual Training Grant Gender of Identified Dual Trainees per Industry (Rounds 4 – 11)



Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. Industry of “Agriculture” and categories of “Other” and “Unavailable” are suppressed (see [Appendix E](#)).

Age

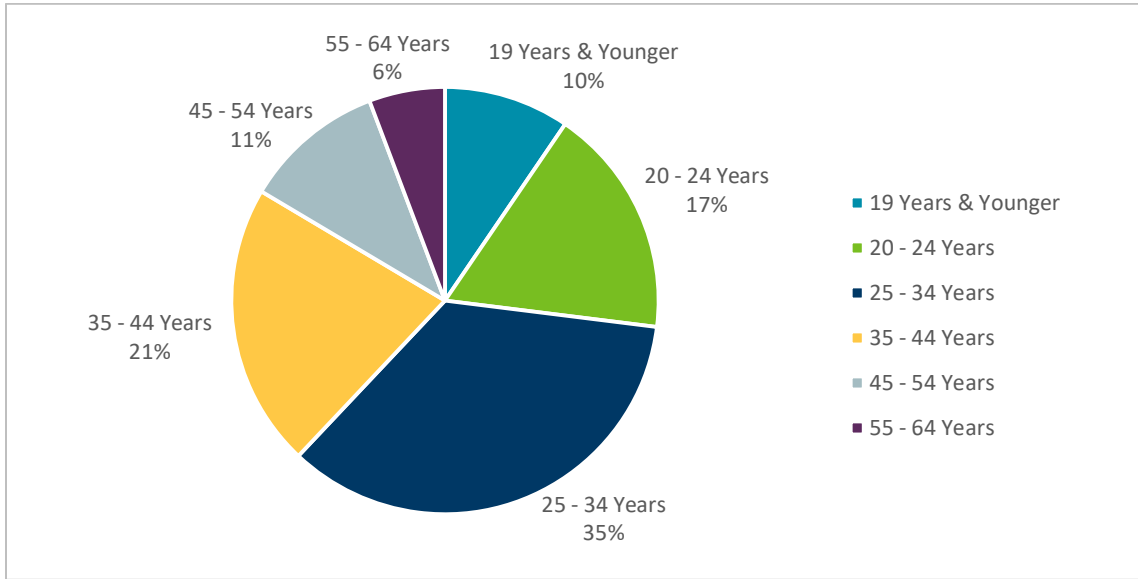
The DTG is a well-utilized and successful model for dual trainees above the age of 24 years old. Notably, more than half of dual trainees are considered part of the targeted age (25 to 44 years) population for the Minnesota Educational Attainment Goal of 2025

(http://www.ohe.state.mn.us/sPages/educ_attain_goal_2025.cfm). The DTG dually supports adult learners in advancing their education while also contributing to the education goals of the State of Minnesota.

Historically, the DTG was designed for young dual trainees. The goal was to create a pipeline from high school graduation into the workforce. However, grantees found immense value in encouraging education within their organization’s existing workforce, especially among employees who had not pursued education beyond high school. Over half of **Identified** dual trainees in DTG Rounds 4 through 11 indicated high school as their highest attained education level.

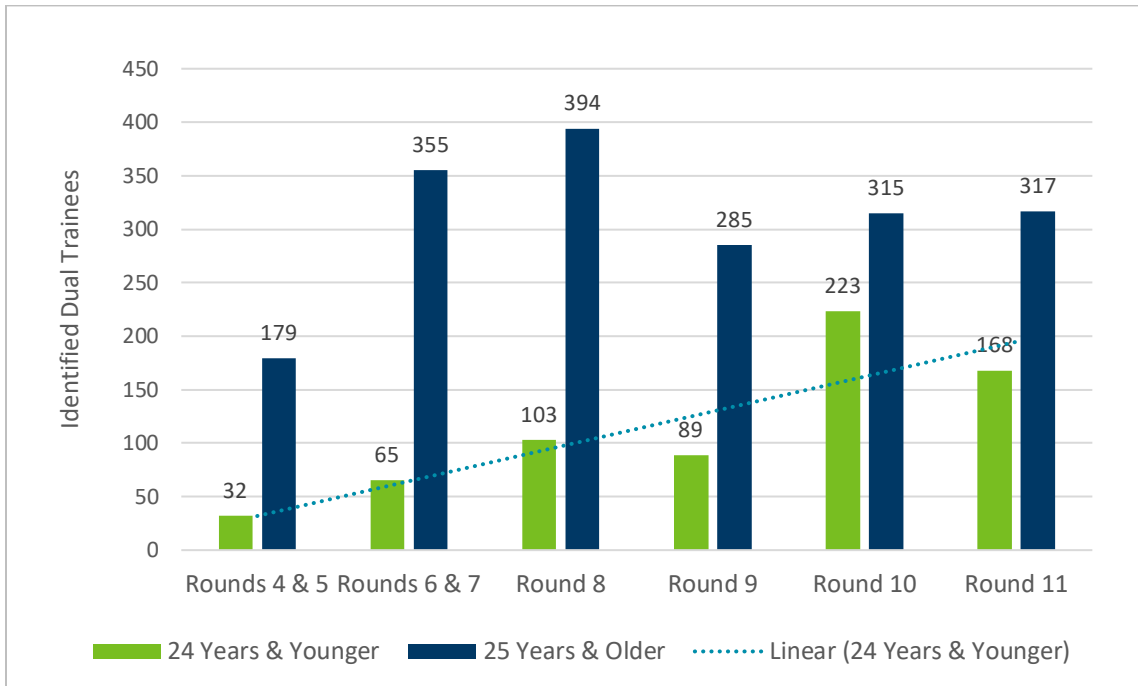
During recent grant rounds, there has been growth in the number of **Identified** dual trainees age 24 years old or younger. Fifty-eight percent of dual trainees in this age demographic participated in DTG Rounds 10 and 11. More than half of those dual trainees were employed in Health Care Services followed by Advanced Manufacturing. The following figures illustrate how age is represented among **Identified** dual trainees, grant rounds, and industries.

Figure 17. Dual Training Grant Age of Identified Dual Trainees (Rounds 4 - 11)



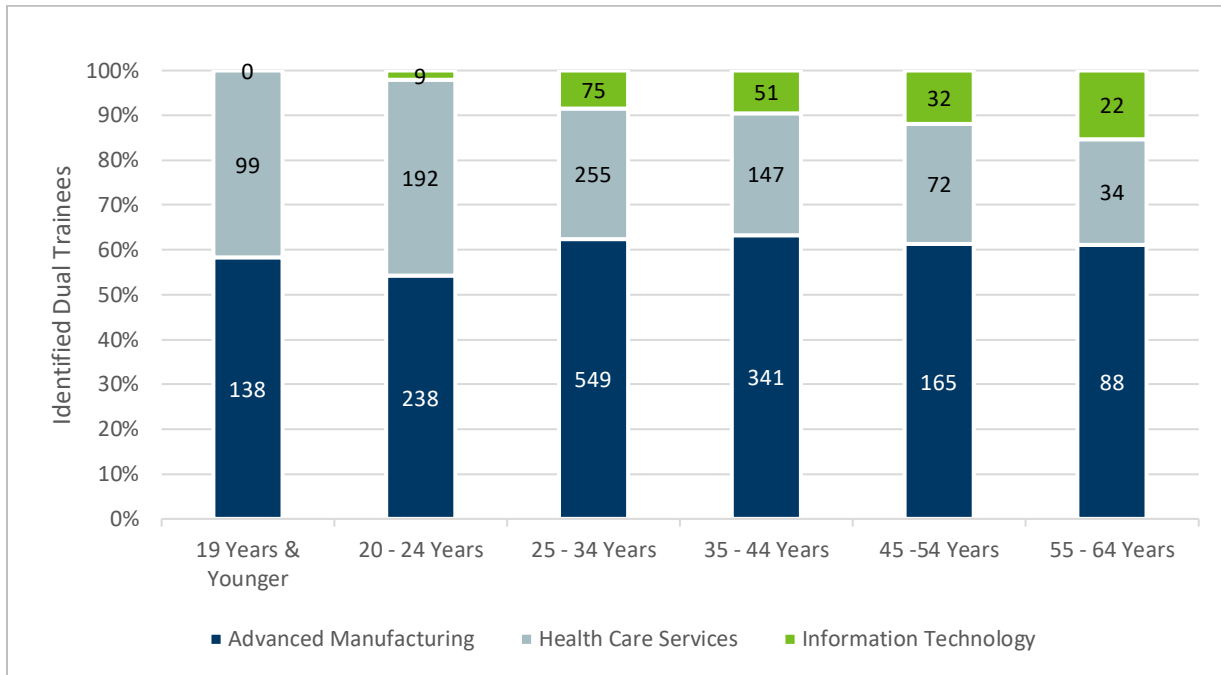
Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. Data from the category “65 Years & Older” was suppressed (see [Appendix E](#)).

Figure 18. Dual Training Grant Age of Identified Dual Trainees per Round



Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees.

Figure 19. Dual Training Grant Age of Identified Dual Trainees per Industry (Rounds 4 - 11)



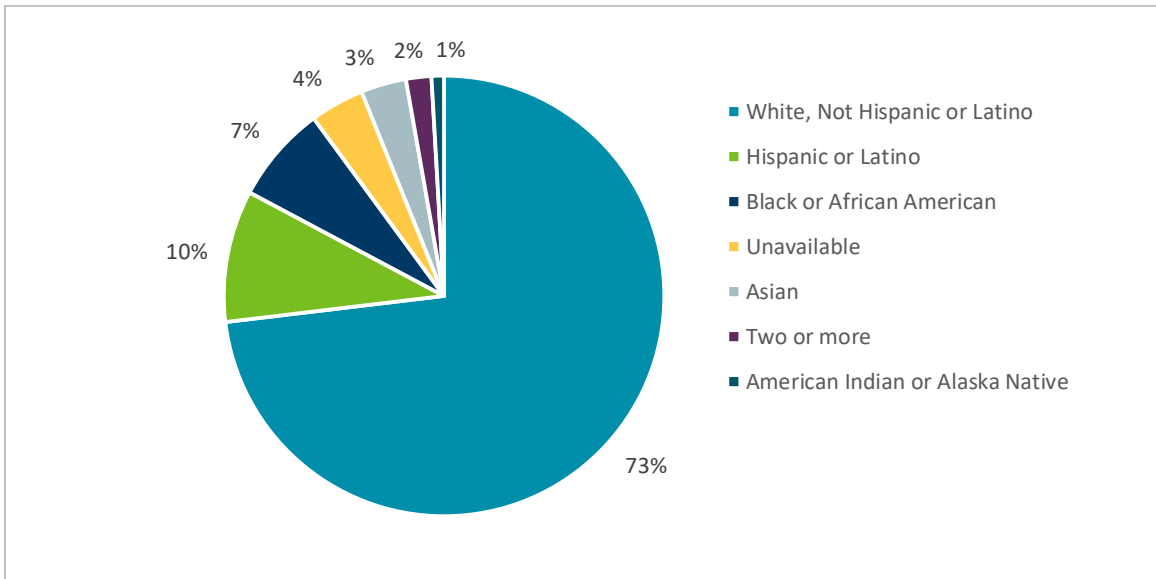
Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. Data from industry “Agriculture” and category “65 Years & Older” was suppressed (see [Appendix E](#)).

Race and Ethnicity

Throughout recent DTG rounds there has been a steady trajectory of increasing the number of dual trainees who identified with a race or ethnicity category Other Than White. Dual trainees who identify as Hispanic or Latino are leading by representing 42%. Following are dual trainees who identify as Black or African American by representing 31%.

