



Dual Training Competency Grant Annual Report

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About the Minnesota Office of Higher Education

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 \$224 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 \$6,804.54 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:

- The Dual Training Grant and grantees of the grant have covered 97% of all related instruction costs (tuition, fees, required books, and required materials) for dual trainees.
- 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. In addition, 70% of dual trainees are 25 years or older, with the oldest dual trainees being 70 years.
- A majority of the dual trainees from Dual Training Grant Rounds 11 and 12 identify as female and have an average age of 29 years.
- Dual trainees who identify as Hispanic or Latino increased by 40% from DTG Round 10 to DTG Round 11.
- 72% of dual trainees participating in the current Dual Training Grant Round 12 are enrolled in dual-training programs that are eligible for federal and/or state financial aid.
- According to data from the Minnesota Statewide Longitudinal Data System (SLEDS), 84% of dual trainees were still employed by their original employer at the time of exit from the program. One year after exit, 72% of dual trainees were still employed by their original employer.

A quote from a dual trainee, Emergency Medical Technician (EMT) to Paramedic Pathway:

Paramedic school is a tough haul. Balancing class schedules, homework, clinical hours, full time work, as well as home life is a tall order. When you're not in an ambulance, you're thinking about your work on the ambulance. It's heavily demanding, and that's what makes the Dual Training Grant such a blessing. It's an enormous weight off my shoulders to know that when I graduate college, I won't have the burden of student debt on my shoulders ... This grant has been highly motivating in both work and school. It's a beneficial tool to help me keep myself held to a high standard. The Dual Training Grant has not only made paramedic school possible for me; but also, it has created a desire to excel in the program for personal and professional growth.

A quote from a grantee, Advanced Manufacturing:

The Dual Training Grant has enabled us to consider employees with little to no training for positions we normally would not consider them for because of the lack of training. Dual trainees receive training, instruction, and assistance to help make the training relevant and timely. Dual trainees are grateful for the opportunity and the training to help them with their positions and scope of work.

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) funds 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. During the 2023 Minnesota Legislative Session, three additional industries became eligible for DTG awards: Child Care, Legal Cannabis, and Transportation. The additional industries are under development and will be made available for eligible applicants in an upcoming request for application.

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 A](#). 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. During the 2023 Minnesota Legislative Session, eligible expenses for reimbursement were expanded to recommended books, recommended materials, and trainee supports. The expansion of eligible expenses will be made available for eligible applicants in an upcoming request for application.

OHE awards and administers grant rounds according to current Minnesota Statute 136A.246 (<https://www.revisor.mn.gov/statutes/cite/136A.246>). To date, OHE has awarded DTG funds among twelve grant rounds. Below are approximate contract timelines:

- DTG Round 12: Aug. 2023 – Aug. 2024
- 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 12 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 13 request for application in March of 2024.

Financial Overview

The total DTG appropriation for fiscal years 2024 and 2025 is \$12,388,000. OHE utilizes up to \$619,400 of the appropriation for administration of the Dual Training Grant. Therefore, \$11,768,600 is available for awards to grantees.

Based upon current appropriations, contract amounts, and sustaining the program, the DTG will have \$5,000,000 or more available for the upcoming grant application round in fiscal year 2024.

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 11. DTG Round 12 is open totaling a contract balance of \$3,110,792.58.

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	Closed	\$3,347,000.00	\$2,188,797.65	\$2,188,797.65	\$0.00
Round 12	Open	\$3,673,880.00	\$3,673,880.00	\$563,087.42	\$3,110,792.58
Total		\$22,256,853.09	\$13,647,182.69	\$10,536,390.11	\$3,110,792.58

Note: Table is based upon data as of December 31, 2023.

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 82 occupations among the four industries:

Advanced Manufacturing

- Computer Numerical Control (CNC) Programmer
- Coordinate Measuring Machine (CMM) Programmer
- Extrusion Molding Technician
- Flexo Technician
- Industrial Production Manager
- Injection Molding Technician
- Logistics and Supply Chain Manager
- Machinist/Tool and Die Maker
- Machinist/CNC Operator
- Maintenance and Repair Worker
- Manufacturing Engineer
- Manufacturing Production Supervisor
- Mechatronics Technician
- Print Press Operator
- Quality Assurance/Food Safety Supervisor
- Quality Assurance Technician
- Robotics Operator
- Safety Technician
- Solderer
- Welder

Agriculture

- Agriculture Applicator Technician
- Agriculture Equipment Mechanic
- Agriculture Finance/Lender
- Agronomist
- Crop Farm Manager
- Farm Animal Manager

- Grain Merchandiser
- Horticulture Farm Manager
- Livestock Veterinarian
- Meat Cutter/Meat Processor
- Quality Assurance/Food Safety Supervisor
- Swine Technician (grow finish)
- Swine Technician (sow farm)

Health Care Services

- Certified Nursing Assistant (CNA)
- Chemical Dependency and Addiction Technician
- Community Health Worker
- Community Paramedic
- Critical Care Nurse
- Dental Assistant
- Dental Hygienist
- Dental Therapist
- Dentist
- Electronic Health Records Specialist
- Emergency Medical Technician (EMT) to Paramedic Pathway
- Emergency Room Nurse
- Health Support Specialist
- Histology Technician/Technologist
- Licensed Alcohol and Drug Counselor
- Licensed Independent Clinical Social Worker
- Licensed Practical Nurse (LPN)
- Long-Term Care Facility Culinary Manager
- Medical Assistant
- Medical Laboratory Assistant

- Medical Laboratory Scientist
- Medical Laboratory Technician
- Occupational Therapist*
- Ophthalmic Technician
- Pharmacy Technician
- Phlebotomist
- Physical Therapy Assistant
- Positive Support Analyst
- Positive Support Specialist
- Psychiatric/Mental Health Technician In-Patient
- Psychiatric/Mental Health Technician Out-Patient
- Radiologic Technologist
- Registered Nurse (RN)
- Respiratory Therapist
- Surgical Technologist

- Wound, Ostomy and Continence Nurse (WOC)

Information Technology

- Application Developer
- Business Intelligence Developer/Architect
- Cloud Architect
- Computer User Support Specialist
- Data Science/Artificial Intelligence Machine Learning Specialist
- Database Administrator
- Information Security Analyst/Specialist
- IT Project Planner/Manager
- Network Engineer
- Software Engineer/Developer
- Testing and Quality Assurance Analyst
- Web Developer – Back End
- Web Developer – Front End

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 data is based upon the cost of living in Minnesota according to the Minnesota Department of Employment and Economic Development (<https://mn.gov/deed/data/data-tools/col/>). For purposes of Minnesota Dual-Training Pipeline, a livable wage is calculated for a household with one full time worker, one part-time worker and one child. The livable wage was \$19.40 per hour at minimum for occupations validated for the 2023 request for application. The livable wage will be \$19.46 per hour at minimum for occupations undergoing validation for the upcoming 2024 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.

Effective July 1, 2023, grantees may receive an additional 10% of the grant amount for student support costs. For example, a grantee may receive an additional \$15,000, if they are awarded \$150,000, for a total grant amount of \$165,000. The updated funding amount and classification will be made available for eligible applicants in an upcoming request for application.

Previous to July 1, 2023, dual trainees were permitted to benefit from the DTG for a maximum of four years in a lifetime. The four years did not need to be consecutive. Effective July 1, 2023, dual trainees are permitted to benefit from up to \$24,000 in a lifetime. Similarly, dual trainees do not need to consecutively participate in the DTG. Grant funds that are awarded to grantees for student support costs are excluded from a dual trainee's lifetime maximum amount. The updated parameters will be made available for eligible applicants in the upcoming request for application.

Application Process

Application materials, as described in this section, are based upon 2022 Minnesota Statutes 136A.246 (see [Appendix C](#)) and Minnesota Department of Administration's Office of Grants Management policies (<https://mn.gov/admin/government/grants/policies-statutes-forms/>). Future grant rounds will be based upon 2023 Minnesota Statutes (see [Appendix B](#)) and updated Minnesota Department of Administration's Office of Grants Management policies. OHE 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 2022 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 2022 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 dual-training pipeline program;*
- (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;*
- (8) the amount of employer training cost match, if required, on both a per employee and aggregate basis; and*

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 378 DTG awards among 147 grantees, of which 12 grantees were new to the grant during the recent grant round. Grantees have trained with 88 related instruction training providers, of which 12 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 been utilized by grantees throughout the state of Minnesota and 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

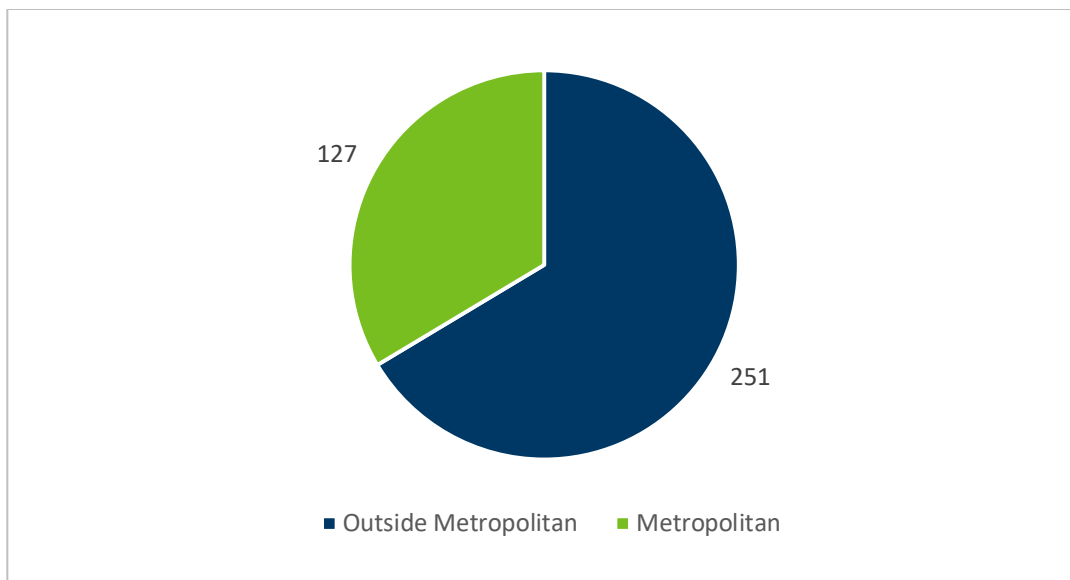
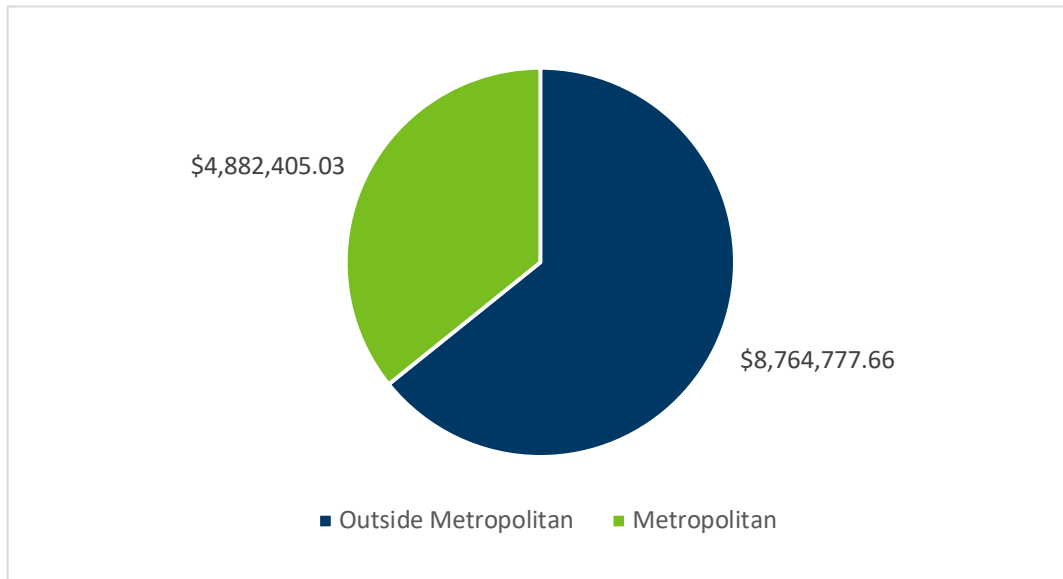


Figure 2. Dual Training Grant Amount of Contracted Awards among Location



Advanced Manufacturing leads in the number and amount of contracted awards. However, over the last several grant rounds, Health Care Services has had tremendous growth in both number and amount of contracted awards. Since the 2023 report, the amount of contracted awards for Health Care Services increased by \$1,620,994.34 in comparison to Advanced Manufacturing which increased by \$881,154.41. The *number* of contracted awards for Health Care Services accounts for about 30% of all awards, and the *amount* of contracted awards accounts for about 37% of all awards. Health Care Services is also leading the industries with 36 validated occupations for the Minnesota Dual-Training Pipeline. The below figures display the number and amount of contracted awards among industries:

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

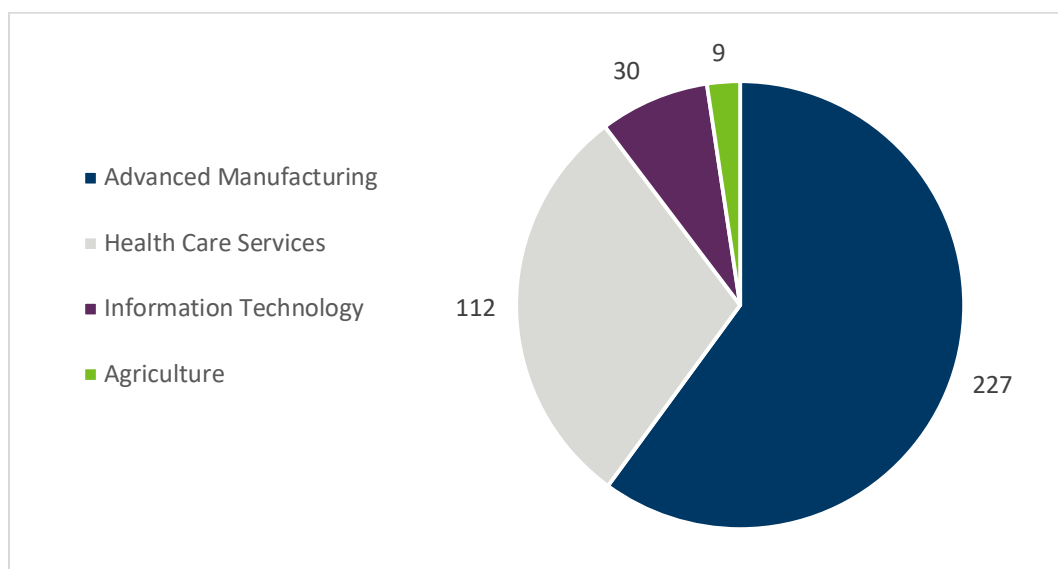
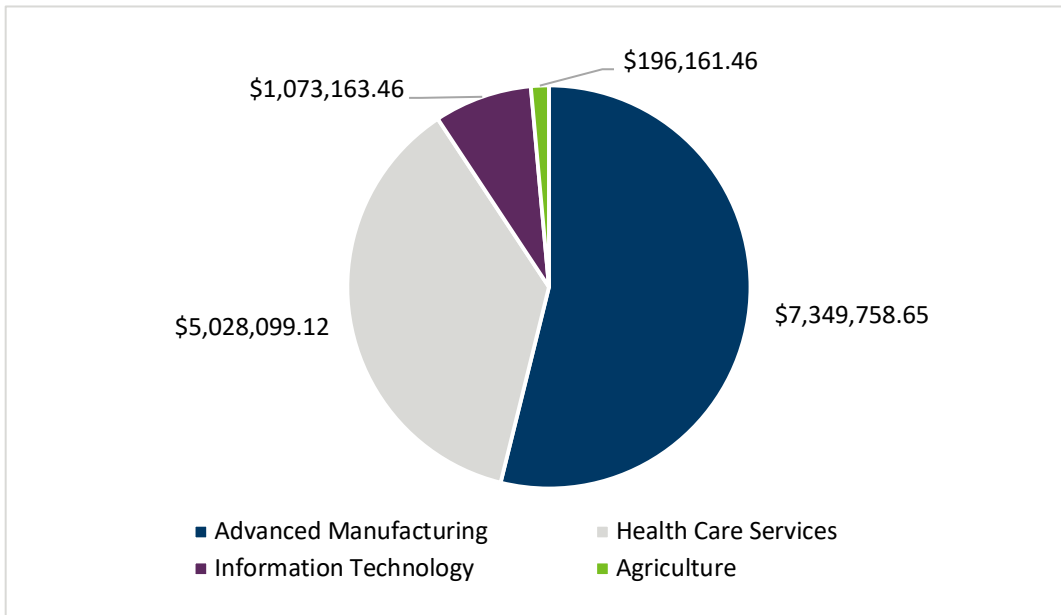


Figure 4. Dual Training Grant Amount of Contracted Awards among Industries



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

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

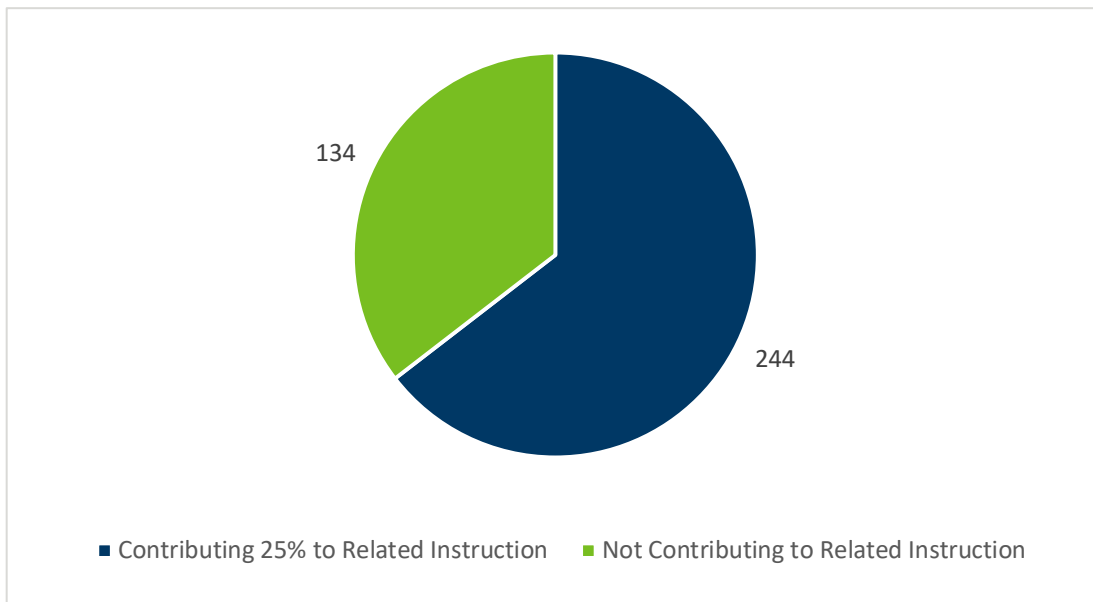
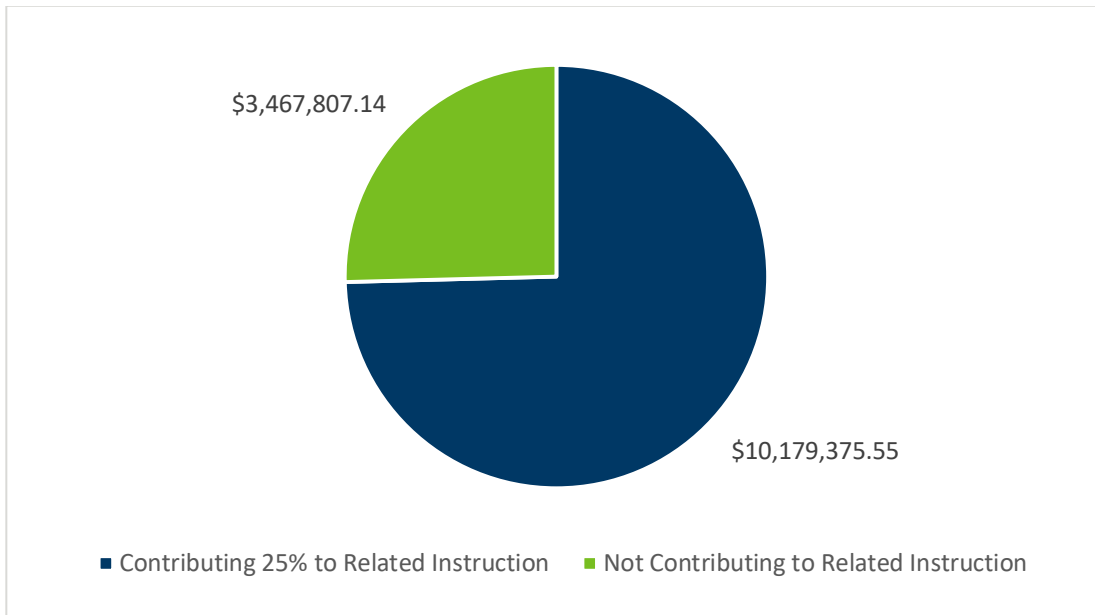


Figure 6. Dual Training Grant Amount of Contracted Awards among Grantee Contributors

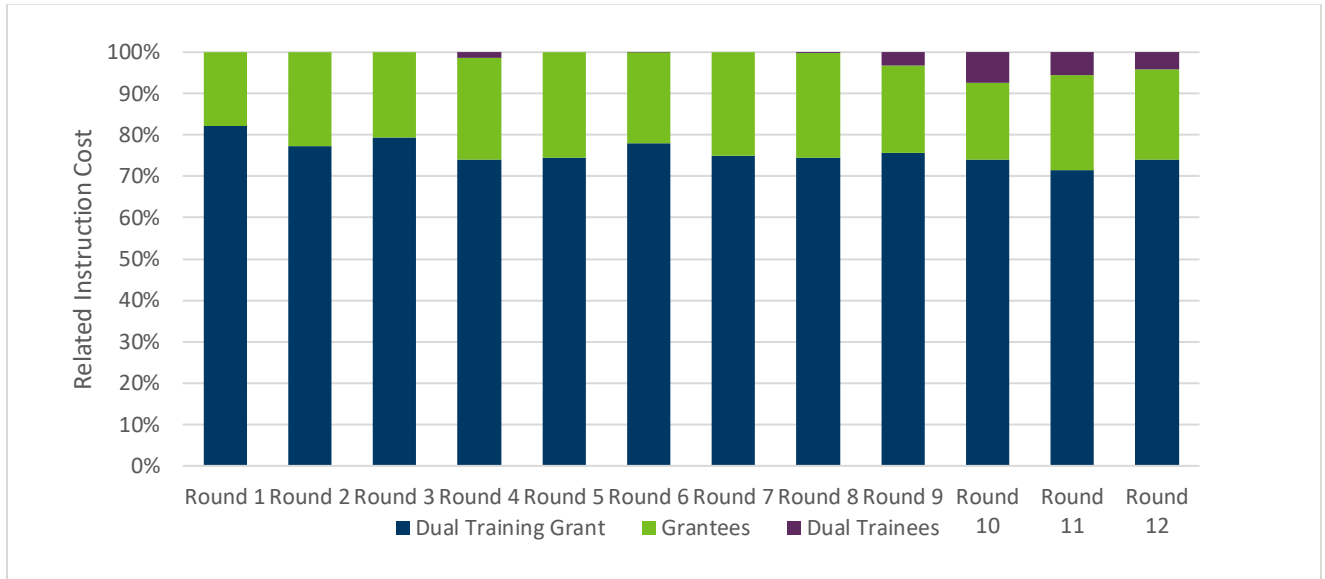


Overall, the DTG program has a significant impact on the cost of education for dual trainees. For most dual trainees, the grant in conjunction with contributions from the grantee cover all tuition, fee, book and material costs. This allows dual trainees to focus on their education instead of financing 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 11, dual trainees were responsible for 6% of costs. Throughout the entire grant program, dual trainees have been responsible for only 3% 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 31, 2023, related instruction for DTG Rounds 1 through 12 has cost a total of \$14,101,238.20. The DTG has paid \$10,536,390.11 (75%), grantees have paid \$3,114,176.27 (22%), and dual trainees have paid \$450,671.82 (3%) 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
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	\$2,188,797.65	\$704,408.72	\$170,871.21	\$3,064,077.58
Round 12	\$563,087.42	\$164,834.97	\$31,518.75	\$759,441.14
Total	\$10,536,390.11	\$3,114,176.27	\$450,671.82	\$14,101,238.20

Note: Figure is based upon data as of December 31, 2023.

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:

Jordan Vandervelde (she/her or they/them)
Talent Acquisition Workforce Specialist
Children's Minnesota
Direct 952-992-5358
Jordan.Vandervelde@childrensmn.org



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 Partner Employer 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.

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 11 is 78%.

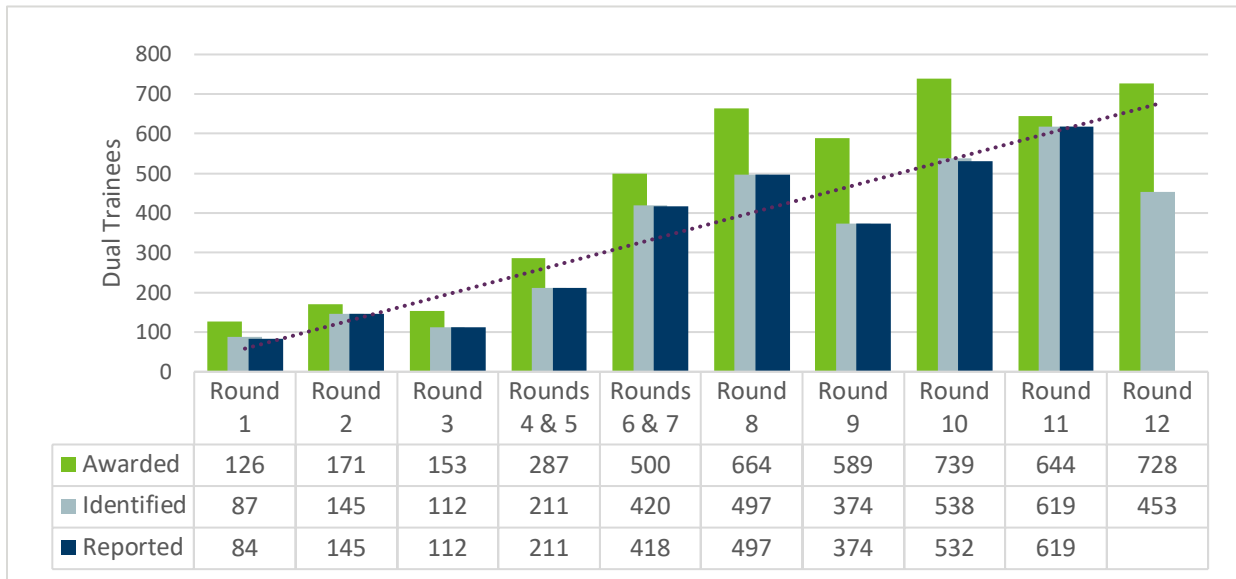
Due to the grant timeline, grantees of DTG Rounds 1 through 11 have been required to submit reports as of August 31, 2023. Throughout the reporting process, one dual trainee may represent multiple dual-trainee data points, due to participating in multiple DTG rounds. Depicted in the following table and 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	532	73%
Round 11	644	619	619	96%
Round 12	728	453	N/A	62%
Total	4,601	3,456	2,992	75%

Notes: Table is based upon data as of December 31, 2023. DTG Round 12 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 31, 2023. DTG Round 12 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:

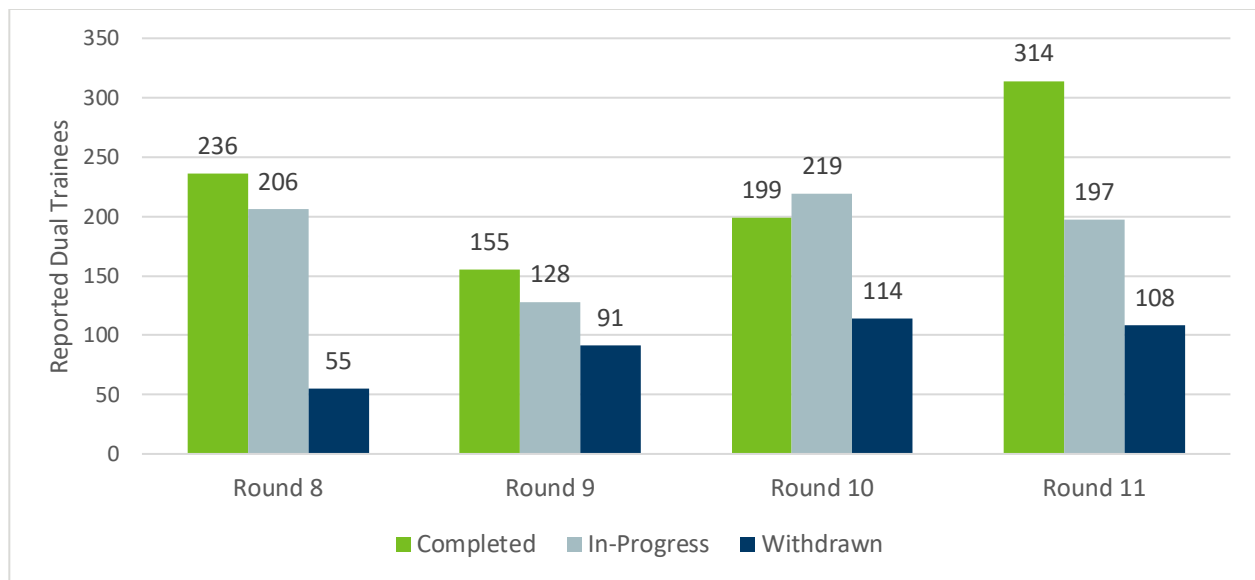
- Dan’s Prize, Long Prairie (DTG Round 10)
- Gillette Children’s Specialty Healthcare, St. Paul (DTG Round 6)
- Hartfiel Automation, Eden Prairie (DTG Round 1)
- UMA Precision Machining, Zimmerman, MN (DTG Round 6)
- Xylo Technologies, Rochester (DTG Round 1)

To date, 39% of the 2,992 **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 learned skills 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% (2,533 out of 2,992) of the population who have begun and not withdrawn from programs as opposed to only the population who has completed programs. Only 15% (458 out of 2,992) 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

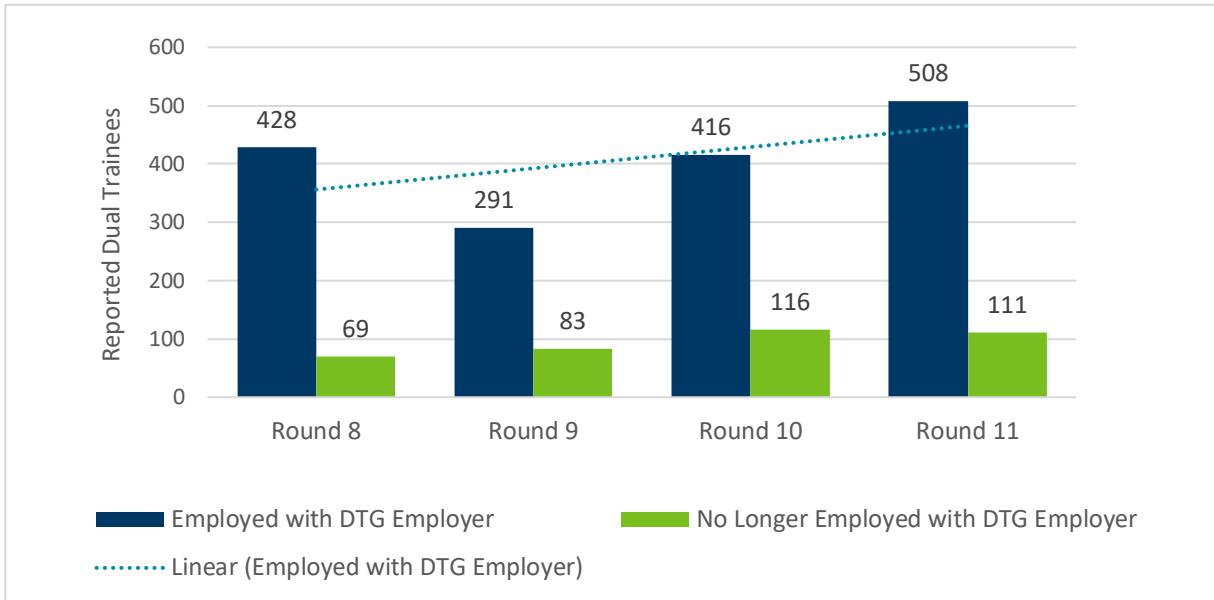


Grantees associated with grant rounds 1 through 12 were eligible to apply for the DTG each year, so their dual trainees could continue dual-training programs until reaching four years of participation. Beginning with grant round 13, grantees will be eligible to apply for the DTG each year, so their dual trainees can continue dual-training programs until reaching \$24,000. The multiple years and amount maximum provide 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 11, 85% (2,543 out of 2,992) of dual trainees remained employed with their employers who participated in the DTG. Represented below is employment status for recent grant rounds:

Figure 10. Dual Training Grant Employment of Reported Dual Trainees



Industries and Occupations

Historically the DTG has supported four industries and eligible occupations within those industries have continued to expand each year. Cumulatively, Advanced Manufacturing hosts the largest dual-trainee population. However, the dual-trainee population for Health Care Services vastly exceeded Advanced Manufacturing during DTG Round 11. Upcoming figures depict **Reported** dual trainees among industries and occupations.

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

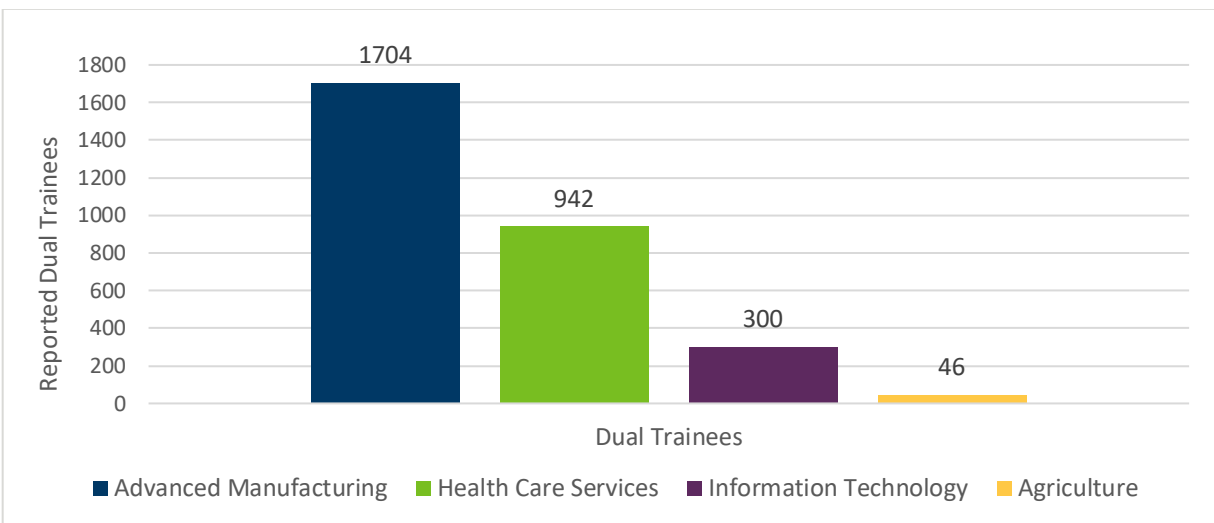
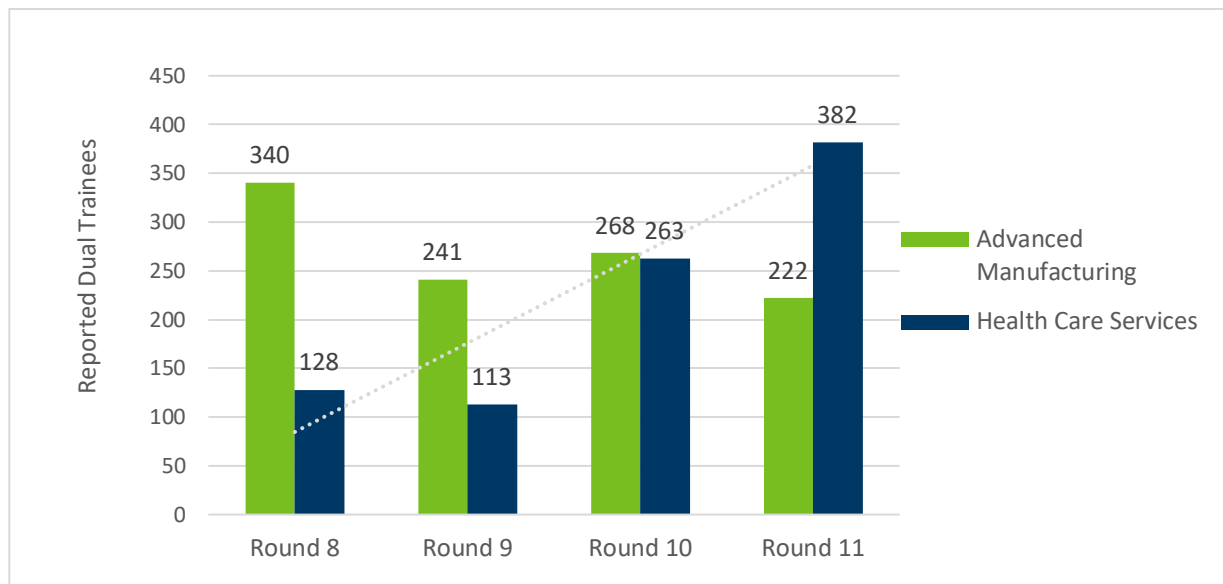


Table 3. Dual Training Grant Reported Dual Trainees per Occupation (Rounds 1 - 11)

Industry	Occupation	Reported Dual Trainees
Advanced Manufacturing	Computer Numerical Control (CNC) Programmer	6
	Coordinate Measuring Machine (CMM) Programmer	4
	Flexo Technician	22
	Machinist/CNC Operator	396
	Machinist/Tool and Die	6
	Maintenance and Repair Worker	155
	Manufacturing Engineer	20
	Manufacturing Production Supervisor	15
	Mechatronics Technician	832
	Quality Assurance Technician	27
	Welder	221
	Total	1,704
Agriculture	Agriculture Equipment Mechanic	24
	Agronomist	1
	Horticulture Farm Manager	21
		Total
Health Care Services	Certified Nursing Assistant	299
	Community Health Worker	93
	Community Paramedic	15
	Dental Assistant	68
	Dental Hygienist	26
	Dental Therapist	2
	Electronic Health Records Specialist	1
	Emergency Medical Technician (EMT) to Paramedic Pathway	82
	Health Support Specialist	6
	Licensed Practical Nurse (LPN)	109
	Medical Assistant	25
	Medical Laboratory Technician	13
	Phlebotomist	21
	Psychiatric/Mental Health Technician In-Patient	1
	Psychiatric/Mental Health Technician Out-Patient	8
	Radiologic Technician	5
	Registered Nurse	87
	Respiratory Therapist	16
	Senior Culinary Manager	58
	Surgical Technologist	7
	Total	942
Information Technology	Computer User Support Specialist	1
	Information Management and Analytics Pathway	15
	Information Security Analyst/Specialist	3

Industry	Occupation	Reported Dual Trainees
	Information Security Pathway	7
	Infrastructure Administration Pathway	28
	Security Analyst	31
	Service Desk/Front Line Support or Computer User Support Specialist	163
	Software Developer	28
	Support Pathway	4
	Technical Planning Pathway	10
	Web Developer Front End	10
	Total	300

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 D](#)).

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
- Meat Cutter/Meat Processor
- Quality Assurance/Food Safety Supervisor
- Swine Technician (grow finish)

- Swine Technician (sow farm)

- Wound, Ostomy and Continence Nurse (WOC)

Health Care Services:

- Addiction Specialist
- Critical Care Nurse
- Emergency Room Nurse
- Medical Laboratory Assistant
- Medical Laboratory Scientist
- Ophthalmic Technician
- Pharmacy Technician
- Physical Therapy Assistant
- Positive Support Analyst
- Positive Support Specialist

Information Technology:

- Application Developer
- Business Intelligence Developer/Architect
- Cloud Architect
- Data Science/Artificial Intelligence Machine Learning Specialist
- IT Project Planner/Manager
- Network Engineer
- Testing and Quality Assurance Analyst
- Web Developer Back End

Financial Aid

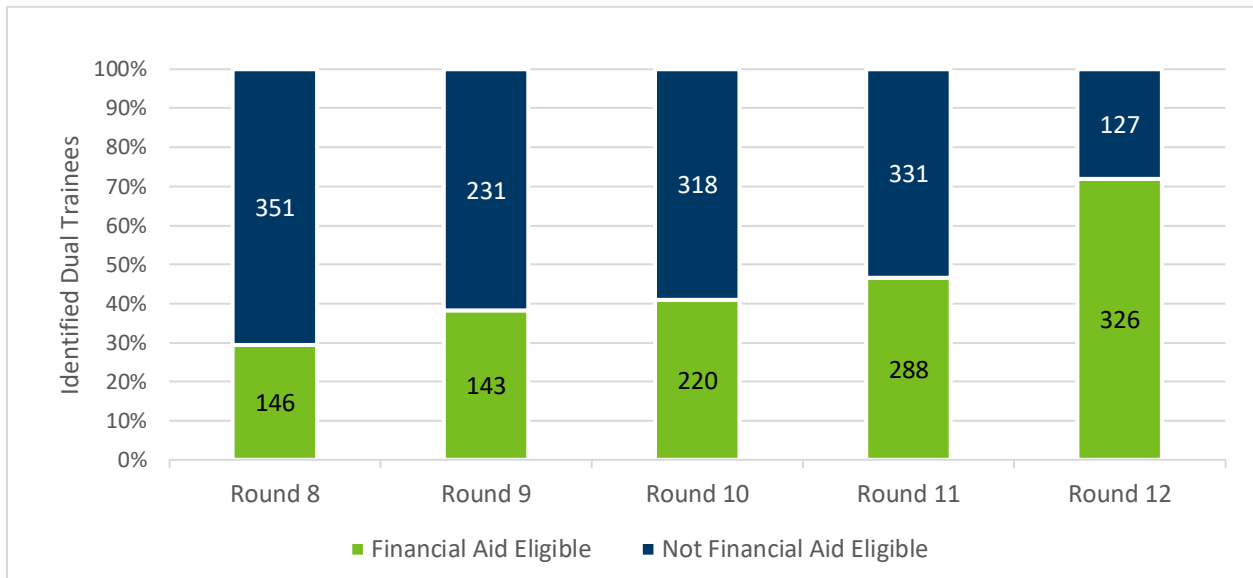
Although the DTG provides dual trainees with aid for direct educational costs, the grant is insufficient in aiding direct costs of degree programs exceeding \$6,000 per year and indirect costs like travel, lodging, meals, and child care. To address the limitation in some capacity, the MN Legislature 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 12, 45% of dual trainees participated in dual-training programs that are eligible for federal and/or state financial aid. During the current DTG Round 12, 72% of dual trainees are participating in financial aid eligible programs, which is 25% higher than the previous DTG Round 11. 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, 2023. DTG Round 12 is still open and identifying additional dual trainees.