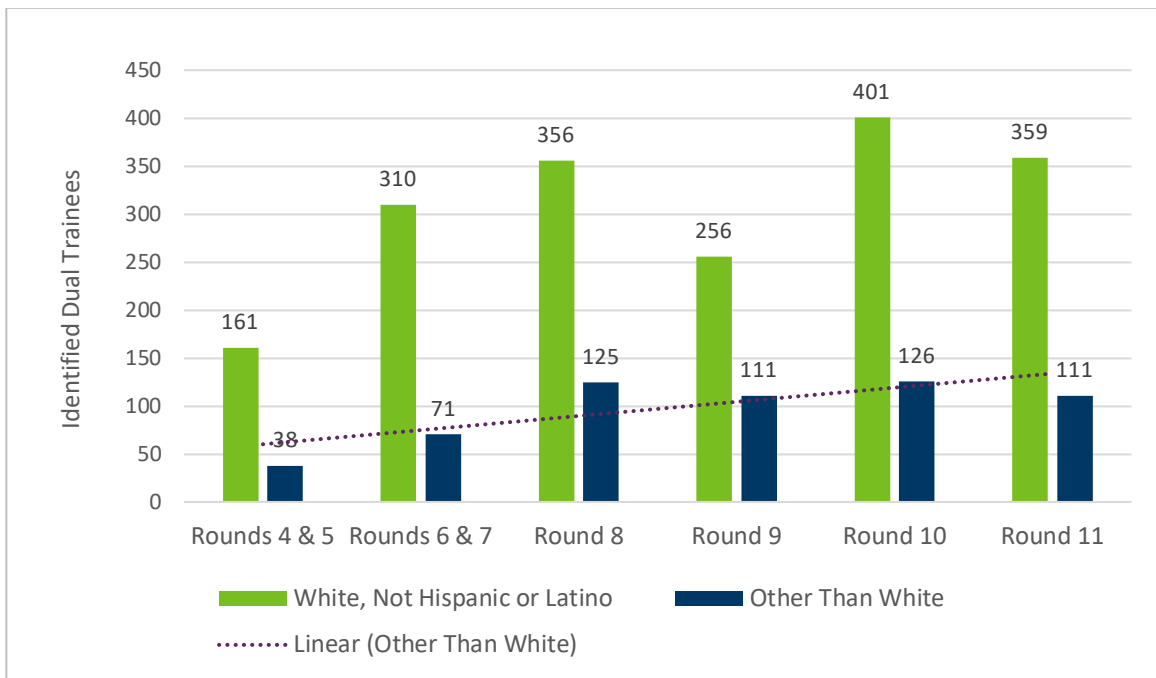
DTG requests for application incorporate scoring criteria to further promote the participation and success of dual trainees who identify as Other Than White. Grant reviewers must score applications based upon the applicants demonstrated ability to recruit, train, and retain dual who are of diverse populations and populations experiencing inequities and/or disparities. Diverse populations may include racial and ethnic communities, including American Indians; LGBTQI communities, disability status, veterans, and geographic diversity within the and across Minnesota. The following figures illustrate how race and ethnicity is represented among **Identified** dual trainees, grant rounds, and industries.

Figure 20. Dual Training Grant Race and Ethnicity of Identified Dual Trainees (Rounds 4 - 11)



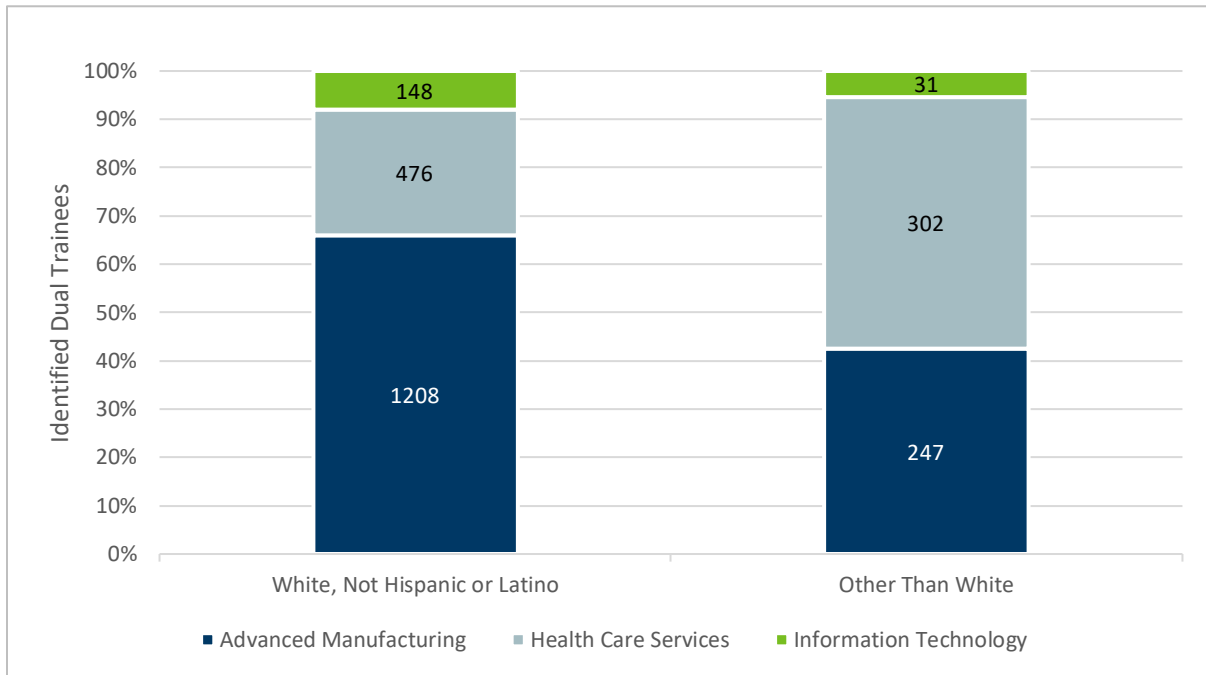
Notes: Table is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. Race and ethnicity category of “Native Hawaiian or other Pacific Islander” is suppressed (see [Appendix E](#)).

Figure 21. Dual Training Grant Race and Ethnicity of Identified Dual Trainees per Round



Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. Race and ethnicity category of “Unavailable” is not reflected in figure.

Figure 22. Dual Training Grant Race and Ethnicity of Identified Dual Trainees per Industry (Rounds 4 - 11)



Notes: Figure is based upon data as of December 1, 2022. DTG Round 11 is still open and identifying additional dual trainees. Industry of "Agriculture" is suppressed (see [Appendix E](#)). Race and ethnicity category of "Unavailable" is not reflected in figure.

U.S. Armed Forces

Demographic questions about U.S. Armed Forces were added to the dual trainee participation agreement in May of 2022. During that time, dual trainees were concluding with DTG Round 10 and beginning with DTG Round 11. As of December 1, 2022, a total of 539 **Identified** dual trainees have submitted participation agreements. Of which, 30 self-identified as Veterans of the U.S. Armed Forces. Most of those Veterans are employed in Advanced Manufacturing closely followed by Health Care Services.

Related Instruction

A vital component of a dual-training program is related instruction. Dual trainees are provided the opportunity to learn the fundamentals of occupations through formal training from a training provider. Simultaneously, dual trainees are able to explore practical implementation through on-the-job training from their employer. Per Statutes 136A.246 (<https://www.revisor.mn.gov/statutes/cite/136A.246>) related instruction elements are defined as:

“Eligible training” means training provided by an eligible training provider that:

- (1) Includes training to meet one or more identified competency standards;*
- (2) Is instructor-led for a majority of the training; and*
- (3) Results in the employee receiving an industry-recognized degree, certificate, or credential.*

“Eligible training provider” means an institution:

- (1) Operated by the Board of Trustees of the Minnesota State Colleges and Universities of the Board of Regents of the University of Minnesota;*
- (2) Licensed or registered as a postsecondary institution by the office; or*
- (3) Exempt from the provisions of section 136A.822 to 136A.834 or 136A.61 to 136A.71 as approved by the office.*

“Industry-recognized degrees, certificates, or credentials” means:

- (1) Certificates, diplomas, or degrees issued by a postsecondary institution;*
- (2) Registered apprenticeship certifications or certificates;*
- (3) Occupational licenses or registrations*
- (4) Certifications issue by, or recognized by, industry or professional associations; and*
- (5) Other certifications as approved by the commissioner.*

During the application process, DTG applicants explore and identify related instruction training providers who are willing and able to collaborate with them for successful dual-training programs. Applicants determine and document criteria from which to select their training providers. Common criteria are location of program, specific program for occupation, program cost, flexibility in overall program setup, program schedule, integrity of training program, and program format. Per requirements of the application process, applicants consult with a minimum of three training providers for each occupation. Applicants have the final decision of which training providers with which to enter into agreements. Applicants who are awarded DTG funds will enter into formal training agreements with training providers prior to executing grant contracts.

Related instruction training providers include postsecondary education institutions and private education companies. Per statute, OHE collaborates with DLI to maintain a Related Instruction Inventory (<http://www.dli.mn.gov/business/workforce/pipeline-related-instruction-inventory>) for each industry that includes known education or training programs in Minnesota related to approved dual-training occupations. Applicants are not required to enter into agreements with the training providers listed on the inventory. The purpose of the inventory is to be a guide and provide potential options for DTG applicants.

In addition to the Related Instruction Inventory, OHE hosts a Dual Training Provider Directory (<http://www.ohe.state.mn.us/sPages/DTGDir.cfm?sort=div>). The establishment of the directory came from applicant and grantee feedback. They were seeking a more direct means of connecting with specific parties among training providers. Contacts listed on the directory have voluntarily provided their contact information. They are willing and prepared to answer questions about dual-training programs. A training provider listed on the directory does not necessarily mean they have previously or are currently participating in a DTG. Applicants and grantees are not required to select a training provider from the directory. The Dual Training Provider Directory is only a resource to better streamline communication between applicants or grantees and training providers.

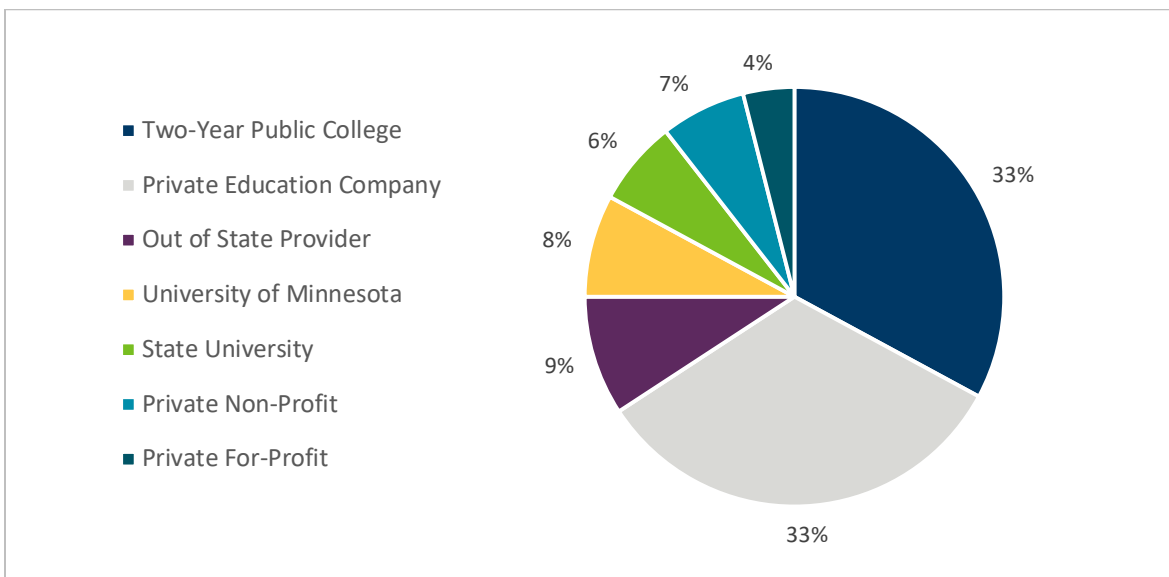
Thus far, 76 related instruction training providers have entered into DTG agreements with grantees. Five of the training providers were newly added during DTG Round 11. Several related instruction training providers support training programs among multiple grantees:

- Advanced Minnesota
- Ag Leader Academy
- Alexandria Technical and Community College
- Andersons Training School
- Anoka Ramsey Community College
- Anoka Technical College
- Augsburg University
- Bemidji State University
- Bethel University
- Capella University
- CED Solutions
- Central Lakes College
- Century College
- Collier IT
- Creating IT Futures Foundation
- Dakota County Technical College
- Dunwoody College of Technology
- Farm Journal Corn College
- Flexographic Tech
- Global Knowledge
- Hennepin County EMS Emergency and Critical Care Education
- Hennepin Technical College
- Herzing University
- Intertech
- Inver Hills Community College
- Iowa Lakes Community College
- ISACA
- John Deere University
- Knowledge Peak
- Lake Superior College
- Manufacturing Alliance
- Mechanical Systems Inc Safety and Training Division
- Metropolitan State University
- Minneapolis Community and Technical College
- Minnesota North College
- Minnesota State College Southeast
- Minnesota State Community and Technical College
- Minnesota State University Mankato
- MN West Community and Technical College
- New Horizons
- Normandale Community College
- North Dakota State College of Sciences
- North Dakota State University
- North Hennepin Community College
- Northland Community and Technical College
- Northwest Iowa Community College
- Northwest Technical College
- Northwestern Health Sciences University

- Northwood Technical College
- Pine Technical and Community College
- Pink Elephant Corp.
- PTM Incumbent Worker Training Program
- Purdue University
- Rasmussen University
- Ridgewater College
- Riverland Community College
- Rochester Community and Technical College
- Saint Paul College
- Sanford Health Nursing Assistant Training
- Sedation Consult LLC
- South Central College
- St. Catherine University
- St. Cloud State University
- St. Cloud Technical and Community College
- Symmetry Solutions (Hawkridge Systems)
- The Idea Circle/Minnesota Innovation Institute
- The Software Guild
- Tooling University
- University of Minnesota Crookston
- University of Minnesota Duluth
- University of Minnesota Extension
- University of Minnesota Landscape Arboretum
- University of Minnesota School of Dentistry
- University of Minnesota Twin Cities
- Winona State University
- Wisconsin Indianhead Technical College

A majority of training providers supporting DTG programs are within the sectors of either two-year public colleges or private education companies. Both sectors are able to quickly equip dual trainees with necessary workforce skills. Applicants of the DTG are often seeking training programs that can deliver benefits to their organizations in a short timeframe. Similarly, dual trainees are often interested in participating in dual-training programs that allow them to swiftly learn skills for their occupations and increase compensation from their employers.

Figure 23. Dual Training Grant Training Providers per Sector (Rounds 1 – 11)



On-the-Job Training

On-the-job training is the other vital component of the dual-training model. On-the-job training is hands-on instruction completed in the workplace to learn the core competencies necessary to succeed in an occupation. Related instruction when paired with on-the-job training creates a powerful learning experience for dual trainees. Minnesota Dual-Training Pipeline leads employers by providing assistance with their on-the-job training plans and issuing guidance for effective on-the-job training (<http://www.dli.mn.gov/business/workforce/guidance-effective-job-training>).

The guidance includes four key elements for effective on-the-job training:

- Goals of on-the-job training
- Types of on-the-job training
- Tracking on-the-job training
- On-the-job training roles are clear

The guidance also provides five common modes of effective on-the-job training:

- Job shadowing
- Mentorship
- Cohort-based training
- Assignment-based project evaluation
- Discussion-based training

Grantees submit cumulative data about the average weekly hours of on-the-job training. On average **Reported** dual trainees spent about 13 hours each week expanding their competencies through on-the-job training tasks. In a 2022 monitoring report, a Manufacturing Engineer dual trainee emphasized the value of on-the-job training by writing, “Even though my last semester was a busy one, being able to come back to my employer and put what I was learning in the classroom to real use was extremely helpful in solidifying the material in my head. Being able to see the engineering in real life versus on paper was huge advantage in my opinion.”

Grantees also submit on-the-job training information to OHE through work plan and budget documents which include dual trainee name, on-the-job training administrator title, on-the-job training mode, on-the-job training timeline, on-the-job training total hours, and on-the-job training competencies. Each grantee has flexibility in designing on-the-job training schedules. Grantees are required to design and administer on-the-job training tasks that will support and result in dual trainees obtaining employer and Minnesota Dual-Training Pipeline occupation-specific competencies. Below is an example of an on-the-job training plan for a Surgical Technologist dual trainee:

Dual Trainee Name	OJT Administrator Title	OJT Mode	OJT Timeline	OJT Total Hours	OJT Competencies
Dual Trainee A	Director of Surgical Services	Job Shadowing	August – December 2022	2	Maintain environmental practices Maintain supplies of fluids and medications for use during operations
Dual Trainee A	Director of Surgical Services	Mentorship	August – December 2022	31	Application of aseptic and sterile technique Prepare patients for surgery Maintain accuracy of surgical counts Preoperative preparation for surgical procedure Provide technical assistance to surgeons and medical personnel Complete cleaning and turnover of operating rooms
Dual Trainee A	Director of Surgical Services	Cohort-based Training	August – December 2022	1	Knowledge of medication safety, laser and ESU safety and sharps safety
Dual Trainee A	Director of Surgical Services	Assignment-based Project Evaluation	August – December 2022	1	Teamwork and strong communication skills
Dual Trainee A	Director of Surgical Services	Discussion-based Training	August – December 2022	1	Knowledge of decontamination and sterilization processes

Testimonials

Grantees

During fall of 2022, OHE interviewed grantees and showcased the success of their dual trainees through several profiles (<https://www.ohe.state.mn.us/mPg.cfm?pageID=2160>). Below are a few reflections from the grantees:

Ready, Set, Smile is truly a stepping stone for our staff to work for us for a few years, then they can move into their own careers after they gain experience here. Some go onto nursing school, I've had a community health worker become an addiction counselor. It's such a great way to help someone transform their life and get hands-on training for a great career path.

Adele Della Torre, Executive Director
Ready, Set, Smile, Minneapolis, MN

The Dual Training Grant has been unbelievably helpful to us as a recruitment tool for many of our C.A.R.E. Clinic employers in the medical and dental field. With a growing Hispanic population in our area, our need to hire bilingual employees who represent our population has also grown. With the Dual Training Grant, C.A.R.E. Clinic is able to hire and offer flexible schedules to our dual trainees. It's truly helped us give better care by being able to recruit young workers who want to pursue health care in school. And it's easier and more affordable for them to get their education. It's such a win-win.

Julie Malyon, Executive Director
C.A.R.E. Clinic, Red Wing, MN

We had some significant labor gaps and the Dual Training Grant program was something that we wanted to dive head first into. A big benefit of this program is that we are able to offer career advancement to a skilled and trusted employee who will benefit from both the education side of the grant, as well as the ability to fill an important role within our company.

Todd Person, Director of Corporate Manufacturing Engineering
Post Consumer Brands, Northfield, MN

Through the DTG monitoring process, grantees have the opportunity to relay information about statutory compliance, challenges, program outcomes, and training/technical assistance. Below are a few reflections from DTG Round 10 grantees about program outcomes:

We have seen many benefits from our dual-training program. The longer we are able to participate yearly in a DTG program, the greater the impact has been for our company. Any workforce development effort needs time for employees to gain skills, apply skills, gain experience and gain confidence. The more employees we have who complete the same program, the more opportunities there are for OJT activities and to build a common approach and common language to troubleshooting.

Advanced Manufacturing Grantee

The grant is helping us retain some of our most dedicated team members and continuing to allow us to offer the best possible emergency medical care for our communities. Specifically, for our Community Paramedic team, by training additional team members, we are able to expand into new areas of Greater Minnesota. The majority of the populations in these areas do not currently have access to Community Paramedic services.

Health Care Services Grantee

For a more in-depth understanding of grantee perspectives, several DTG grantees have provided letters of support, which are viewable in [Appendix A](#).

Dual Trainees

Dual trainees testified before Minnesota House and Senate higher education committees during the 2022 legislative session. Below are quotes from their testimonies:

It was after the summer of 2020 that Aagard received the MN Dual Training Grant. This was great for me because it really helped me focus on school, I still worked part time, but my focus shifted to making sure I was doing well in school and not making sure I made enough during the week to cover tuition costs. It was also very cool for me to see the connection between what I was learning in classes and then seeing similar issues in industry. This pattern of working part time during the school year and full time over the summer continued until I graduated in December of 2021. After graduation I am now working full time at Aagard. One of the best things to come from all the training I received is I was able to figure out what I wanted to be doing for a job.

Nathan Zierden, Manufacturing Engineer
Aagard, Alexandria, MN

Having this grant has taken a lot of financial stress off of me, while I can learn something that is interesting to me and in high demand in Minnesota. The program is online with a lab and clinical portion one weekend a month in East Grand Forks. Along with the grant, Sanford Health also helps pay for the expenses that come along with these clinical weekends ... This program and the experience that comes with it have been more than what I can put into words. I am very thankful to be a part of it, and urge this committee to increase the appropriation to the program and increase the opportunities for Minnesota's students to access it.

Taylor Sautbine, Respiratory Therapist
Sanford Health, Bemidji, MN

During fall of 2022, OHE interviewed dual trainees and showcased their success through several profiles (<https://www.ohe.state.mn.us/mPg.cfm?pageID=2160>). Below are a few reflections from the dual trainees:

I couldn't be more thankful for the Dual Training Grant. It made it so much easier for me, especially in my situation of not having a job for a whole year. Having the Dual Training Grant was just a weight lifted off of my shoulders.

Brenda Rodriguez, Community Health Worker
Ready, Set, Smile, Minneapolis, MN

Working on the weekend shifts while participating in the Dual Training Grant really helps me. I go to school on Monday through Thursday, then I work on Friday to Sunday at Innovize. I am able to apply what I learned throughout the week immediately – and that’s when it all clicks. It’s so seamless in that way. It’s a great feeling. There is something special about learning about all this theory and knowledge, then seeing it directly being applied to my work – That’s a feeling you can only get with the Dual Training program – when you see all of this happening in real-time.

Tou Vang, Quality Assurance Technician
Innovize, St. Paul, MN

If I didn’t have the help of this grant, I would have to pick up a second job to continue to work toward my bachelor’s degree. I honestly would have stopped longer after my two-year degree, because I don’t think I would have been able to afford it.

Odey Vazquez, Registered Nurse
C.A.R.E. Clinic, Red Wing, MN

One of the cool things about Goodwill is that they are an employment-focused organization. These certs [certifications] are portable and it benefits both you and the company to pursue these credentials with the help of the DTG. It pays for the whole bootcamp and the exam, which can stack up to thousands of dollars.

Dylan Walter, Information Security Pathway
Goodwill Easter Seals of Minnesota, Minneapolis, MN

If you want to improve your life, it’s worth the time, but you have to put in the effort. I’m so thankful for the support from my job and family, and I don’t think I could have achieved so much without it.