Wages

As mentioned earlier, 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 \$19.40 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 \$24.77 per hour. This is \$5.37 above the \$19.40 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 \$2.23. The average hourly wage increase among **Reported** dual trainees of the most recent Round 11 was \$3.66. Dual trainees receive wage increases through standard performance evaluations, job promotions, and 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 were solely based upon the dual-training program and were in addition to wage increases from standard performance evaluations and job promotions.

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.

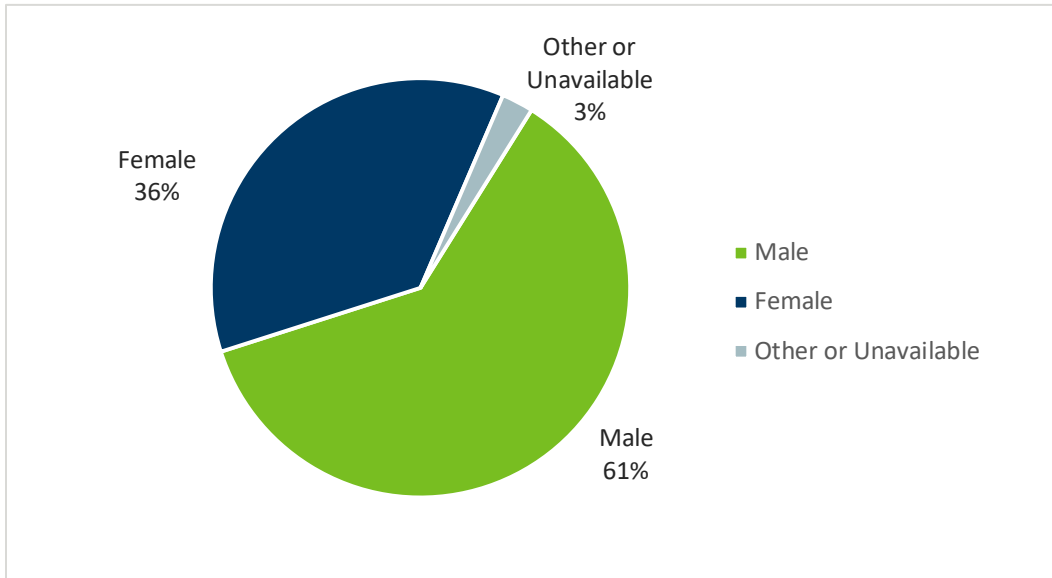
Demographics

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, 3,112 **Identified** dual trainees participating in DTG Rounds 4 through 12 have submitted participant agreements.

Gender

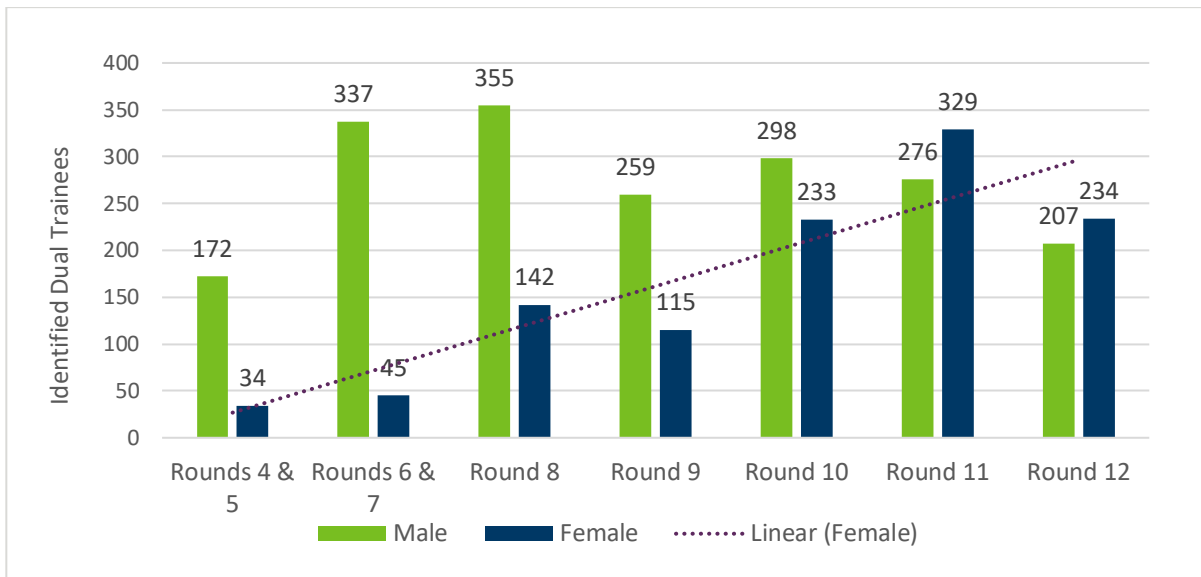
Of the **Identified** dual trainees, 1,904 identified as male, 1,132 identified as female, and 76 identified as other or elected to not provide information (unavailable). The number of dual trainees identified as female surpassed the number of dual trainees identified as male during Rounds 11 and 12. 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 - 12)



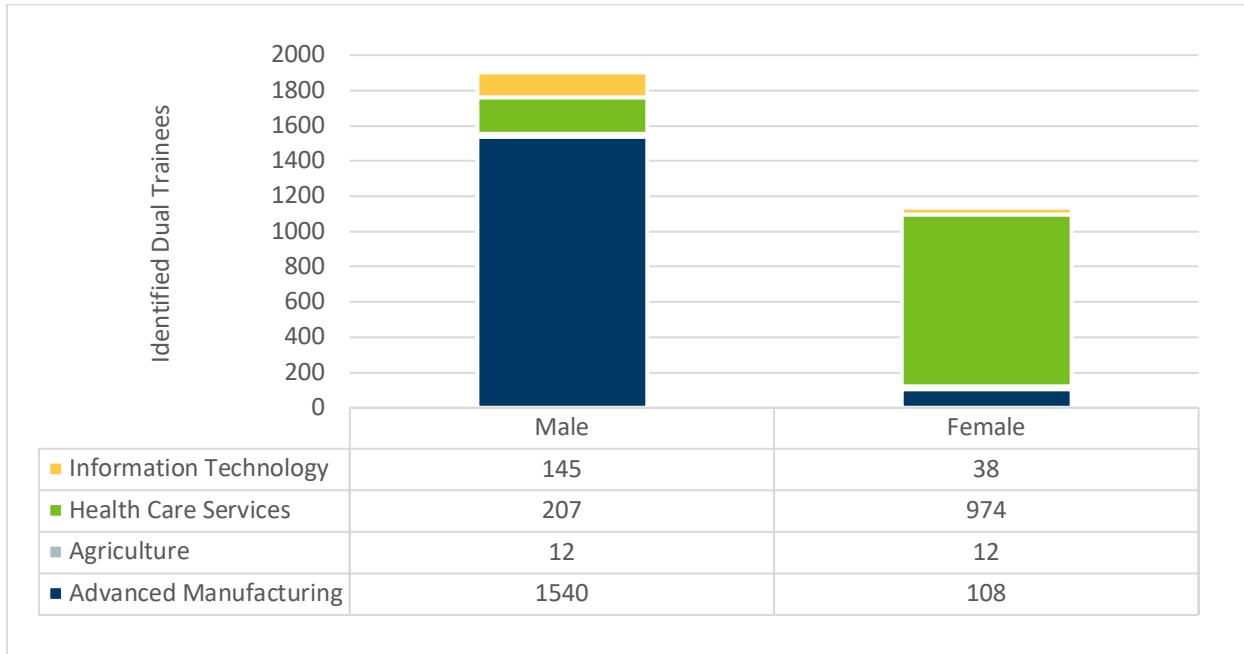
Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 is still open and identifying additional dual trainees.

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



Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 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 D](#)).

Figure 16. Dual Training Grant Gender of Identified Dual Trainees per Industry (Rounds 4 – 12)



Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 is still open and identifying additional dual trainees. Categories of “Other” and “Unavailable” are suppressed (see [Appendix D](#)).

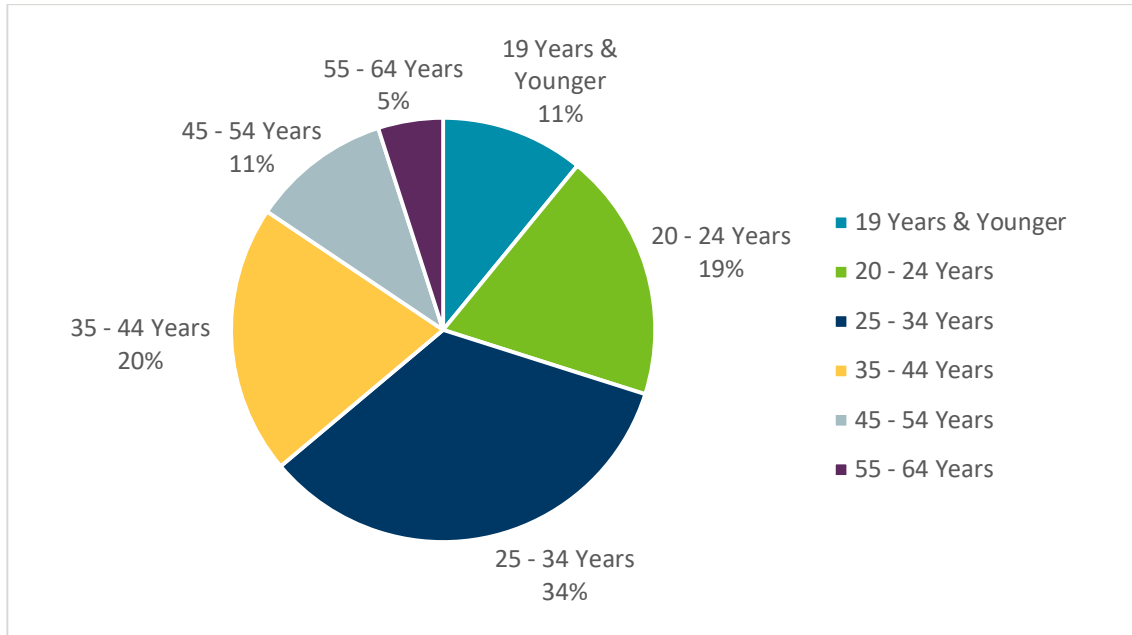
Age

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 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 12 indicated high school as their highest attained education level.

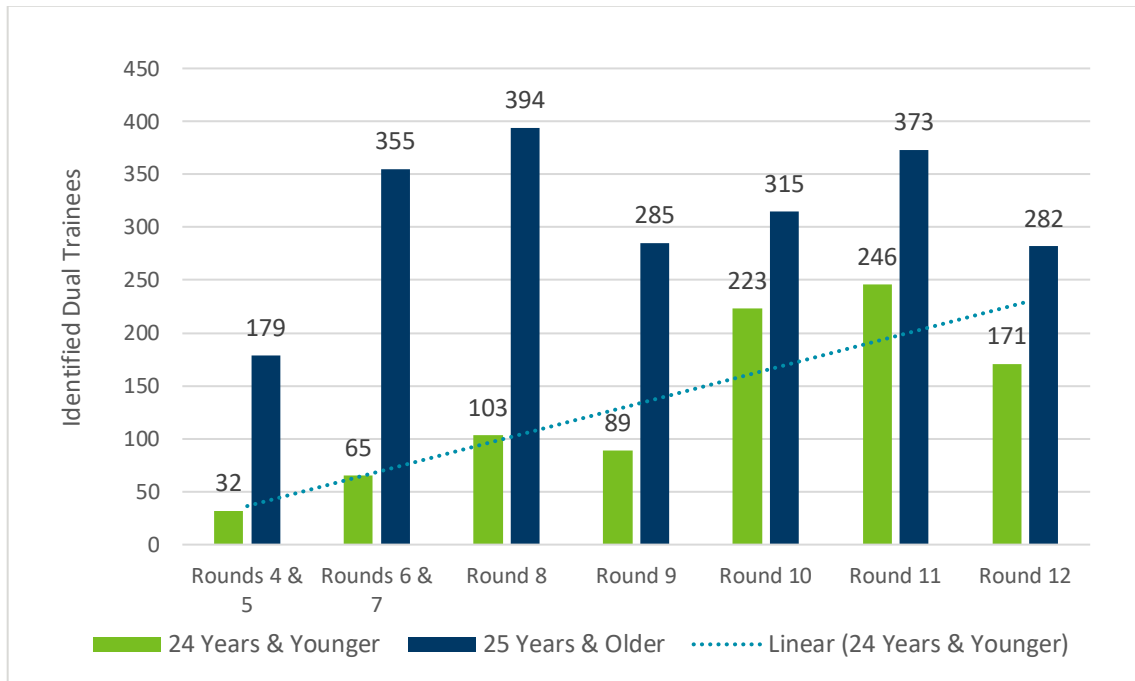
During recent grant rounds, there has been growth in the number of **Identified** dual trainees age 24 years or younger. Sixty-eight percent of dual trainees in this age demographic participated in DTG Rounds 10, 11, and 12. Sixty-five percent of those dual trainees were employed in Health Care Services. 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 - 12)