Ian Witt, Manufacturing Engineer
Two Rivers Enterprises, Holdingford, MN

Through the DTG monitoring process, dual trainees have the opportunity to share information about their experiences with dual-training programs. Below are a couple of written notes from DTG Round 10 dual trainees:

This grant gave me a ton of financial security. I was able to focus on my classes and not have to focus on making sure to work enough to be able to afford college ... The training was very helpful for me to relate real life work to school and vice versa. It made school that much more interesting because I knew places where concepts were applied in an actual work setting. Overall, the Dual Training Grant along with my training received from my employer was instrumental in my college and future success.

Advanced Manufacturing Dual Trainee

The clinical managers and staff have invested their time in me taught me the skills and knowledge needed for being a dental assistant. It could be simple tasks knowing how to

anticipate what is needed for a procedure to knowing how to manage my time helping around the clinic. Being here at my employer was really beneficial to me and my schooling. It made me feel like I was ahead of the game and understood the concepts of why we do this and not just trying to memorize information.

Health Care Services Dual Trainee

Recommendations

Following eleven rounds of DTG administration, grantees have consistently provided feedback about the program. In addition, OHE has been observant of resources that would better support employers in sustaining dual-training programs. Recommendations from the 2022 report were heard but not enacted by the Minnesota Legislature. Therefore, those recommendations are carried forward in this report along with two additional recommendations to simplify the maximum grant amount for dual trainees and to provide supplemental funding for dual-trainee support services. To address the workforce needs of Minnesota, OHE puts forth the following recommendations and strongly encourages that the Minnesota Legislature take timely action:

Increase Investment

Recommendation 1: Increase the investment in the Dual Training Grant and Minnesota Dual-Training Pipeline.

DTG appropriations have not been sufficient to meet the requests of applicants. Most recently, applicants for DTG Round 11 requested \$4,430,700 in grant funds. Unfortunately, only \$3,347,00 was available. OHE was unable to award grant funds to 20 (26%) of the 76 applicants. In addition, OHE was able to only award partial grant funds to 11 (20%) of the 56 grantees. Limited funds left many applicants searching for other means to fund dual-training programs, postponing dual-training programs at least a year until the next DTG request for application, or deciding to completely end their dual-training programs. Applicants made difficult decisions that influenced the education of their employees. OHE anticipates a similar situation in future DTG rounds, if action is not taken to increase investment in the programs.

Increasing the investment to the Dual Training Grant and Minnesota Dual-Training Pipeline would secure the opportunity for current dual trainees to finish their dual-training programs and earn their industry-recognized degrees, certificates, and credentials. The investment would also allow new dual trainees to begin their dual-training programs, provide skilled services to their employers, further their career trajectories, support their families, and contribute to their local and the state economies. As of now, the DTG and Minnesota Dual-Training Pipeline do not have enough funds to meet the needs of Minnesota's employers, but increases to the programs would allow for the continuation and growth of educated skills for their workers.

To further understand the impact of this recommendation, an industry stakeholder has provided a letter of support, which is viewable in [Appendix B](#).

Child Care/Early Childhood Education Expansion

This recommendation is contingent upon passage of the first recommendation.

Recommendation 2: Expand program eligibility to include occupations in the industry of Child Care/Early Childhood Education.

Before the COVID-19 Emergency and at present-day, Minnesota employers need skilled workers in the industries of Advanced Manufacturing, Agriculture, Health Care Services and Information Technology. Employers continually highlight the value of dual-training programs and their appreciation for the DTG. Their enthusiasm for the program is evident through the increase of grant applications each year and the feedback that is provided to OHE.

In addition to the industries already established for grant funds, the COVID-19 Emergency shed further light on in-demand occupations among other industries. In particular, several occupations in the Child Care/Early Childhood Education field require industry training and are in high demand statewide. Governor Walz and Lt. Governor Flanagan have prioritized child care throughout their administration. They have supported child care grants through Minnesota Employment and Economic Development to fund child care business start-ups or expansion; training; facility modifications or improvements required for licensing; direct subsidies or incentives to retain employees; and assistance with licensing and other regulatory requirements. More information about these grants is available online at <https://mn.gov/deed/business/financing-business/deed-programs/child-care/>.

Including the industry of Child Care/Early Childhood Education into the established Dual Training Grant and Minnesota Dual-Training Pipeline could alleviate some of the dire workforce challenges faced by the industry. Also, including the industry would demonstrate the State of Minnesota's commitment to child care employers and employees. Industry inclusion would not only impact employees, but also families, employers, and communities who rely upon child care and early childhood education resources. Expanding program eligibility to include occupations in the industry of Child Care/Early Childhood Education is relevant and practical since the DTG and Minnesota Dual-Training Pipeline are well-established programs and have potential for an increase in investment.

To further understand the impact of this recommendation, an industry stakeholder has provided a letter of support, which is viewable in [Appendix B](#).

Transportation Expansion

This recommendation is contingent upon passage of the first recommendation.

Recommendation 3: Expand program eligibility to include occupations in the industry of Transportation.

The COVID-19 Emergency also shed further light on several occupations in the Transportation industry, which require industry training and are in high demand statewide. Since the beginning of the COVID-19 Emergency, supply chains have been disrupted and freight transportation has continually been a topic of concern on national and state levels. The lack of industry employees, especially drivers, creates supply chain shortages among numerous other industries. During several DTG monitoring visits, representatives of Advanced Manufacturing grantees have expressed frustration over not being able to

receive vital materials on time. The shipment delays have halted production schedules and created further interruptions for expecting customers.

In addition, busing services have experienced staffing shortages. Whether busing services through public transportation or school districts, companies are grappling with how to be adequately staffed when meeting the needs of communities. The staffing shortages have had rippling effects resulting in people not having a mode for getting to work, acquiring daily essentials like groceries, and/or accessing health services. The situation has led to students waiting hours for bus services, parents rearranging schedules to drive students, and schools deciding to cancel after-school programs.

Lastly, repair facilities in the transportation industry struggle with obtaining, training, and maintaining employees. As technology has advanced, so has the need for new and advanced training approaches to support the repair and service technician workforce. Freight, busing, and personal transportation rely upon repair facilities to keep the transportation industry moving forward, so education needs to be a priority.

Including the industry of Transportation into the Dual Training Grant and Minnesota Dual-Training Pipeline would provide employers with a reputable tool to skill their workforce. Industry inclusion would ensure that the state of Minnesota is better equipped to move goods and people by having a strong transportation workforce.

To further understand the impact of this recommendation, an industry related instruction training provider and several industry stakeholders have provided letters of support, which are viewable in [Appendix B](#).

Maximum Grant for Dual Trainees

This recommendation would require an update to statute language, but is not contingent upon passage of any other recommendations.

Recommendation 4: Simplify the maximum grant for dual trainees to be based on receipt as opposed to participation.

Current statute language allows dual trainees to benefit from the Dual Training Grant which cannot exceed \$6,000 per year for a maximum of four years. This recommendation would preserve the \$6,000 maximum per year, but replace the lifetime maximum of four years with a lifetime maximum of \$24,000 in DTG funds. The purpose of shifting to a model of receipt is to establish equity among dual trainees by supporting their education and career goals which often differ in terms of years of participation.

Dual trainees in the occupation of Certified Nursing Assistant would greatly benefit from the implementation of this recommendation. As of now, a dual trainee in this occupation may benefit from \$1,000 of DTG funds in one year. This is far below the \$6,000 annual maximum for dual trainees. Then, when the dual trainee decides to further their education to become a Licensed Practical Nurse or

Registered Nurse, the dual trainee only has three years remaining of DTG eligibility. However, if the DTG was based upon grant receipt and not participation, the dual trainee would be able to meet their education and career goals by benefiting from the maximum of \$24,000 in DTG funds.

Simplifying the maximum grant for dual trainees to be based on receipt as opposed to participation will create more equitable opportunities for dual trainees to accomplish their goals while earning higher wages. Implementing a model of receipt will encourage education and career advancement, further the Minnesota Education Attainment Goal, and better align with financial aid best practices. Lastly, the recommendation would align DTG with other OHE programs that track lifetime eligibility based on receipt, not participation or attendance.

To further understand the impact of this recommendation, a grantee has provided a letter of support, which is viewable in [Appendix B](#).

Dual-Trainee Support Services

This recommendation would be supplemental funding and should be considered subsequently to the previous recommendations.

Recommendation 5: Provide supplemental funding for dual-trainee support services in the form of translation, tutoring, transportation, lodging, meals, navigator services, other basic need supports, and other approved support services.

Successful completion of a dual-training program requires numerous facets of support. The DTG provides financial assistance through reimbursement of tuition, fees, required books, and required materials. Other supports are the responsibility of grantees and related instruction training providers. They are dedicated to the dual-training model and do their best to address barriers which arise for their dual trainees. However, factors like capacity, resources, time, and expertise limit some grantees and related instruction training providers in providing sufficient supports for dual trainees. This can result in dual trainees having limited resources and time to navigate difficult barriers.

Grantees, dual trainees, and related instruction training providers have drawn attention to the benefits of additional dual-trainee supports, which would increase the likelihood of degree, certification, or credential completion. These supports include but are not limited to, tutoring, translation, navigator services, transportation, lodging, meals, and supports needed to meet other basic needs. For example, in their letter of support located in Appendix B, American Crystal Sugar documented that their dual trainees travel about 480 miles during 2-days for necessary related instruction coursework. They emphasized that rural employers often have to seek training that is further away due to program availability, content, and scheduling. Transportation is a barrier even when grantees are located in metropolitan areas. Several metro-based grantees have noted in monitoring reports that their dual trainees have challenges with accessibility and timing of transportation.

Supplemental funding for dual-trainee supports would alleviate barriers for dual trainees and allow more time for grantees to focus on their on-the-job training plans. Grantees and dual trainees are grateful for the financial support of the DTG for related instruction costs. However, dual trainees are not just students with tuition. They are also employees who are trying to navigate work alongside coursework. The questions of how, when, what, why are constantly on their minds as they plan how best to organize their lives within a dual-training program. For a dual trainee to know their transportation costs or tutoring services are supported through the DTG would provide them with one more step toward achieving their education and career goals.

To further understand the impact of this recommendation, grantees have provided letters of support, which are viewable in [Appendix B](#).

In conclusion, the Minnesota Legislature is encouraged to act on all five recommendations. The Dual Training Grant and Minnesota Dual-Training Pipeline are established programs which have positive impacts on the vitality of Minnesota. Allow these programs to advance Minnesota by increasing the investment, expanding program eligibility to the industry of Child Care/Early Childhood Education, expanding program eligibility to the industry of Transportation, simplifying the maximum grant for dual trainees to be based on receipt, and providing supplemental funding for dual-trainee support services.

Appendix A

Letters of Support: Dual Training Grant

AGCO: Advanced Manufacturing Grantee



November 30th, 2022

Commissioner Olson,

On behalf of AGCO in Jackson, Minnesota, we would like to thank you for the opportunity to participate in the Dual Pipeline Training Grant. AGCO Jackson is an advanced manufacturing plant located in southern Minnesota. We are a part of a global manufacturer of agricultural equipment including the Fendt RoGator, Terragator, as well as the Fendt, Massey Ferguson, and Challenger branded tractors. At the Jackson plant we employ approximately 1000 people from around the surrounding communities. Our employee population is made up of engineers, welders, assemblers, fork truck operators, and painters as well as other support personnel for the plant.

Finding good quality employees is very difficult and over the last couple years it has proven to be very difficult. This led us to researching the grant programs. Over the last 3 years we have been fortunate enough to participate in the Dual Training Grant.

The Dual Training Grant has been a great opportunity for both our advanced manufacturing plant as well as the trainees. Through the grant we have been able to foster relationships with local training providers and it has also aided us in finding, hiring, training, and retaining high quality employees. Through the program we are able to invest in the education of our employees which help to build a world class organization that will be here long into the future. Trainees receive education that pertains to today's leading trends in their career fields. We are able to build a training program that works hand in hand with the training provider so students get hands on instruction at work that compliments the classroom training and helps to drive the concepts home. This has been a BIG WIN for us!