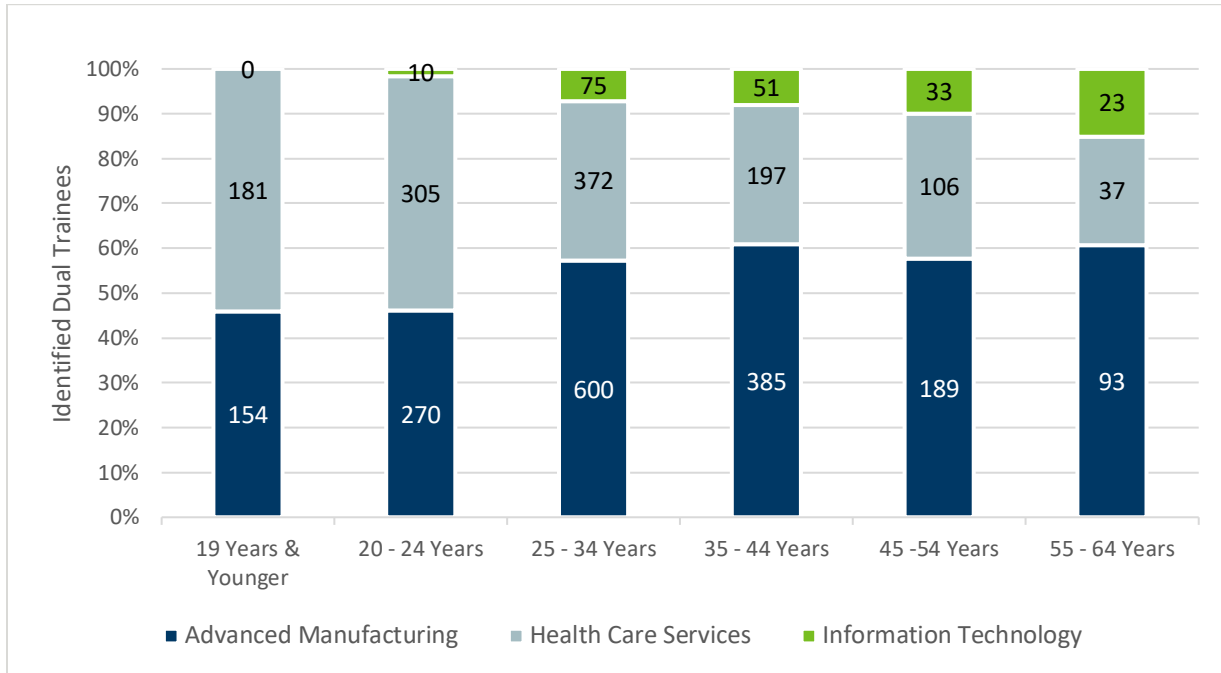
Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 is still open and identifying additional dual trainees. Data from the category “65 Years & Older” was suppressed (see [Appendix D](#)).

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



Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 is still open and identifying additional dual trainees.

Figure 19. Dual Training Grant Age of Identified Dual Trainees per Industry (Rounds 4 - 12)



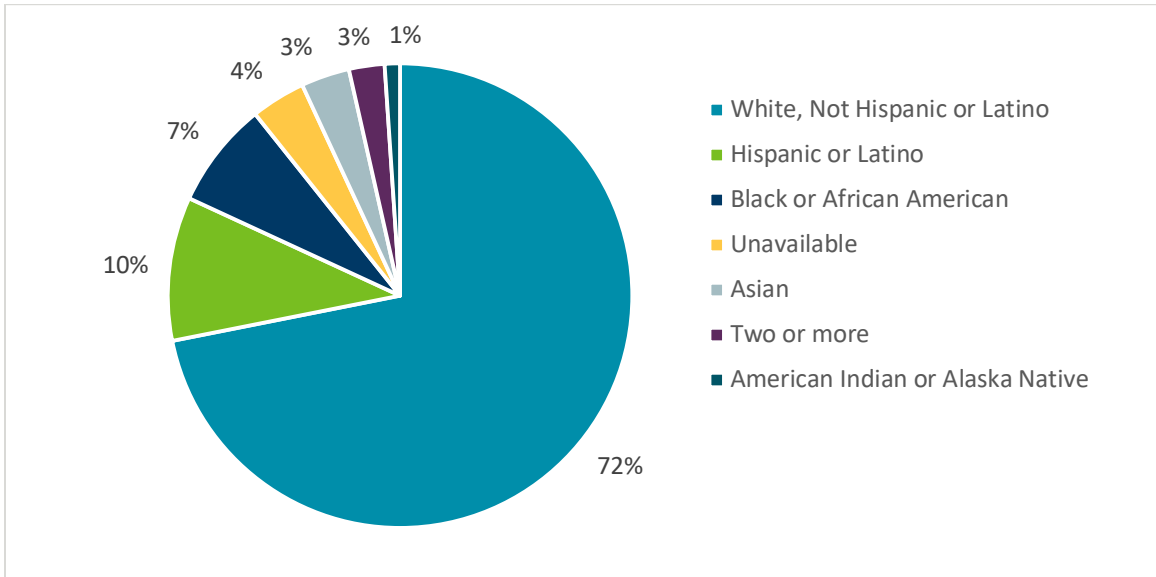
Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 is still open and identifying additional dual trainees. Data from industry “Agriculture” and category “65 Years & Older” was suppressed (see [Appendix D](#)).

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 41%. Following are dual trainees who identify as Black or African American by representing 30%. Dual trainees who identify as Hispanic or Latino increased by 40% from DTG Round 10 to DTG Round 11.

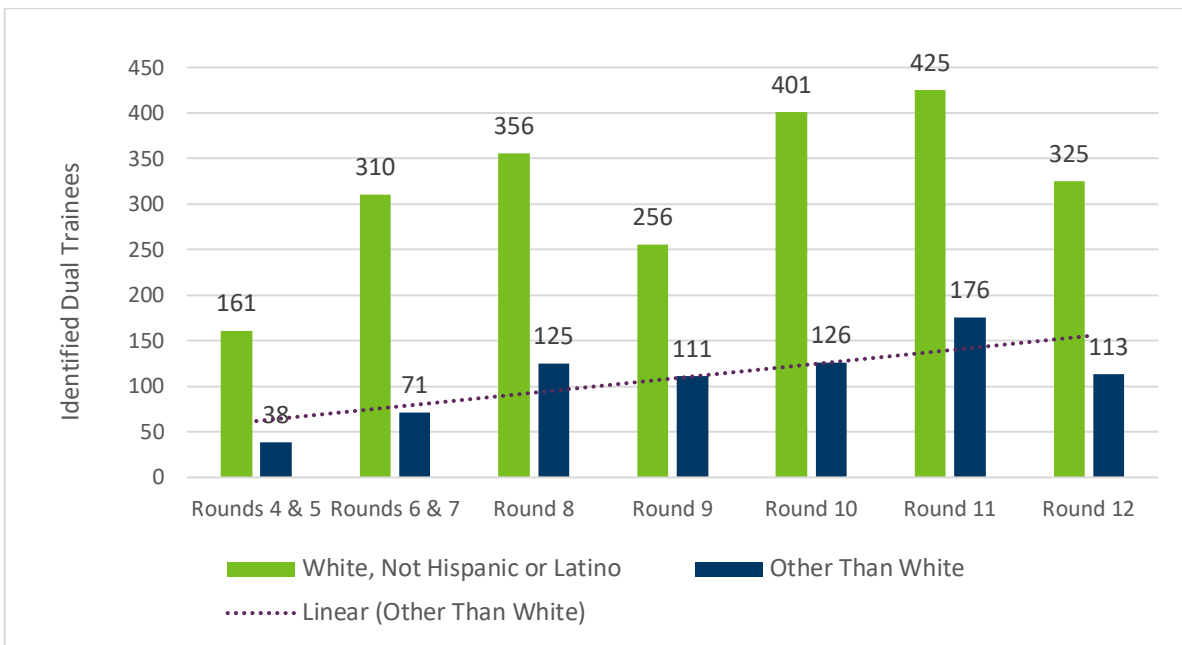
DTG requests for application incorporate scoring criteria to further promote the participation and success of dual trainees who identify as Other Than White. Grant reviewers must score applications based upon the applicants demonstrated ability to recruit, train, and retain dual who are of diverse populations 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 - 12)



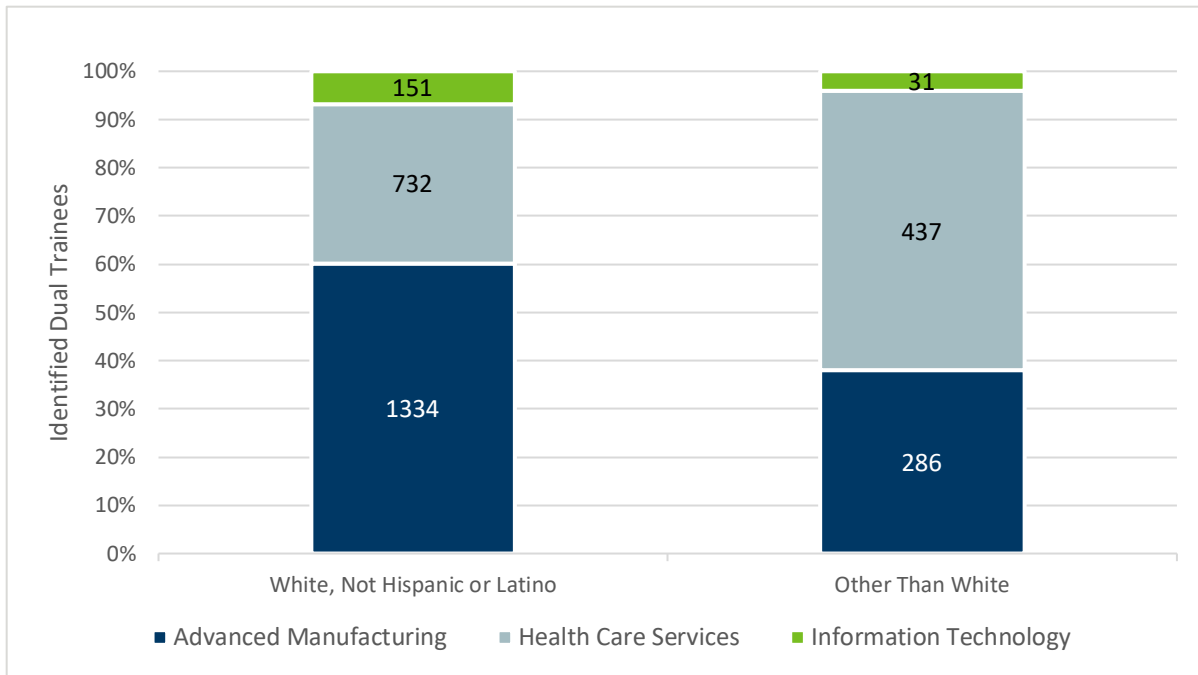
Notes: Table is based upon data as of December 31, 2023. DTG Round 12 is still open and identifying additional dual trainees. Race and ethnicity category of “Native Hawaiian or other Pacific Islander” is suppressed (see [Appendix D](#)).

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



Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 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 - 12)



Notes: Figure is based upon data as of December 31, 2023. DTG Round 12 is still open and identifying additional dual trainees. Industry of "Agriculture" is suppressed (see [Appendix D](#)). 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 31, 2023, a total of 1,096 **Identified** dual trainees have submitted participation agreements. Of which, 41 (4%) self-identified as Veterans of the U.S. Armed Forces. Most of those Veterans are employed in Advanced Manufacturing followed by a few employed in 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 for 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.

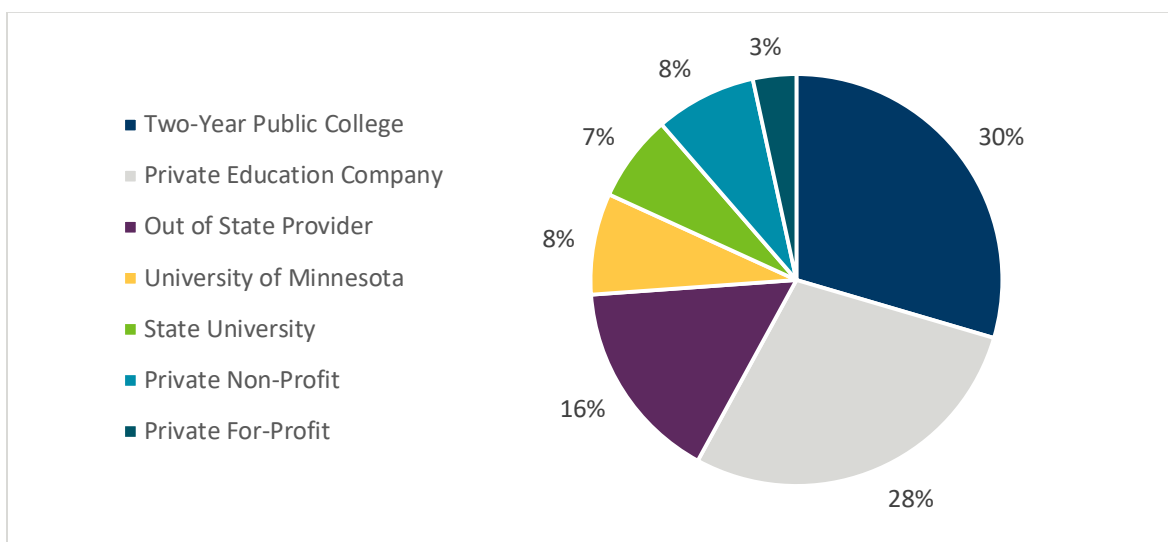
Thus far, 88 related instruction training providers have entered into DTG agreements with grantees. Twelve of the training providers were newly added during DTG Round 12 and are represented below by an asterisk (*) symbol. Several related instruction training providers support training programs among 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
- Chippewa Valley Technical College*
- Collier IT
- Concordia University St. Paul*
- Creating IT Futures Foundation
- Dakota County Technical College
- Dunwoody College of Technology
- Farm Journal Corn College
- Flexographic Tech
- Fond du Lac Tribal and Community College*
- 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 Area Technical College*
- Lake Superior College
- Louisiana State University*
- 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
- Oak Hills Christian College*
- Pine Technical and Community College
- Pink Elephant Corp.
- PTM Incumbent Worker Training Program
- Purdue University
- Rasmussen University

- Ridgewater College
- Riverland Community College
- Saint Paul College
- Sedation Consult LLC
- South Central College
- Southeast Community College*
- Southwest Minnesota State University*
- 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
- Sanford Health Nursing Assistant Training
- Rochester Community and Technical College
- University of Minnesota Duluth
- University of Minnesota Extension
- University of Minnesota Landscape Arboretum
- University of Minnesota School of Dentistry
- University of Minnesota School of Dentistry Continuing Education
- University of Minnesota Twin Cities
- University of North Dakota*
- University of Wisconsin Eau Claire*
- University of Wisconsin Superior*
- 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 – 12)



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 of DTG Rounds 1 through 10 submitted data about average weekly hours for on-the-job training. On average **Reported** dual trainees spent about 12 hours each week expanding their competencies through on-the-job training tasks. Grantees of DTG Round 11 submitted data about the total number of hours for on-the-job training. On average, **Reported** dual trainees spent 183 hours during the grant period expanding their competencies through on-the-job training tasks.