Please consider expanding the program so more trainees can find aid in training and more employers can experience some of the benefits mentioned above. Adding more career fields that would benefit Minnesota as well as adding more funding would greatly help the Minnesota and the workforce.

Thank you,
Gabe Adkins, Training Specialist
Jackson AGCO Manufacturing Plant, Jackson, MN 56143
(P) 507-822-5005

City of St. Cloud Whitney Senior Center: Health Care Services Grantee



AGING SERVICES
Whitney Senior Center

December 13th, 2022

Commissioner Dennis Olson
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108

Dear Commissioner Olson,

Thank you for the opportunity to write a letter of support for the Dual Training Pipeline Program. The City of Saint Cloud's Whitney Senior Center (WSC) strives to promote the holistic well-being of all people 55+ in the greater Saint Cloud area by providing opportunities for social interaction, recreation, and education. We engage, enrich, and empower the diverse interests and needs of people with dignity, innovation, and joy. We support successful aging through visionary leadership, long-range planning, established collaborations, and community partnerships.

We applied for the Dual Training Pipeline Program for the first time this year and were thrilled when our application was accepted. So far, we have 10 people pursuing their Community Health Worker certification through MN West Community & Technical College. These programs are so helpful to organizations like ours, and they are so important for future workforce development. They also open doors for individuals who may be struggling with how to pay for their education.

The Dual Training Pipeline program funds are filling vacant skilled jobs and creating skilled workers in the State of Minnesota. The representation and support from our partners at the Department of Labor and the Office of Higher Education have been nothing short of amazing. Jacquelynn Mol Sletten and Dan Solomon have been incredible to work with. Thank you for the opportunity and support along the way. We hope to see this well-built program continue in the future. Thank you for your support!

Sincerely,
Paula Woischke, Director
City of St. Cloud Whitney Senior Center
1527 Northway Drive
St. Cloud, MN 56303
320-255-7265/paula.woischke@ci.stcloud.mn.us

North Memorial Health Care: Health Care Services Grantee



North Memorial Health
3300 Oakdale Ave. N
Robbinsdale, MN 55422
Main: (763) 520-5200
northmemorial.com

December 14, 2022

Commissioner Olson:

It is with pleasure that we write this letter in support of the Dual Training Grant program.

While North Memorial Health was founded as a small community hospital in 1954, it has since expanded into a comprehensive, non-profit health system. Today, North Memorial Health Hospital includes one of four Level I Trauma Centers in the state and our system also includes Maple Grove Hospital, a network of owned or affiliated clinics, and one of the largest independent ground and air ambulance services in the country. It remains the only independent system based in the Twin Cities metro area and is committed to its mission to empower customers to achieve their best health.

Over the past three years, the pandemic has highlighted an acute need within the health care industry for qualified and well-trained workers. In Minnesota, we continue to be challenged by an unprecedented staffing shortage for many key critical roles throughout hospitals, clinics, and emergency medical services.

The Dual Training has provided a unique opportunity both for our organization and the individuals we employ. North Memorial's Ambulance Services team is currently completing its second year participating in the Dual Training grant program. From the program's first cohort, eleven Paramedics became Community Paramedics in 2022 and fourteen EMTs are on-track to complete their AAS Paramedic degrees in 2023. An additional fifteen team members have joined the program as Dual Trainees.

This work is providing much needed employees with advanced skills for our organization and supporting retention as well. Dual Trainees are excited to take advantage of the opportunity for professional development and economic advancement. They continue to put the new skills and education to work throughout our service area. With our Ambulance team transporting 85,000 patients throughout Minnesota annually, this program also translates into better health care for Minnesotans.

Our only recommendation for the program is that you consider expanding it even further. At North Memorial Health, we have various additional departments that have identified a desire to participate and it has become a competitive process amongst our employees to receive a position as a Dual Trainee. Additional support would allow us to upskill and re-skill even more of our team members—and in turn, further support the health and wellbeing of communities throughout Minnesota.

With gratitude,

Mike Opat, Chief Business Development & Community Relations Officer
Kent Spaulding, VP Development

Perham Health: Health Care Services Grantee



December 16, 2022

Minnesota Office of Higher Education
Attn: Commissioner Dennis Olson
1450 Energy Park Drive, Ste 350
St. Paul, MN 55108

Commissioner Olson:

Perham Health is a proud grantee and supporter of the Dual Training Grant. As a second round as a dual training grantee, and we are excited to continue to offer this opportunity to our staff to further their education in the health care field.

As a small non-profit, critical access hospital nestled in the rural lakes country of East Otter Tail County, we are, unfortunately, no strangers to healthcare labor shortages – which only was exacerbated by the pandemic. A perfect example of this is our surgical technician positions. Prior to the pandemic, we struggled to fill our surgical tech positions. Then compounding the pandemic on top of an already tight labor market made it a struggle to keep our rural surgical department operational.

To solve this staffing crisis among surgical technicians, Perham Health has embodied the “Grow Your Own” philosophy. However, as a rural critical access hospital, there is great financial strain that comes with growing your own. This is where being a Dual Training grantee has changed the game for us and the future rural health care labor market. Not only is this grant helping our existing staff pursue education in Surgical Technology, it is allowing the future workforce learn how a rural surgical department operates by giving them that hands-on experience that you cannot learn sitting in a classroom.

Perham Health has been very happy with our experience with the Dual Training Program. In the future, Perham Health hopes to create whole pipeline program from high school all the way through post-secondary education by working with the Youth Skills Training Grant with the Dual Training Grant. This way, when we engage with our local high schools, we can foster a relationship with the students and help them to grow their career in health care.

We thank you for this opportunity, and want to express our gratitude to those that make this funding possible as it is this funding that will ensure that there is a future health care workforce to support our rural health care systems.

Sincerely,
Sadie Christianson, Director of Human Resources
Maggie Fresonke, Grant Coordinator

Sackett-Waconia: Advanced Manufacturing Grantee



December 12, 2022

Minnesota Office of Higher Education
Attn: Commissioner Dennis Olson
1450 Energy Park Drive, Ste 350
St Paul, MN 55108

Commissioner Olson:

Sackett-Waconia is a Minnesota based manufacturer of fertilizer blending and handling systems for the agriculture business. We are the premier supplier in this niche market.

We employ 155 people and face the same challenges as so many manufacturers are experiencing today – labor shortages and resources to find skilled labor. The Dual Training Grant has provided a pathway for us to help potential employees to achieve their goals for a better career path while supporting our need for skilled labor.

We are in our second year with the Dual Training Grant program. Our first year the grant was used for a high school graduate to become a welding apprentice, while attending college to earn his welding certificate. This partnership provided tuition assistance and on the job training which allowed the student to apply what was being taught and ultimately providing him with a higher earning potential and greater job satisfaction.

For 2022-2023 we have two students enrolled in the Dual Training Grant program. They both attend Ridgewater College and attend the welding program, one is a recent high school graduate, the other a young adult looking to enhance his earning potential through the trades.

Sackett-Waconia works with our local high schools to encourage a career path in the trades, we have leveraged our partnership with the Dual Training Pipeline Program to support an apprentice program with high school seniors. Our welding leads and our recent Dual Training graduate spends time in the classroom with these students to teach them basic welding skills while promoting the Dual Pipeline pathway.

The Minnesota Office of Higher Education staff has been an outstanding partner, they are with us every step of the way to ensure a successful outcome for both the employer and the employee. We have shared our story with local manufacturing and medical business that are looking for a new way to connect with our potential work force.

Thank you for your support of this great program. We are hopeful it continues into the future with adequate funding to support companies like ours.

Beth Whittaker
Director of Human Resources

Appendix B

Letters of Support: Recommendations

Increase Investment

Minnesota Hospital Association: Dual Training Grant and Minnesota Dual-Training Pipeline Stakeholder



Minnesota Hospital Association

2550 University Ave. W., Suite 350-5
St. Paul, MN 55114-1900
phone: (651) 641-1121; fax: (651) 659-1477
toll-free: (800) 462-5393; www.mnhospitals.org

January 3, 2023

Commissioner Dennis Olson
Minnesota Office of Higher Education
1450 Energy Park Drive
Suite 350 St. Paul, MN 55108

Commissioner Olson,

The Minnesota Hospital Association (MHA) is pleased to support the Minnesota Office of Higher Education's (OHE) request for additional funding in FY 24. Hospitals and health systems throughout our region and the nation are experiencing an unprecedented workforce crisis that, without significant investment, will lead to decreases in the quality and availability of health care in Minnesota. The Dual Pipeline Program is one of the most significant sources of state workforce development funding available to hospitals and health systems. This funding allows organizations to train the next generation of health care workers. We strongly support additional investment in Dual Pipeline grants.

A growing workforce crisis

Throughout the COVID-19 pandemic, health care organizations and workers made enormous changes and sacrifices to accommodate an influx of patients. As the most pressing needs of the pandemic subsided, other health issues emerged – including patients who delayed care, a backlog of elective surgeries and procedures, and a particularly bad flu and RSV season.

Compounding these environmental factors, even before the pandemic, analysts predicted a shortage of health care workers due to retirements among health care workers and an aging population that seeks more care. Recent analysis from MHA data and the state of Minnesota data indicates the overall vacancy rate for hospital and health care system workers in 2022 was a staggering 21%, compared with a meager 6% in 2021.

The result is a health care worker crisis, which threatens individual and community access to health care – including longer wait times in emergency settings, scheduling appointments several months out, and – particularly in rural areas – closure of units in hospitals causing patients to drive far distances to receive care. With additional investment from OHE, health care employers can fill the post-secondary cost gap and help workers enter an in-demand, high-quality job that provides family sustaining benefits and wages.

In-demand health care occupations

The following health care occupations are in urgent need and are particularly suited for pipeline development and training programs, as they can both attract entry level candidates and offer meaningful career ladders that enable workers to grow their skills.

- Nursing occupations of all levels and specialties
 - Certified Nursing Assistants (CNAs)
 - Licensed Practical Nurses (LPNs)
 - Registered Nurses (RNs) and Bachelor of Nursing (BSN)
 - Advanced Practitioner Registered Nurses (APRNs)
- Lab technicians, pharmacy technicians, surgical technicians, and mental health technicians
- Medical assistants
- Community health workers
- Paramedic and emergency medicine technicians

If left unaddressed, lack of staffing in these key areas could contribute to a public safety issue, decrease the quality and availability of care in Minnesota, and increase costs for both government payers and those who are privately insured.

Use of Dual Pipeline training grants

Minnesota hospitals and health systems use Dual Pipeline funds to train health care workers in a variety of occupations. As one of the sectors eligible to receive funding from OHE, Minnesota health care organizations have received over \$3.6 million in training dollars since 2015 for tuition and fee reimbursement, resulting in more than 500 workers in the health care sector obtaining a credential while staying employed in health care. While we are grateful for this investment, it exemplifies that there is much more interest and demand for the Dual Pipeline Program than what is currently funded.

As the workforce crisis grows, so too do our members' interest in state workforce development programs. The Dual Pipeline Program can help smaller to mid-sized hospitals and health systems set up earn and learns, offers funding for specific career ladders, and results in individuals obtaining an industry-standard credential while being paid for remaining in the health care workforce. As the demand for more health care workers increase, so too will the demand and need for this program.

Support for additional investment

MHA strongly supports additional investment in the Dual Training Pipeline Program. Due to the rising cost of education and rising inflation, it is increasingly difficult to fully cover the cost of tuition for workers.

Again, MHA and our members greatly appreciate the work of DLI and OHE staff as they help our members build the next generation of health care workers. MHA supports the earn and learn model, which has successfully helped recruit new workers and upskill existing workers. Please feel free to reach out to MHA regarding our support of increased investment in OHE grants.

Thank you,
Rahul Koranne, MD, MBA, FACP President and Chief Executive Officer

About MHA

The Minnesota Hospital Association (MHA) represents Minnesota's hospitals and health systems, which employ more than 127,000 people, provide high-quality care for patients, and meet the needs of

communities. Since 1917, MHA has worked to provide Minnesota’s hospitals and health systems with the resources, best practices, and guidance to provide an exceptional patient experience and high-quality, affordable care that extends beyond the hospital’s walls.

MHA envisions a world in which Minnesotans are healthy and have access to the right care at the right time in the right place. We accomplish this mission and vision through education, improvement, and advocacy, and our primary focus in 2023 is building the next generation of health care workers through improving our members’ workforce development strategies.

Child Care/Early Childhood Expansion

Child Care Aware of Minnesota: Child Care/Early Childhood Industry Stakeholder



December 13, 2022

Dear Commissioner Olson,

On behalf of Child Care Aware of Minnesota, I urge support for the expansion of the MN Dual Training Grant. We are a statewide early childhood leader driving change through partnerships to build an equitable, high-quality early care and education system that meets the needs of Minnesota's families and children.

The pandemic has greatly increased awareness about the importance of child care to the economic prosperity of our state and the overall well-being of children, families, and communities. Minnesota needs qualified, diverse, supported, and equitably compensated early educators. Unfortunately, this field which was already struggling *prior* to the pandemic, has been dealt a tremendous blow because of it. Many if not most of our state's programs are now struggling to hire new staff, and our Licensed Family Child Care programs continue to decline.

While there are existing child care workforce supports in Minnesota, they focus on the individual early educators. The Dual Training Grant program offers an opportunity to provide direct support to our child care **programs** in their efforts to attract, retain, and improve the education of their staff.

As of 2016, only **52%** of center-based staff and **31%** of Family Child Care educators held a postsecondary degree. During the pandemic, some existing requirements were waived, resulting in staff who may already be working in child care that will need to continue their certification and degree options as these waivers are lifted.

By broadening the MN Dual Training Grant appropriation to include the child care/early education industry, more programs and early educators could have access to higher education as well as the kinds of mentoring and support that comes with such a program, resulting in more job security and program stability.

We see this as a career with many facets, and one deserving of respect and support, given the tremendous impact it has on our children, families, and communities. As such, we are hoping to see it included in the Dual Training Pipeline program in the future.

Sincerely,

Ann McCully, Executive Director, annm@childcareawaremn.org

Transportation Expansion

Alexandria Technical and Community College: Transportation Industry Related Instruction Training Provider



December 14, 2022

Commissioner Dennis Olson
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108

Commissioner Olson:

On behalf of the Alexandria Technical and Community College I would like to extend our appreciation and gratitude to have this opportunity to write this letter of support for the MN Dual Training Grant. As the number one ranked community college in Minnesota and the most comprehensive truck driver training course in the state, we feel the pursuit and overall increase of this grant is well timed and worth attention. All sectors of the transportation industry are in dire need of qualified and well-educated employees. This directly affects truck drivers, but additionally affects diesel technicians as the equipment we use is increasingly technologically advancing.

Alexandria College has ranked number one in the state and number three in the US for its Diesel Technician program. The Truck Driving program at Alexandria College is the longest running in the state, starting in 1973. We continue to run the most comprehensive course in the state and we continue to not only fill our classes every semester, but fill and have a multi-person waiting list to get in the program.

There has been a truck driver shortage for as many as thirty years, however, the pandemic of 2020 highlights just how dependent the nation is on the transportation industry. Currently and over the last several years transportation and specifically truck driving, has been the number one growing job sector in Minnesota.

New regulations have created a bottleneck in the pipeline for new drivers entering the industry. The newest regulation states all new Commercial Driver License holders must go to an accredited school. The regulation is welcome and needed, however, it also slowed down the capability of those entering the field by limiting entry-level access to only those who have attended school.

Currently we partner with several industry partners throughout Minnesota. On the truck driving side, I personally have near thirty close industry partners. The Diesel Tech program has the same. The industry partners we pair with are well known in Minnesota as well as the country. Caterpillar Inc, Peterbilt, MN DOT, Brenny Transportation, Halvor Lines, and Lube Tech just to name a few.

These partnerships offer a lifeline to the Truck Driving and Diesel Tech programs in ways such as entry-level job openings, internships, donations, and sponsorship.

The Dual Training Grant would not only be beneficial to these partnerships, it would pair perfectly with the degrees offered to our students completing these programs.

As stated throughout this letter, transportation is a growing sector and is not going anywhere. As consumers, the general public has become accustomed to wanting goods, and seeing those goods delivered from almost anywhere in the world to their doorstep in a day or two. This, of course, is in large part due to the truck drivers and diesel techs making this happen on a daily basis. With this ever-increasing demand in mind, it is my suggestion that an increase be made to the MN Dual Training Grant to adequately serve the transportation industry.

Sincerely,
Jason Surface
Professional Truck Driving Program Director

Tom Weller
Professional Truck Driving Instructor

Dustin Shilling
Diesel Technician Instructor

Andy Grieve
Diesel Technician Instructor

Brent Rademacher
Diesel Technician Instructor

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Center for Transportation Studies
Office of Vice President for Research*

*440 University Office Plaza
2221 University Avenue S.E.
Minneapolis, MN 55414*

*Phone: 612-626-1077
Email: cts@umn.edu
<http://www.cts.umn.edu>*

December 2, 2022

Dennis Olson
Minnesota Office of Higher Education
1450 Energy Park Drive
St. Paul, MN 55108

Dear Commissioner Olson,

On behalf of our stakeholders, the Center for Transportation Studies (CTS) is pleased to support the Office of Higher Education's Dual Training Grant recommendation to include Transportation as an eligible industry along with a proportionate increase in the total program appropriation.

CTS collaborates with public-sector, industry, and academic partners to shape transportation systems that are sustainable, serve the needs of all users, support a strong economy, and improve our collective quality of life.

Transportation is a complex, multi-sector industry facing many challenges, including attracting, training, developing and retaining a skilled workforce to meet ever-evolving needs. CTS staff work closely with industry partners to address workforce challenges with innovative solutions. Including Transportation in the Dual Training Grant program will have a profound impact on our industry with countless direct and indirect benefits to Minnesota transportation systems. Some notable impacts:

- Assisting employers with development of their own employees for career advancement into positions that can currently remain open for months or years.
- Alleviating budget constraints for local transportation agencies, easing the burden on the communities they serve.
- Helping small employers located at general aviation airports to stay competitive and provide services such as airplane maintenance to their customers.
- Ensuring local transportation agencies continue to provide their communities with high quality and reliable services, safe infrastructure, as well as preparing them for capital improvement projects.

We understand specific transportation occupations will be identified and competency models developed. Our stakeholders would initially pursue the following occupations and associated education/training/credentialing programs through DTG:

- Civil Engineering Technician – Degree programs are available through Minnesota State and Dunwoody College of Technology. Companion training is available through the Minnesota Local Technical Assistance Program.
- Maintenance Technician or Highway Maintenance Operator – Specific needs for Commercial Drivers License (CDL) and equipment operator training, including: snowplow, motor grader, backhoe/excavator. Training providers include Minnesota State, labor unions, and Minnesota Local Technical Assistance Program.
- Aircraft Mechanic - Degree programs available through Minnesota State.
- Construction Inspectors – MnDOT provides technical certifications.

Thank you for inviting us to share our support for this proposal. This program has had proven success and now is the time to expand the program to include Transportation and continue building a robust and skilled Minnesota workforce.

Sincerely,
Kyle Shelton, PhD
CTS Director



League of Minnesota Cities Building
145 University Avenue West, St. Paul, Minnesota 55103-2044
651-281-1200 • 800-925-1122 • fax: 651-281-1299

December 13, 2022

Dennis Olson
Minnesota Office of Higher Education 1450 Energy Park Drive
St. Paul, MN 55108

Dear Commissioner Olson,

On behalf of our stakeholders, the City Engineer's Association of Minnesota (CEAM) is pleased to support the Office of Higher Education's Dual Training Grant recommendation to include Transportation as an eligible industry along with a proportionate increase in the total program appropriation.

CEAM collaborates with public-sector, private-sector, and academic partners to shape transportation systems that are sustainable, serve the needs of all users, support a strong economy, and improve our collective quality of life.

Transportation is a complex, multi-sector industry facing many challenges, including attracting, training, developing, and retaining a skilled workforce to meet ever-evolving needs. CEAM members work closely with industry partners to address workforce challenges with innovative solutions. Including Transportation in the Dual Training Grant program will have a profound impact on our industry with countless direct and indirect benefits to Minnesota transportation systems. Some notable impacts:

- Assisting employers with development of their own employees for career advancement into positions that can currently remain open for months or years.
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- Aircraft Mechanic - Degree programs available through Minnesota State.
- Construction Inspectors – MnDOT provides technical certifications.

Thank you for inviting us to share our support for this proposal. This program has had proven success and now is the time to expand the program to include Transportation and continue building a robust and skilled Minnesota workforce.

Sincerely,
Jen Desrude
PE CEAM President

**FILLMORE COUNTY AIRPORT (FKA)
FILLMORE COUNTY HIGHWAY DEPT.**

24073 224th Street * Preston Minnesota 55965 * 507-765-3854

Ron Gregg, County Engineer * Pam Schroeder, Airport Manager

December 16, 2022

Dennis Olson
Minnesota Office of Higher Education 1450 Energy Park Drive
St. Paul, MN 55108

Dear Commissioner Olson,

I would like to introduce myself. My name is Pam Schroeder from the southeastern part of Minnesota very close to the Iowa boarder. I have been employed with Fillmore County in the Highway and Airport Departments for 28 years.

I would like to share with you a bit of history our local communities have in developing a proficient and capable workforce needed to encourage economic development, community support and most importantly education. It all starts there.

Over the years there has been a number of times we are unable to fill open positions, thus decreasing services to our local taxpayers. Both heavy equipment operators and mechanics are a difficult find in the transportation industry. As the years have passed and the difficulty to hire staff remains, it is clearly a lack of opportunity to hands on education.

I am also the chair of the Minnesota Council of Airports (MCOA). This is a non-profit organization which supports all airports in the state of Minnesota. MCOA has a Professional Development committee working on an initiative to provide the collaboration of aviation related internships with General Aviation and the larger Part 139 airports. There is a very real and growing need for Aircraft Mechanics and airport businesses. The shortage of aircraft mechanics impacts each airport and the whole industry.

For example, Fillmore County's airport is 5 miles from the nearest city. It has a runway of 3001 feet and can accommodate aircraft with a wingspan of up to 49.5'. Before this airport had a Fixed Base Operator (FBO), it had very little activity and could not utilize the provided tax dollars to the fullest while disallowing revenue brought in to our community through the airport. However, when our FBO came on board, the activity or enplanements increased, more fuel was sold, and more pilots wanted to base their planes at the Fillmore County Airport. Since then, we have built a \$1M + 8-unit T Hangar in 2022 bringing in 8 more aircraft and additional revenue to the community. With that, there are more planes to work on, more annuals to do and more pilot training desired.

My example provides, on a small scale, what the underserved communities are in need of to continue to draw revenues into our communities. There are 135 general aviation airports and 9 commercial airports. All of which are very short of the operational workforce starting with mechanics.

On behalf of MCOA and Fillmore County, I am in support of MN Dual Training Grant appropriation to adequately serve the Transportation industry. I would encourage you to support the funding of programs such as the DTG Training Grant Program. Please consider this important opportunity potential to our local communities by enabling education for a larger workforce as part of the key components needed to successfully provide better service to the taxpayers of Minnesota.