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

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 11 grantees about program outcomes:

The Dual Training Grant has enabled our companies to develop practices to operate efficiently, so they can compete in the labor market. Without the Dual Training Grant and the ability to work with a training provider, that also consults with each company on long term workforce development strategies, this might be another training program. Together, we [the grantee], the

training provider, and our corporate partners are gaining traction in building each company's labor pool for tomorrow; and as our companies grow, so do our communities.

Companies have used our training in a variety of ways to educate and empower their workforce, benefitting both the company and the individual. Employees gain understanding and knowledge that they never had before, which improves their job performance and self-esteem. Our trainees gain confidence through their program that is a powerful motivator for them to not only do their job but do it well. Our trainees know that their employer is investing in them as individuals as well as in their companies. We believe this is mutually beneficial, because the employees are more likely to do a good job and remain loyal to that company. We also see trainees going after promotional opportunities they once thought were out of their reach. This is exactly what our companies want to see ... growing competencies and their workforce from within.

Advanced Manufacturing Grantee

The Dual Training Grant and dual-training model has helped our facility in a multitude of ways. Dual trainees are graduating and getting their degrees in their chosen programs with a clearer understanding of nursing practices right out of the gate, because of the on-the-job training they receive. They are receiving real-world, real-time experiences while they are receiving their related instruction. We have also seen the benefits of our senior staff mentoring and instructing the dual trainees and being more engaged in their jobs as well.

The support we have received from everyone [at the State of Minnesota] involved in the program has been a tremendous help. Everyone is always willing and available to answer questions. The online resources are a great help, and we really enjoy all the workshops and training sessions offered. The more we learn and become experts in the program, the greater our on-the-job training program at our facility becomes!

Health Care Services Grantee

Dual Trainees

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 11 dual trainees:

I have been a part of the Dual Training Grant for a couple of years now, and I am very grateful to have been given this opportunity. First, plain and simple, college isn't cheap. Second, having a direct correlation of what is being learned between school and work is very beneficial. It helps a person fully understand how different processes work and how to perform specific tasks. For example, I am an Automation Technician that works in assembly, building packaging machines. I truly believe that working and going to school in the same industry has helped me gain more knowledge faster. I am 21 years old and I am currently leading the mechanical assembly of a machine. Without the dual-training model and grant, I would not be where I am today.

After I finished my associate degree at the local community college, I decided to transfer to a nonlocal, online program, through a Minnesota State University to get a bachelor's degree in engineering. One of the main reasons I decided to continue with my education was because of the Dual Training Grant. Like I said earlier, college is not cheap, and I didn't want to graduate

from college a great amount of debt. From my end of the grant, I have had no issues or complaints about how it works. I am very thankful for this opportunity because of how much it has and will benefit my future.

Advanced Manufacturing Dual Trainee

I have learned so much during this dual-training experience. I am so incredibly grateful for this experience that my employer has given me. I have learned so many amazing skills that I will be bringing with me when I transition into my new position. I honestly don't think that I would change anything about this process at all. I would be lying if I said I wasn't getting a little antsy towards the end of the program, only because I want to do things on my own. I can't complain though, because now I feel so prepared for my new position. My employer has made this experience so stress free and enjoyable for me! I just want to say thank you for always being so on top of the details with my classes, and always keeping me updated and informed through email.

Health Care Services Dual Trainee

Dual Training Grant Participant Outcomes Analysis Using SLEDS

This section was prepared and authored by Steve Rogness and Richard Roman of the OHE Research Department.

The Office of Higher Education leveraged data from the Minnesota Statewide Longitudinal Education Data System (SLEDS) to analyze pre-program and post-program data for participants of the Dual Training Grant. SLEDS links data from K-12 education, higher education, and employment that can be utilized for the evaluation of state funded programs. For grant rounds 1-10, there were 2,384 Dual Training Grant participants. Of these 2,384 records, 1,412 records matched to records in SLEDS, representing 1,055 distinct individuals and are shown in Table 4.

The 1,412-record count also includes 357 records for individuals participating in more than one grant round. As analysis is conducted by grant round, these individuals are counted more than once in the program totals, but only once per grant round. Outcomes for these individuals is tied to their program entry and exit dates specific to each grant round. Note that grant round 7 had no participants matching to SLEDS data, therefore grant round 7 is excluded in report tables. In addition, instances where the number of participants is less than 10 individuals will be suppressed and only "n/a" reported. Office of Higher Education staff have not applied secondary suppression as the characteristics and outcomes described in this report are limited in scope and pose minimal risk to data privacy for an individual.

Table 4. Number of Participants by Grant Round

Grant Round	Number of Participants with SLEDS Data
1	50
2	72
3	62
4	108
5	20
6	237
7	0
8	317
9	244
10	302
Total	1,412

Demographics (age, race, gender, home location) of Dual Training Grant Participants

Sex of Participants

The demographic distribution of the Dual Training Grant program participants presents a predominantly male cohort with 953 men compared to 433 women across all cohorts. There were 26 records with no sex reported or a sex other than Male or Female reported. Men represented 67% of participants across all grant rounds, though the percentage of women enrolling increased in grant rounds 8-10 as shown in Table 5.

Table 5. Sex of Participants

Grant Round	Female	Male	Not Reported or Other Sex Reported	Total	Percent Male
1	<10	46	<10	50	92%
2	11	60	<10	72	83%
3	12	48	<10	62	77%
4	21	87	<10	108	81%
5	<10	17	<10	20	85%
6	32	202	<10	237	85%
8	116	196	<10	317	62%
9	95	144	<10	244	59%
10	142	153	<10	302	51%
Total	433	953	25	1,412	67%

Age of Participants at Entry

The median age of Dual training Grant Participants varied from 26 (Grant Round 10) to 34.5 (Grant Round 5) as shown in Table 6. For grant Rounds 1-9 Individuals aged 25-34 represented the largest group. However, for Grant Round 10, there were more individuals age 24 or younger than individuals aged 25-34 years old as shown in Table 6.

Table 6. Median Age and Age Distribution of Participants

Grant Round	Age 24 Years or Younger	25-34 Years	35-44 Years	45 Years or Older	Age Not Reported	Total	Median Age
1	11	22	<10	<10	<10	50	28.5
2	20	29	16	<10	<10	72	29
3	<10	35	14	<10	<10	62	32.5
4	30	52	15	10	<10	108	29
5	<10	10	<10	<10	<10	20	34.5
6	48	107	56	23	<10	237	31
8	77	146	60	33	<10	317	30
9	67	93	50	31	<10	244	30
10	134	110	42	14	<10	302	26
Total	391	604	266	139	12	1,412	29
Percent of Total	28%	43%	19%	10%	1%	100%	

Race and Ethnicity of Participants

Of the 1,412 Dual Training Grant participants, 759 individuals had a race or ethnicity reported and accessible to the Office of Higher Education. Among participants with data, a majority of participants identified as White (614, 43%) as shown in Figure 24 and Table 7. Among the remaining participants with data, individuals identified as Hispanic or Latino (64, 5%), Asian (32, 2%), Black or African American (34, 2%), and fewer than 10 participants self-identified as Multiracial or American Indian or Alaska Native participants respectively. Grant rounds 8-10 showed an increased number of individuals identifying as Black, Indigenous, and Persons of Color.

Figure 24. Race and Ethnicity of Participants

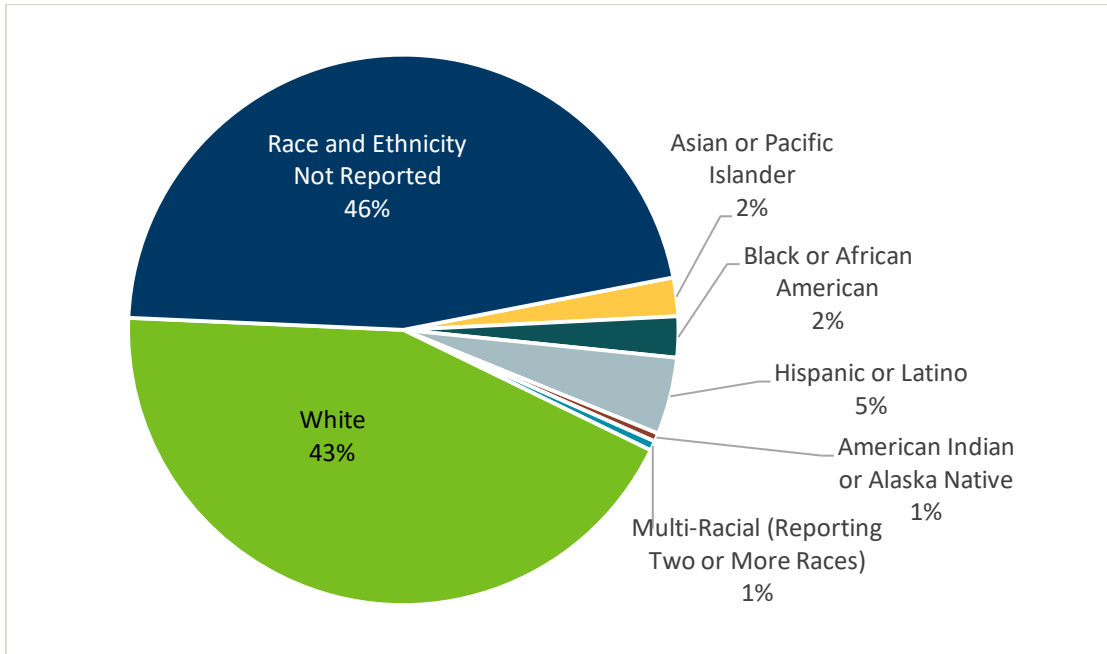


Table 7. Race and Ethnicity of Participants

Grant Round	Asian or Pacific Islander	Black or African American	Hispanic or Latino	American Indian or Alaska Native	Multi-Racial (Reporting Two or More Races)	White	Race and Ethnicity Not Reported	Total
1	<10	<10	<10	<10	<10	25	24	50
2	<10	<10	<10	<10	<10	23	44	72
3	<10	<10	<10	<10	<10	15	43	62
4	<10	<10	<10	<10	<10	47	55	108
5	<10	<10	<10	<10	<10	<10	12	20
6	<10	<10	<10	<10	<10	95	129	237
8	<10	<10	18	<10	<10	138	143	317
9	<10	<10	19	<10	<10	94	116	244
10	10	<10	22	<10	<10	170	87	302
Total	32	34	64	<10	<10	614	653	1,412
Percent of Total	2%	2%	5%	0%	1%	43%	46%	100%

Home Location of Participants at Entry

Of the 1,412 Dual Training Grant participants, 1,110 individuals had a county of residence reported for the period prior to entry into a Dual Training Grant program and accessible to the Office of Higher Education. Among participants with data, counties within the 7-county metropolitan area (e.g. Hennepin county) were frequently listed among the top 10 counties for each round. However, as county of residence is closely tied to the employers approved for Dual Training Grant funding, the top 10 counties of residence vary greatly by grant round.

Table 8. Top 10 Counties of Residence of Dual Training Grant Participants

Top 10 Counties	Grant Round 1	2	3	4	5	6	8	9	10	All Rounds
1	Hennepin County	Nobles County	Hennepin County	Nobles County	Ramsey County	Olmsted County	Hennepin County	Hennepin County	Crow Wing County	Hennepin County
2	Anoka County	Steele County	Anoka County	Crow Wing County	Dakota County	Hennepin County	Ramsey County	Beltrami County	Hennepin County	Ramsey County
3	Crow Wing County	Hennepin County	Ramsey County	Hennepin County	Blue Earth County	Ramsey County	Olmsted County	Ramsey County	Itasca County	Nobles County
4	Lyon County	Dakota County	Blue Earth County	Steele County	Nobles County	Blue Earth County	Blue Earth County	Nobles County	Nobles County	Anoka County
5	Stearns County	Lyon County	Swift County	Becker County	Hennepin County	Sherburne County	Nobles County	Blue Earth County	Anoka County	Crow Wing County
6	Cass County	Ramsey County	Nobles County	Anoka County	Anoka County	Anoka County	Saint Louis County	Dakota County	Beltrami County	Olmsted County
7	Olmsted County	Beltrami County	McLeod County	Rice County	Beltrami County	Stearns County	Anoka County	Rice County	Ramsey County	Blue Earth County
8	Todd County	Rice County	Wright County	Ramsey County	Murray County	Nobles County	Dakota County	Olmsted County	Stearns County	Dakota County
9	Brown County	Anoka County	Nicollet County	Dakota County	Koochiching County	Saint Louis County	Washington County	Steele County	Goodhue County	Beltrami County
10	Isanti County	Mower County	Saint Louis County	Lyon County	Roseau County	Wright County	Crow Wing County	Washington County	Otter Tail County	Steele County

Table 9. Total Dual Training Grant Participants by County, All Grant Rounds

County	Total	County	Total
Aitkin County	<10	Martin County	<10
Anoka County	54	McLeod County	11
Becker County	<10	Mille Lacs County	<10
Beltrami County	41	Morrison County	11
Benton County	<10	Mower County	12
Blue Earth County	44	Murray County	12
Brown County	<10	Nicollet County	10
Carlton County	10	Nobles County	66
Carver County	15	Norman County	<10
Cass County	<10	Olmsted County	45
Chisago County	<10	Otter Tail County	<10
Clay County	<10	Pennington County	<10
Clearwater County	<10	Polk County	13
Cottonwood County	<10	Pope County	<10
Crow Wing County	51	Ramsey County	67
Dakota County	42	Redwood County	<10
Dodge County	<10	Rice County	30
Douglas County	12	Rock County	<10
Faribault County	<10	Roseau County	<10
Fillmore County	<10	Saint Louis County	29
Freeborn County	<10	Scott County	<10
Goodhue County	17	Sherburne County	22
Grant County	<10	Sibley County	<10
Hennepin County	123	Stearns County	29
Hubbard County	<10	Steele County	34
Isanti County	<10	Swift County	<10
Itasca County	20	Todd County	10
Jackson County	<10	Wadena County	<10
Kanabec County	<10	Waseca County	<10
Kandiyohi County	<10	Washington County	30
Koochiching County	10	Watonwan County	<10
Lac qui Parle County	<10	Winona County	12
Lake of the Woods County	<10	Wright County	21
Le Sueur County	<10	Yellow Medicine County	<10
Lincoln County	<10	Unknown	302
Lyon County	16	Total	1,412

Education and Employment Activity before Participation in Dual Training Grant Programs

Pre- participation is measured at time of entry into a Dual Training Grant program as measured by the quarter in which the student’s first day of related instruction occurs.

Of the 1,412 Dual Training Grant participants, the Office of Higher Education was able to access education records for 1,399 participants. Across all grant rounds, the largest group were those individuals who enrolled in college, but did not complete a certificate or degree (446 participants, 32%) as shown in Figure 25 and Table 10.

Figure 25. Education Attainment Level of Dual Training Grant Participants at Entry

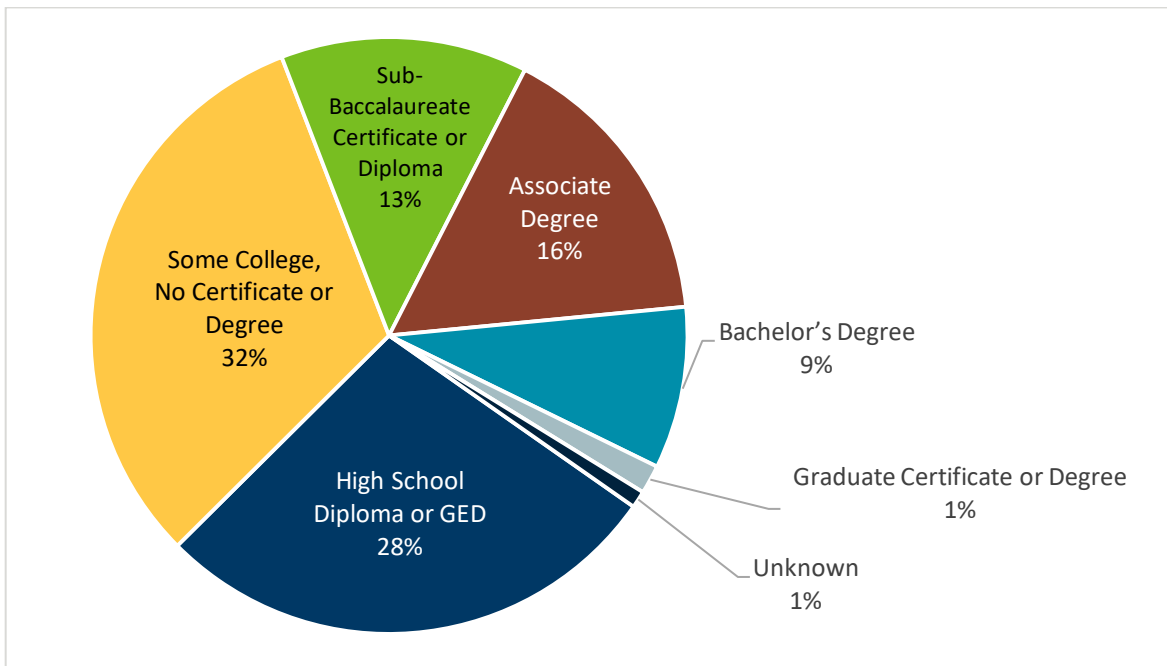


Table 10. Highest Educational Attainment Level of Participants at Entry

Highest Educational Attainment Level	Grant Round 1	2	3	4	5	6	8	9	10	Total	Percent of Total
High School Diploma or GED	13	18	<10	31	<10	53	87	69	112	393	28%
Some College, No Certificate or Degree	15	28	23	35	<10	79	106	80	72	446	32%

Highest Educational Attainment Level	Grant Round 1	2	3	4	5	6	8	9	10	Total	Percent of Total
Sub-Baccalaureate Certificate or Diploma	<10	<10	<10	15	<10	27	48	37	47	189	13%
Associate Degree	<10	10	17	14	<10	43	53	31	45	225	16%
Bachelor's Degree	<10	<10	<10	<10	<10	28	19	22	26	124	9%
Graduate Certificate or Degree	<10	<10	<10	<10	<10	<10	<10	<10	<10	22	1%
Unknown	<10	<10	<10	<10	<10	<10	<10	<10	<10	13	1%
Total	50	72	62	108	20	237	317	244	302	1,412	100%

Most Recent Postsecondary Education Activity of Dual Training Grant Participants Prior to Entry

Prior to Participation in Dual Training Grant, 1,245 participants had enrolled in postsecondary education. The majority of participants enrolled in associate degree programs (458 participants, 37%), followed by sub-baccalaureate certificates or diplomas (228 participants, 13%), as shown in Figure 25 and Table 11. The remaining participants had enrolled in bachelor's degree programs (146 participants, 12%), or graduate education (17 participants, 1%). Of the 1,245 participants enrolled, 396 participants had no program reported (32%).

Among participants enrolling in postsecondary programs before enrolling in Dual Training Grant program and whose major was reported, the majority of participants enrolled in majors related to Liberal Arts and Sciences, General Studies and Humanities (172 participants), Health Professions and Related Programs (137 participants), and Engineering/Engineering-Related Technologies/Technicians (101 participants) as shown in Table 12.

Figure 25. Percent of Dual Training Grant Participants by Program of Enrollment Before Enrolling in a Dual Training Grant Program

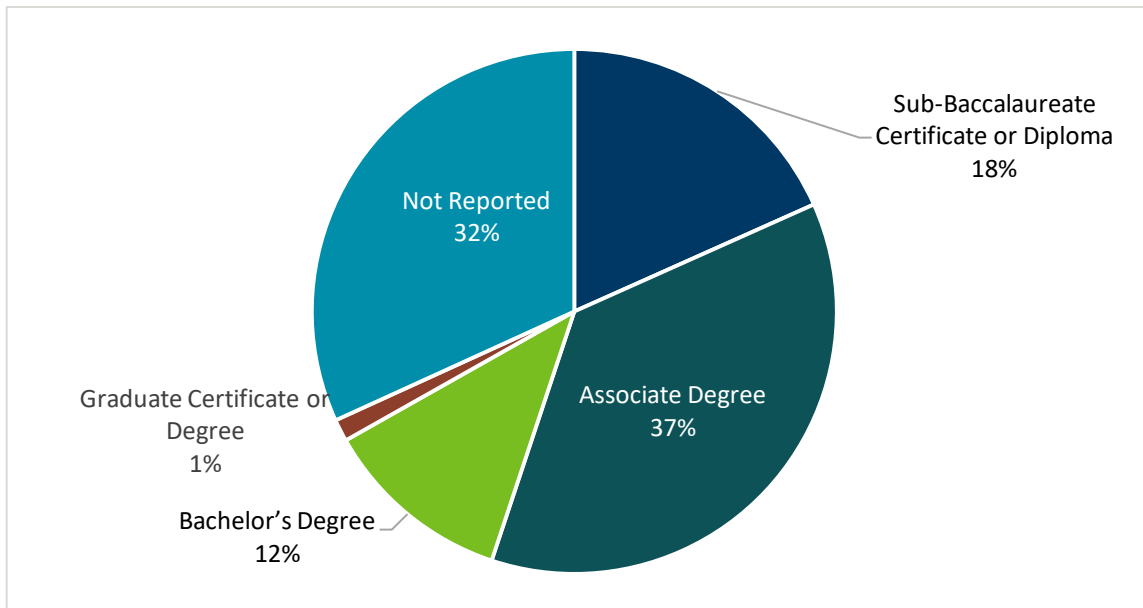


Table 11. Program of Enrollment Before Enrolling in the Dual Training Grant Program

Program of Enrollment Before Enrolling in the Dual Training Grant Program	Grant Round 1	2	3	4	5	6	8	9	10	All Rounds	Percent of Total
Sub-Baccalaureate Certificate or Diploma	<10	13	<10	19	<10	36	60	46	41	228	13%
Associate Degree	14	27	17	32	<10	78	108	83	92	458	37%
Bachelor's Degree	10	<10	11	16	<10	31	19	23	27	146	12%
Graduate Certificate or Degree	<10	<10	<10	<10	<10	<10	<10	<10	<10	17	1%
Not Reported	18	10	15	16	<10	56	83	62	129	396	32%
Total	45	61	52	84	20	206	273	215	289	1,245	100%

Table 12. Major of Study for Participants Participating in Postsecondary Education Before Enrolling in the Dual Training Grant Program

Major Code and Description	Total for Participants in All Grant Rounds
99 Major Not Reported	397
24 Liberal Arts and Sciences, General Studies and Humanities	172

Major Code and Description	Total for Participants in All Grant Rounds
51 Health Professions and Related Programs	137
15 Engineering/Engineering-Related Technologies/Technicians	101
52 Business, Management, Marketing, And Related Support Services	76
48 Precision Production	70
11 Computer and Information Sciences and Support Services	61
47 Mechanic and Repair Technologies/Technicians	37
46 Construction Trades	27
14 Engineering	26
43 Homeland Security, Law Enforcement, Firefighting and Related Protective Services	23
13 Education	18
30 Multi/Interdisciplinary Studies	13
12 Culinary, Entertainment, And Personal Services	12
50 Visual and Performing Arts	12
1 Agricultural/Animal/Plant /Veterinary Science and Related Fields	<10
3 Natural Resources and Conservation	<10
42 Psychology	<10
44 Public Administration and Social Service Professions	<10
10 Communications Technologies/ Technicians and Support Services	<10
31 Parks, Recreation, Leisure, Fitness, And Kinesiology	<10
19 Family and Consumer Sciences/Human Sciences	<10
23 English Language and Literature/Letters	<10
26 Biological and Biomedical Sciences	<10
39 Theology and Religious Vocations	<10
4 Architecture and Related Services	<10
9 Communication, Journalism, And Related Programs	<10
22 Legal Professions and Studies	<10
49 Transportation and Materials Moving	<10
Total	1,245

Employment Status of Dual Training Grant participants at Entry

At entry into a Dual Training Grant program, the majority of participants were employed full-time (873, 69%) as compared to part-time (401, 31%) as shown in Table 13. There were 138 participants whose hours worked were not available.

Table 13. Dual Training Grant Participant Employment Status at Entry

Grant Round	Employed Part-Time at Entry	Employed Full-Time at Entry	Not Available	Total
1	14	36	0	50
2	14	44	14	72

Grant Round	Employed Part-Time at Entry	Employed Full-Time at Entry	Not Available	Total
3	<10	53	<10	62
4	28	66	14	108
5	0	20	0	20
6	56	172	<10	237
8	80	213	24	317
9	84	139	21	244
10	116	130	56	302
Total	401	873	138	1,412
Percent of Total	31%	69%	Not included	100%

Average Wages Paid to Dual Training Grant Participants at Entry

Among Dual Training Grant participants, hourly wages varied widely. Across all rounds, the hourly wage of participants ranged from \$7.15 to \$98.48 with a median wage of \$21.51 as shown in Table 14. These values varied by grant round and would be directly related to the industry and location of the employer. Wages at entry were available for 1,229 of the 1,412 participants.

Table 14. Wages at Entry for Dual Training Grant Participants

Grant Round	Minimum Hourly Wage at Entry	Maximum Hourly Wage at Entry	Median Hourly Wage at Entry	Total with Hourly Wage Data at Entry
1	\$12.51	\$47.16	\$19.23	43
2	\$9.90	\$52.70	\$20.75	57
3	\$10.49	\$61.16	\$25.13	55
4	\$10.31	\$66.90	\$20.37	86
5	\$15.84	\$52.69	\$25.35	18
6	\$7.39	\$66.06	\$23.53	219
8	\$8.51	\$53.73	\$21.21	290
9	\$10.15	\$53.09	\$22.36	214
10	\$7.15	\$58.64	\$19.76	241
Total	\$7.15	\$66.90	\$21.46	1,223

Industries of Employment for Dual Training Grant Participants at Entry

Regarding employment trajectory and industry analysis, participants were employed across various industries at entry, with the most significant numbers in fabricated metal product manufacturing (199 participants) and food manufacturing (135 participants) as shown in Table 15. Industry of employment is based on the employer.