Thank you for your consideration and please feel free to contact me to discuss details in depth.

Regards,

Pam Schroeder

Fillmore County Highway Office Manager

Fillmore County Airport Manager

Minnesota Council of Airports, Chair



December 16, 2022

Dennis Olson
Minnesota Office of Higher Education
1450 Energy Park Drive
St. Paul, MN 55108

Dear Commissioner Olson:

The Minnesota Association of Townships (MAT) represents Minnesota's 1,780 townships. On behalf of our members and over 9,000 locally elected officials, we are pleased to support the Office of Higher Education's Dual Training Grant recommendation to include Transportation as an eligible industry, along with a proportionate increase in the total program appropriation.

The Minnesota Association of Townships and township officers statewide are proud to support this program that supports attracting, training, developing, and retaining a skilled workforce.

We hope the state legislature can support this effort. It is a worthwhile and needed program.

Sincerely,
Jeff Krueger
Executive Director
Minnesota Association of Townships

Maximum Grant for Dual Trainees

Sanford Health: Health Care Services Grantee



December 16, 2022

Commissioner Olson,

Sanford Health, the largest rural health system in the United States, is dedicated to transforming the health care experience and providing access to world-class health care in America's heartland. Headquartered in Sioux Falls, South Dakota, the organization serves more than one million patients and 220,000 health plan members across 250,000 square miles. Within Minnesota, Sanford Health and the Good Samaritan Society serve many communities.

Sanford Health has been a recipient of the MN Dual Training Grant each year since 2019. We have expanded our dual training program to partner with 5 related-instruction training providers and 6 healthcare occupations. The grant funding has added 10 licensed practical nurses (LPN) and nearly 50 certified nursing assistants (CNA) to our workforce. This spring, we will add 3 more LPNs, 1 medical lab technician, 1 surgical technician, and 2 respiratory therapists. Sanford Health supports the proposed change to focus on a \$24,000 per dual trainee lifetime maximum, removing the 4-year time limitation. This will be a great benefit to dual trainees and the Minnesota workforce.

Many of our dual trainees complete a certification or degree that is a starting point to career advancement. CNAs are well positioned to advance as an LPN. LPNs are well positioned to enter RN programs. Our dual trainees provide feedback that they learn about different roles and opportunities during their on-the-job training and discuss future goals for advancement with their supervisors and preceptors. For some of them, the MN Dual Training grant funding would not be an option for future advancement due to the length of time spent on their first degree or certification. These dual trainees are often working full time to support themselves and their families, meaning that they complete their degree on a part time basis. As an example, a dual trainee who spent 3 years to complete the LPN degree due to taking classes part time would only be able to utilize MN Dual Training grant funding for 1 year of an RN program, even though they likely would not have utilized the full \$24,000 max during their LPN training.

We also receive feedback from dual trainees that they would not be able to pursue this type of advancement without the financial support from the MN Dual Training grant and Sanford Health. The grant supports these dual trainees financially during their training program and provides the opportunity for wage growth as employees advance. See the table below for the starting wage comparison for the most common advancement pathway in our dual training program.

CNA	LPN	RN
\$13/hour	\$18.50/hour	\$29.50/hour

In closing, Sanford Health values our participation in the MN Dual Training grant. This has been a valuable workforce development opportunity in our Minnesota locations. We support the proposed change to this program that eliminates the four-year grant maximum and shifting to a lifetime dollar amount. This change would provide greater opportunity for career advancement of dual trainees as they progress through career pathways. To adequately serve the Minnesota workforce, consideration should be given to increase the overall appropriation for the MN Pipeline Dual Training Grant.

Thank you for the opportunity to provide this letter of support.

Sincerely,
Jamie Stucky, MS, RN, NDP-BC
Director, Learning and Development
Sanford Health

Dual-Trainee Support Services

American Crystal Sugar Company: Advanced Manufacturing Grantee



DATE: December 8, 2022
TO: Commissioner Olson, Office of Higher Education
FROM: Curt Hansen, Training Manager
SUBJECT: Dual Training Grant Program – Pipeline Letter of Support

At American Crystal Sugar Company, growers who grow and harvest the sugar beets also own the company and the factories that make our products. Through our tightly integrated business model, we pull together, unlock our potential, and share in the results. Through its sugar beet processing facilities, American Crystal Sugar Company processes sugar beets into all-natural sugar; agri-products such as molasses; sugar beet pulp; and other byproducts of the molasses desugarization process, like betaine and concentrated separated byproduct. We're proud to be an economic engine for our communities. We employ approximately 1,400 full-time employees and about 900 hourly seasonal workers and many more contracted third-party workers.

American Crystal Sugar Company has participated in five Pipeline Rounds, including the current Round 11. We were part of the Greater Bemidji/Minnesota Innovation Initiative (MI2) cohort initially and have since administered our own Pipeline projects for the last few years. MI2/The Idea Circle is our training provider and has been for all five of our Pipeline projects. The Mechatronics program is helping us develop career paths for people who are currently in a wide variety of positions with potential to fill future positions that we have difficulty filling both internally and externally. It's a great workforce development tool for us and a career development tool for our employees.

To date we have trained 68 employees at our Minnesota locations (Crookston, East Grand Forks and Moorhead). However, we have also trained employees at our Drayton and Hillsboro, North Dakota locations without the benefit of the Pipeline Program. This says two things about our company.

1. We're committed to supporting the development of our people wherever they are located; and,
2. We recognize the value that the Pipeline Program brings to our Minnesota employees and factories.

During previous Monitoring Visits we have talked about transportation/travel costs. Our employees travel about 240 miles per day round trip to attend MI2 labs. The labs are usually 2 days long and monthly for each trainee. This is necessary because there's no training program that's as flexible and relevant to several of our jobs or that is located closer to our factories. In the metro area companies do not encounter the challenges that rural companies face when it comes to accessing resources. They are

literally fewer and far between. An appropriation that could help offset travel costs would be very much appreciated.

In the last two rounds we have heard not all companies who have applied for funding were funded. We were told the number of applications has increased; the industries and occupations approved have continued to increase; and, competition for the funds has also strengthened. This concerns us. To our knowledge there isn't another program like Pipeline available to us. This is the only one that puts companies and jobs first, which is why we've been happy to also invest in the training through a cash match.

Please ensure there are adequate dollars to support the Pipeline training program. If in addition an appropriation can be made to offset costs our company would pay to support our employees attending or doing well in training, that would be appreciated as well.

The Pipeline Program one of our key workforce development strategies across the northwest Minnesota region. It's helping us provide opportunities to our employees at multiple locations, entice new employees as a recruitment tool; and, supports retention by showing our employees they have a career not just a job at American Crystal Sugar Company.

Pipeline is a wise investment of taxpayer and our dollars. Thank you for your continuing support of our employees.



DATE: December 15, 2022
TO: Commissioner Olson, Office of Higher Education
FROM: David Hengel, Executive Director, Greater Bemidji
SUBJECT: Dual Training Grant Program – Pipeline Letter of Support

Greater Bemidji is a 501 (c) (3) non-profit organization that provides integrated economic development and workforce development services on a regional basis in Northwest Minnesota. We are located in the Headwaters Region (Region 2) - the most economically distressed district in the state. The region includes parts of three Indian Reservations (Red Lake, Leech Lake and White Earth) who historically have experienced long term, intergenerational poverty.

In 2012, at the request of area employers, Greater Bemidji launched the Minnesota Innovation Initiative (MI2) to help employers with Talent Development. MI2 coordinates with the traditional workforce organizations, community organizations, education and employers. Our program navigators recruit and qualify individuals for training and provide wrap around services. Trainees create an Individual Development/Employment Plan including options to learn about employer expectations, work readiness, careers in high demand occupations and technical training in Industrial Trades and Manufacturing. They can earn certifications from the Manufacturing Skills Standards Council, National Institute of Metalworking Skills and high school as well as college academic credit.

The strength and uniqueness of MI2 is its involvement with employers. Employers drive MI2's programming, services and a Corporate Council guides strategy to help develop the regional workforce as well as support individual company workforce efforts. Participating in the Dual Training Grant (Pipeline) program is one of those strategies.

Greater Bemidji has participated in seven Pipeline Rounds with cohorts of companies that range from small businesses to very large corporations. Our current employer partners in this round (Round 11) are:

1. Bemidji Brewing
2. Bemidji Steel Company
3. Packaging Corp of America (formerly Boise Cascade)
4. PotlatchDeltic Corporation
5. Revolv Manufacturing
6. Savanna Pallets and
7. Team Industries (2 locations).

These companies have one thing in common... they need access to job related manufacturing skills through a flexible delivery model. Pipeline helps our employers upskill their workforce and prepare for the future.

In the past during Monitoring Visits and at our MI2 Corporate Council meetings employers have talked about ways to strengthen the program and better support employees while they are in training. Specifically, our employers have mentioned funding that would offset travel costs would be helpful. Many of our Pipeline trainees travel between 30 and 120 miles one way to attend training labs. For

some this requires an overnight stay. Most choose to drive each day regardless of the distance. This is an added cost employers bear in addition to the cash match that's provided.

Greater Bemidji contracts with The Idea Circle as the provider for all of MI2's programs and services. Drs. Robin Larson and Mary Eaton not only administer the Pipeline program but they also administer other workforce programs on behalf of Greater Bemidji such as Youth at Work, Minnesota Job Skills Partnership - Low Income Worker programs, Adult Career Pathways, Pathways to Prosperity and Youth Support Services. Many of these programs not only provide training dollars, they also provide Administration, Navigation and Support Services.

The Idea Circle will tell you that whether "services" are funded or not, they are ALWAYS necessary. Whether the trainee is a youth, a person seeking work or a person already employed they may struggle with a particular skill (math), communication (language), balancing a life event with work (injury/stress) or they may need coaching for career development and how to connect what they're learning to a workplace. This work takes time and cannot be provided for free. If there aren't enough funds, it is inevitable that someone will fall through a crack. Employers, Greater Bemidji and The Idea Circle all do what we can with what we have available.

Greater Bemidji and the employers we serve support increasing an overall appropriation to the Pipeline program with one caveat... the increase should not diminish employer access to training funds.

If a choice has to be made (and we hope it doesn't) between turning an employer away due to lack of training funds versus providing trainee support funds to fewer companies, Greater Bemidji, speaking on behalf of dozens of employers, will advocate to continue to grow employer access to training first. Continue to grow the appropriation for Pipeline training dollars and continue to provide access to as many businesses as possible to this needed program.

Investment in the Pipeline Program is more than a recruitment or retention tool. It's an investment in a trainee, an employer and Minnesota's workforce future.

Appendix C

Minnesota Dual-Training Pipeline 2022 Accomplishments



Industry Leader Engagement

- **10,224 individuals affiliated with advanced manufacturing, agriculture, health care services and information technology** currently receive invitations and updates from the Minnesota Dual-Training Pipeline at least bimonthly.
- **Nine Industry Forums** hosted that convene partners for each industry:
 - Feb. 8-9, 2022
 - June 22, 2022
 - Nov. 1-2, 2022
- **219 employers were assisted** through Pipeline programming to support their efforts with dual training.
- **Five Minnesota Dual-Training Pipeline 101 webinars** instructed industry leaders about how to start their own dual-training initiatives.
- **Eight Workforce Community Conversations** hosted in fall of 2022 in the following communities: Duluth (Sept. 13), Saint Cloud (Sept. 22), Rochester (Sept. 27), Burnsville (Oct. 5), Fergus Falls (Oct. 18), Brooklyn Center (Nov. 9), Marshall (Nov. 15) and Bemidji (Nov. 30).

Competency Model Development

- **Seven new occupations** validated in 2022 with input from employers and industry leaders, bringing total number of occupational competency models to **75**.
- **1,597 relevant training programs** made available on our related instruction inventory. The programs are connected to validated occupations and would result in the earning of a degree, certificate or industry-recognized credential for the trainee/employee.
- **At least four new occupations** in development to be added in early 2023.

Outreach and Employer Support Highlights

- Hosted three well-attended speaker series events, which emphasize resources for employers:
 - How to Build Effective Teams: Three Things Leaders Need to Know with Dawn Beck of New Dawn Consulting, LLC, March 15, 2022
 - Race and Gender Matter at Work with Trina Olson and Alfonso Tomas Wenker of Team Dynamics, June 2, 2022.
 - Skills-Based Practices: What it is and how to begin with Jacob Vigil and David Cardoza-Rodriguez of the Rework America Alliance, Oct. 19, 2022.
- Participated regularly with Minnesota Association of Workforce Board's Business Services Committee.

- Participated regularly with Minnesota’s Health Industry Executive Partnership (HEIP) Committee.
- Presented to Lakeville Area Chamber of Commerce about Minnesota Dual-Training Pipeline on March 17, 2022.
- Presented to Waconia Chamber of Commerce breakfast meeting about manufacturing occupations for Minnesota Dual-Training Pipeline on Sept. 7, 2022.
- Co-led virtual Manufacturing Month event titled Employment-Based Training for Manufacturers - An introduction to Registered Apprenticeship, Minnesota Dual-Training Pipeline and Youth Skills Training on Oct. 12, 2022.
- Presented to Washington County Chambers of Commerce meeting about Minnesota Dual-Training Pipeline on Nov. 9, 2022.
- Spoke on a panel about training and development for Minnesota Technology Association Workforce Summit on Nov. 16, 2022.
- Participated regularly in Twin Cities Diversity and Inclusion Roundtable.
- Continued promotion of Minnesota Dual-Training Pipeline Badge and Minnesota Dual-Training Partner Badge to recognize work of employers and education partners.
- Completed rework America Alliance Activator training in December 2022 and are now better able to offer more in-depth assistance to Minnesota employers with tools and resources to adopt skill-based hiring and retention practices.

Appendix D

Minnesota Statutes 136A.246 Dual Training Competency Grants

Subdivision 1. **Program created.**

The commissioner shall make grants for the training of employees to achieve the competency standard for an occupation identified by the commissioner of labor and industry under section 175.45

(<https://www.revisor.mn.gov/statutes/?id=175.45>) and Laws 2014, chapter 312, article 3, section 21.

"Competency standard" has the meaning given in section 175.45, subdivision 2. An individual must, no later than the commencement of the training, be an employee of the employer seeking a grant to train that individual.

Subd. 1a. **Definitions.**

(a) The terms defined in this subdivision apply to this section.

b) "Competency standard" has the meaning given in section 175.45 (<https://www.revisor.mn.gov/statutes/cite/175.45>), subdivision 2.

c) "Eligible training" means training provided by an eligible training provider that:

- (1) includes training to meet one or more identified competency standards;
- (2) is instructor-led for a majority of the training; and
- (3) results in the employee receiving an industry-recognized degree, certificate, or credential.

d) "Eligible training provider" means an institution:

- (1) operated by the Board of Trustees of the Minnesota State Colleges and Universities or the Board of Regents of the University of Minnesota;
- (2) licensed or registered as a postsecondary institution by the office; or
- (3) exempt from the provisions of section 136A.822

(<https://www.revisor.mn.gov/statutes/cite/136A.822>) to 136A.834

(<https://www.revisor.mn.gov/statutes/cite/136A.834>) or 136A.61

(<https://www.revisor.mn.gov/statutes/cite/136A.61>) to 134A.71

(<https://www.revisor.mn.gov/statutes/cite/136A.71>) as approved by the office.

e) "Industry-recognized degrees, certificates, or credentials" means:

- (1) certificates, diplomas, or degrees issued by a postsecondary institution;
- (2) registered apprenticeship certifications or certificates;
- (3) occupational licenses or registrations;
- (4) certifications issued by, or recognized by, industry or professional associations; and
- (5) other certifications as approved by the commissioner.

Subd. 2. **Eligible grantees**

An employer or an organization representing the employer is eligible to apply for a grant to train employees if the employer has an employee who is in or is to be trained to be in an occupation for which a competency standard has been identified and the employee has not attained the competency standard prior to the commencement of the planned training. A grantee must have an agreement with an eligible training provider to provide eligible training prior to payment of the grant.

Subd. 3. Training institution provider.

The Office of Higher Education and the Department of Labor and Industry must cooperate in maintaining an inventory of degree, certificate, and credential programs that provide training to meet competency standards. The inventory must be posted on each agency's website with contact information for each program. The postings must be updated periodically.

Subd. 4. Application.

- (1) Applications must be made to the commissioner on a form provided by the commissioner. The commissioner must, to the extent possible, make the application form as short and simple to complete as is reasonably possible. The commissioner shall establish a schedule for applications and grants. The application must include, without limitation:
- (2) the projected number of employee trainees;
- (3) the number of projected employee trainees who graduated from high school or passed the commissioner of education-selected high school equivalency test in the current or immediately preceding calendar year;
- (4) the competency standard for which training will be provided;
- (5) the credential the employee will receive upon completion of training;
- (6) the name and address of the eligible training provider;
- (7) the period of the training; and
- (8) the cost of the training charged by the eligible training provider. The cost of training includes tuition, fees, and required books and materials.

An application may be made for training of employees of multiple employers either by the employers or by an organization on their behalf.

Subd. 5. Grant criteria.

- a) The commissioner shall make at least an approximately equal dollar amount of grants for training for employees whose work site is projected to be outside the metropolitan area as defined in section 473.121, subdivision 2 (<https://www.revisor.mn.gov/statutes/?id=473.121#stat.473.121.2>), as for employees whose work site is projected to be within the metropolitan area.
- b) In determining the award of grants, the commissioner must consider, among other factors:
 - (1) the aggregate state and regional need for employees with the competency to be trained;
 - (2) the competency standards developed by the commissioner of labor and industry as part of the Minnesota PIPELINE Project;
 - (3) the per employee cost of training;
 - (4) the additional employment opportunities for employees because of the training;
 - (5) the on-the-job training the employee receives;
 - (6) the employer's demonstrated ability to recruit, train and retain employees who are recent high school graduates or who recently passed high school equivalency tests;
 - (7) projected increases in compensation for employees receiving the training; and
 - (8) the amount of employer training cost match, if required, on both a per employee and aggregate basis.

Subd. 6. Employer match.

A large employer must pay for at least 25% of the eligible training provider's charge for the eligible training to the provider. For the purpose of this subdivision, a "large employer" means a business with more than \$25,000,000 in annual gross revenue in the previous calendar year.

Subd. 7. Payment of grant.

- a) The commissioner shall pay the grant to the employer after the employer presents satisfactory evidence to the commissioner that the employer has paid the eligible training provider.
- b) If an employer demonstrates that it is not able to pay for the training in advance, the commissioner shall make grant payments directly to the eligible training provider.

Subd. 8. Grant amounts.

- a) The maximum grant for an application is \$150,000. A grant may not exceed \$6,000 per year for a maximum of four years per employee.
- b) An employee who is attending an eligible training provider that is an institution under section 136A.103 (<https://www.revisor.mn.gov/statutes/cite/136A.103>) must apply for Pell and state grants as a condition of payment for training that employee under this section.

Subd. 9. Reporting.

Commencing in 2017, the commissioner shall annually by February 1 report on the activity of the grant program for the preceding fiscal year to the chairs of the legislative committees with jurisdiction over workforce policy and finance. At a minimum, the report must include:

- (1) research and analysis on the costs and benefits of the grants for employees and employers;
- (2) the number of employees who commenced training and the number who completed training;
and
- (3) recommendations, if any, for changes to the program.

Subd. 10. Dual training account.

A dual training account is created in the special revenue fund in the state treasury. The commissioner shall deposit into the account appropriations made for the purposes of this section. Money in the account is appropriated to the commissioner for the purposes for which it was appropriated.

Subd. 11. Administration expenses.

The commissioner may expend up to 5% of the appropriation made for the purposes of this section for administration of this section.

Appendix E

Minnesota Office of Higher Education Data Suppression Policy for Student Information

Purpose

The purpose of this policy is to ensure the protection of private data on students when releasing summary data about our institutions and students.

Increased attention to education has led to an expansion in the amount of information on students and institutions reported by the Minnesota Office of Higher Education (OHE). Such reports offer a challenge of meeting reporting requirements while also meeting legal requirements to protect each student's personally identifiable information (Family Educational Rights and Privacy Act [FERPA]) (20 U.S.C. § 1232g; 34 CFR Part 99). Recognizing this, subgroup disaggregation of the data may not be published if the results would yield personally identifiable information about an individual student (or if the number of students in a category is insufficient to yield statistically reliable information). States are required to define a minimum number of students in a reporting group or subgroup required to publish results consistent with the protection of personally identifiable information (34 CFR § 200.7).

Scope

This policy applies to all public reports generated by employees, agents, or contractors of OHE.

Policy

OHE may release summary data, including aggregate student counts for all groups including those of less than 10. However, OHE may not release any other information regarding the group depending on the sensitive nature of the data.

Other information is defined as information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school (institution) community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Other information may include, but is not limited to: gender or sex, gender identity, race/ethnicity, Tribal affiliation, disability, citizenship, income and wages, expected contributions, cumulative debt, and birth date or birthplace information. Other information also includes aid awarded for the following programs, including but not limited to: Postsecondary Child Care Grants, Minnesota Indian Scholarship Program, MN Reconnect, Public Safety Officer Survivor Grant, Teacher Candidate Grants, Grants for Students with Intellectual and Developmental Disabilities, and State Grant.

OHE may suppress other information for aggregate student counts of less than 10 for the following reasons:

- the information could identify an individual, or
- the report will be released to an audience that includes recipients other than individuals to whom OHE may disclose personally identifiable information pursuant to federal or state law.

In addition to suppressing small cells, OHE may:

- Recode categories with values of 95 to 100 percent to greater than or equal to 95 percent (≥ 95 percent), and
- Recode categories with values of 0 to 5 percent to less than or equal to 5 percent (≤ 5 percent).

Unforeseen circumstances, such as a pandemic or natural disaster, may affect the integrity of annually collected data. OHE will consider and decide upon potentially adjusted reporting and suppression strategies in such extraordinary times.

Individuals and organizations to which OHE discloses information will be directed that its re-disclosure to anyone who is not authorized to receive that information under state and/or federal law is prohibited. Disclosure of data by the Minnesota Office of Higher Education is subject to Minnesota Government Data Practices Act (MGDPA, Minnesota Statutes Chapter 13) and the Family Educational Rights and Privacy Act (34 CFR Part 99.31).

Additionally, any use of education records by another state agency, its employees, agents, or contractors is subject to and shall be consistent with applicable provisions of the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA) including, but not limited to, FERPA regulations at 34 C.F.R. § 99.32 through 99.35, regarding recordkeeping, re-disclosure, and destruction of education records.

Definitions

- Personally identifiable information (PII): Data that identifies the individual. For the purposes of education records, PII is defined by federal law as information that includes, but is not limited to a student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school (institution) community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; and information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
- Summary Data: Statistical records and reports aggregated from data on individuals in a way that individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

Classification of Information

Pursuant to Minnesota Statutes 2020, section 13.02, subdivision 12 and Minnesota Statutes 2020, section 136A.162, data on students collected and used by the Minnesota Office of Higher Education are private data on individuals, including data on applicants for financial assistance collected and used by the Minnesota Office of Higher Education for student financial aid programs administered by that office.



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