Table 15. Industry Sub-Sector at Entry for Dual Training Grant Participants, Limited to Industries with More than 10 Participants

Industry at Entry (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	Total with Industry Reported
332 Fabricated Metal Product Manufacturing	13	<10	<10	23	<10	52	55	24	24	199
311 Food Manufacturing	<10	15	<10	19	<10	15	28	36	22	135
623 Nursing and Residential Care Facilities	<10	<10	<10	<10	<10	<10	19	41	42	117
541 Professional, Scientific, and Technical Services	11	10	<10	19	10	22	12	<10	<10	107
335 Electrical Equipment, Appliance, and Component Manufacturing	12	<10	<10	<10	<10	20	27	17	12	104
621 Ambulatory Health Care Services	<10	<10	<10	<10	<10	<10	25	12	56	93
622 Hospitals	<10	<10	<10	<10	<10	<10	28	22	18	81
333 Machinery Manufacturing	<10	<10	<10	<10	<10	11	<10	10	17	61
322 Paper Manufacturing	<10	<10	12	<10	<10	13	16	11	<10	56
624 Social Assistance	<10	<10	<10	<10	<10	12	15	14	<10	46
321 Wood Product Manufacturing	<10	10	<10	<10	<10	<10	<10	<10	<10	41
511 Publishing Industries (except Internet)	<10	<10	<10	<10	<10	28	13	<10	<10	41
331 Primary Metal Manufacturing	<10	<10	<10	<10	<10	8	11	<10	<10	35
551 Management of Companies and Enterprises	<10	<10	<10	<10	<10	<10	<10	<10	<10	25
722 Food Services and Drinking Places	<10	<10	<10	<10	<10	<10	<10	<10	10	21

Industry at Entry (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	Total with Industry Reported
339 Miscellaneous Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	14
238 Specialty Trade Contractors	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
323 Printing and Related Support Activities	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
327 Nonmetallic Mineral Product Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
611 Educational Services	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
336 Transportation Equipment Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	12
921 Executive, Legislative, and Other General Government Support	<10	<10	<10	<10	<10	<10	<10	<10	<10	11
Total	50	67	62	107	20	232	310	232	255	1,335

Education and Employment Activity after Participation in Dual Training Grant Programs

Post-participation is measured at two points in time: at exit from a Dual Training Grant program, and one year after exit from a Dual Training Grant program. Both time points are measured by the quarter (3-month period) in which the student's last day of related instruction occurs or by the quarter (3-month period) 12 months after the student's last day of related instruction occurs. Please note that participants from grant round 10 are excluded from measures using exit as the point in time and participants from grant rounds 9 and 10 are excluded from measures using one year after exit as the point in time as post-participation data is not yet available for those time points.

Employment Status of Dual Training Grant Participants after Program Exit

After exit from a Dual Training Grant program, the majority of participants were employed full-time (690,75%) as compared to part-time (227,25%) as shown in Table 16. This is a small change in full-time employment as compared to entry with grant round 10 participants excluded (72%). There were 193 participants whose hours worked were not available. At one year after exit, the percent of participants employed full-time (73%) as shown in Table 17 was slightly lower than the percent at entry excluding participants from grant rounds 9 and 10 (75%) as shown in Table 18.

Table 16. Dual Training Grant Participant Employment Status at Exit

Grant Round	Employed Part-Time at Exit	Employed Full-Time at Exit	Not Reported	Total
1	9	39	2	50
2	13	46	13	72
3	11	50	1	62
4	17	76	15	108
5	0	20	0	20
6	43	181	13	237
8	99	194	24	317
9	35	84	125	244
Total	227	690	193	1,110
Percent of Total	25%	75%	Not included	100%

Table 17. Dual Training Grant Participant Employment Status 1-Year after Exit

Grant Round	Employed Part-Time at 1 Year After Exit	Employed Full-Time at 1 Year After Exit	Not Reported	Total
1	9	38	3	50
2	10	44	18	72
3	11	49	2	62
4	22	68	18	108
5	3	15	2	20
6	68	150	19	237
8	68	153	96	317
Total	191	517	158	866
Percent of Total	27%	73%	Not included	100%

Table 18. Dual Training Grant Participant Employment Status at Entry

Grant Round	Employed Part-Time at Exit	Employed Full-Time at Exit	Not Reported	Total
1-9	285	743	82	1,110

Grant Round	Employed Part-Time at Exit	Employed Full-Time at Exit	Not Reported	Total
Percent of Total for Grant Rounds 1-9	28%	72%	Not included	100%
1-8	201	604	61	866
Percent of Total for Grant Rounds 1-8	25%	75%	Not included	100%

Change in Employer

Among Dual Training Grant participants, 84% were still employed by their original employer at exit from the program as shown in Table 19. One year after exit, 72% of participants were still employed by their original employer at exit from the program as shown in Table 20.

Table 19. Change in Employer among Dual Training Grant Participants at Exit

Grant Round	Same Employer at Exit	Different Employer at Exit	Total
1	<10	42	48
2	14	50	64
3	<10	59	61
4	14	87	101
5	0	20	20
6	33	197	230
8	53	245	298
9	31	96	127
Total	153	796	949
Percent of Total	16%	84%	100%

Table 20. Change in Employer among Dual Training Grant Participants at Exit

Grant Round	Same Employer at 1 Year After Exit	Different Employer at 1 Year After Exit	Total
1	14	33	47
2	19	39	58
3	<10	51	60
4	30	68	98
5	<10	15	18
6	54	164	218
8	76	149	225
Total	205	519	724
Percent of Total	28%	72%	100%

Industries of Employment for Dual Training Grant Participants after Exit

Participants were employed across various industries at exit, with the most significant numbers in fabricated metal product manufacturing (168 participants), professional, scientific, and technical services (105 participants), and food manufacturing (100 participants) as shown in Table 21. A similar pattern is found among participants one year after exit as shown in Table 22. Industry of employment is based on the employer and should mirror patterns at entry unless the employee changed employers.

Table 21. Industry Sub-Sector at Exit for Dual Training Grant Participants, Limited to Industries with More than 10 Participants

Industry Sub-Sector at Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	Total with Industry Reported
332 Fabricated Metal Product Manufacturing	14	<10	<10	24	<10	50	52	18	168
541 Professional, Scientific, and Technical Services	10	11	<10	19	10	28	<10	<10	105
311 Food Manufacturing	<10	12	<10	14	<10	13	29	32	100
335 Electrical Equipment, Appliance, and Component Manufacturing	10	<10	<10	<10	<10	18	26	<10	70
333 Machinery Manufacturing	<10	<10	<10	<10	<10	16	13	<10	50
622 Hospitals	<10	<10	<10	<10	<10	<10	27	<10	45
322 Paper Manufacturing	<10	<10	12	<10	<10	13	16	<10	43
623 Nursing and Residential Care Facilities	<10	<10	<10	<10	<10	<10	18	13	43
511 Publishing Industries (except Internet)	<10	<10	<10	<10	<10	27	13	<10	40
321 Wood Product Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	39
621 Ambulatory Health Care Services	<10	<10	<10	<10	<10	<10	27	11	39
624 Social Assistance	<10	<10	<10	<10	<10	10	18	<10	37
331 Primary Metal Manufacturing	<10	<10	<10	<10	<10	<10	11	<10	31
323 Printing and Related Support Activities	<10	<10	<10	<10	<10	<10	<10	<10	14
551 Management of Companies and Enterprises	<10	<10	<10	<10	<10	<10	<10	<10	14

Industry Sub-Sector at Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	Total with Industry Reported
327 Nonmetallic Mineral Product Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	12
339 Miscellaneous Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	12
611 Educational Services	<10	<10	<10	<10	<10	<10	<10	<10	12
336 Transportation Equipment Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	11
921 Executive, Legislative, and Other General Government Support	<10	<10	<10	<10	<10	<10	<10	<10	10
Total	48	66	61	101	20	233	303	128	960

Table 22. Industry Sub-Sector at 1 Year after Exit for Dual Training Grant Participants, Limited to Industries with More than 10 Participants

Industry Sub-Sector at 1 Year after Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	Total with Industry Reported
332 Fabricated Metal Product Manufacturing	14	<10	<10	23	<10	48	31	125
541 Professional, Scientific, and Technical Services	<10	10	<10	20	<10	27	<10	83
335 Electrical Equipment, Appliance, and Component Manufacturing	10	<10	10	<10	<10	16	20	62
311 Food Manufacturing	<10	<10	<10	10	<10	<10	25	53
322 Paper Manufacturing	<10	<10	12	<10	<10	13	16	43
511 Publishing Industries (except Internet)	<10	<10	<10	<10	<10	25	13	38
333 Machinery Manufacturing	<10	<10	<10	<10	<10	<10	<10	29
321 Wood Product Manufacturing	<10	<10	<10	<10	<10	<10	<10	28
622 Hospitals	<10	<10	<10	<10	<10	<10	12	24
621 Ambulatory Health Care Services	<10	<10	<10	<10	<10	<10	21	21
623 Nursing and Residential Care Facilities	<10	<10	<10	<10	<10	<10	10	19
624 Social Assistance	<10	<10	<10	<10	<10	<10	10	19

Industry Sub-Sector at 1 Year after Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	Total with Industry Reported
331 Primary Metal Manufacturing	<10	<10	<10	<10	<10	<10	<10	17
561 Administrative and Support Services	<10	<10	<10	<10	<10	<10	<10	17
921 Executive, Legislative, and Other General Government Support	<10	<10	<10	<10	<10	<10	<10	12
323 Printing and Related Support Activities	<10	<10	<10	<10	<10	<10	<10	11
423 Merchant Wholesalers, Durable Goods	<10	<10	<10	<10	<10	<10	<10	11
611 Educational Services	<10	<10	<10	<10	<10	<10	<10	11
336 Transportation Equipment Manufacturing	<10	<10	<10	<10	<10	<10	<10	10
551 Management of Companies and Enterprises	<10	<10	<10	<10	<10	<10	<10	10
Total	47	58	60	98	18	221	228	730

Change in Industry

Among Dual Training Grant participants, 88% were still employed in their original industry at exit from the program as shown in Table 23. One year after exit, 77% of participants were still in their original industry as shown in Table 24.

Table 23. Change in Industry after Exit from Dual Training Grant Program

Grant Round	Different Industry at Exit	Same Industry at Exit	Total
1	4	44	48
2	10	54	64
3	2	59	61
4	9	92	101
5	0	20	20
6	31	199	230
8	38	260	298
9	22	105	127
Total	116	833	949
Percent of Total	12%	88%	100%

Table 24. Change in Industry 1-Year after Exit from Dual Training Grant Program

Grant Round	Different Industry at 1-Year after Exit	Same Industry at 1-Year after Exit	Total
1	6	41	47
2	13	45	58
3	9	51	60
4	24	74	98
5	3	15	18
6	49	169	218
8	62	163	225
Total	166	558	724
Percent of Total	23%	77%	100%

Average Wages of Dual Training Grant Participants after Program Exit

The median hourly wage at exit from a Dual Training Grant program and at one-year after exit shows positive wage growth across all grant rounds. After exit from the Dual Training Grant program, the median hourly wage reported increased to \$23.81 at exit as shown in Table 25 and \$25.86 one year after exit as shown in Table 26, translating to an overall median wage increase of \$2.35 and \$4.40 respectively as shown in Table 27. This wage growth signifies a positive impact of the program on the participants' earnings.

Table 25. Hourly Wages at Exit

Grant Round	Minimum Hourly Wage at Exit	Maximum Hourly Wage at Exit	Median Hourly Wage at Exit	Total with Hourly Wage Data at Exit
1	\$12.76	\$51.88	\$24.70	41
2	\$10.78	\$53.02	\$20.83	58
3	\$11.49	\$50.74	\$26.02	53
4	\$11.80	\$57.81	\$21.97	83
5	\$17.48	\$59.00	\$30.53	20
6	\$7.39	\$66.23	\$25.08	215
8	\$10.06	\$65.79	\$23.19	283
9	\$12.65	\$54.18	\$25.11	117
Total	\$7.39	\$66.23	\$23.81	870

Table 26. Hourly Wages at One Year after Exit

Grant Round	Minimum Hourly Wage at 1 Year after Exit	Maximum Hourly Wage at 1 Year after Exit	Median Hourly Wage at 1 Year after Exit	Total with Hourly Wage Data at 1 Year after Exit
1	\$17.09	\$52.87	\$24.43	40
2	\$10.99	\$55.13	\$24.27	54
3	\$13.52	\$59.00	\$30.08	53
4	\$11.04	\$65.55	\$23.87	80
5	\$16.94	\$62.29	\$34.11	17
6	\$11.18	\$66.71	\$27.89	212
8	\$9.00	\$54.18	\$24.45	214
Total	\$9.00	\$66.71	\$25.86	670

Table 27. Change in Hourly Wages between Entry and Exit

Grant Round	Median Hourly Wage at Entry	Median Hourly Wage at Exit	Entry to Exit	Median Hourly Wage at 1 Year after Exit	Entry to 1 Year after Exit
1	\$19.23	\$24.70	\$5.47	\$24.43	\$5.20
2	\$20.75	\$20.83	\$0.08	\$24.27	\$3.52
3	\$25.13	\$26.02	\$0.88	\$30.08	\$4.95
4	\$20.37	\$21.97	\$1.60	\$23.87	\$3.50
5	\$25.35	\$30.53	\$5.18	\$34.11	\$8.76
6	\$23.53	\$25.08	\$1.56	\$27.89	\$4.36
8	\$21.21	\$23.19	\$1.98	\$24.45	\$3.24
9	\$22.36	\$25.11	\$2.75	n/a	n/a
Total	\$21.46	\$23.81	\$2.35	\$25.86	\$4.40

Postsecondary Activity of Dual Training Grant Participants after Exit

After participation in a Dual Training Grant program, 252 participants enrolled in postsecondary education. The majority of participants enrolled in associate degree programs (107 participants, 42%), followed by sub-baccalaureate certificates or diplomas (79 participants, 31%), as shown in Table 25. The remaining participants had enrolled in bachelor's degree programs (21 participants, 8%), or graduate education (18 participants, 7%). Of the 252 participants enrolled, 27 participants had no program reported (11%).

Among participants enrolling in postsecondary programs after a Dual Training Grant program and whose major was reported, the majority of participants enrolled in majors related to Liberal Arts and Sciences, General Studies and Humanities (172 participants), Health Professions and Related Programs (137

participants), and Engineering/Engineering-Related Technologies/Technicians (101 participants) as shown in Table 29.

Table 28. Program of Enrollment After Exiting the Dual Training Grant Program

Program of Enrollment	Total in Grant Rounds 1-8	Percent of Total
Sub-Baccalaureate Certificate or Diploma	79	31%
Associate Degree	107	42%
Bachelor’s Degree	21	8%
Graduate Certificate or Degree	18	7%
Not Reported	27	11%
Total	252	100%

Table 29. Major Code and Description for Participants Participating in Postsecondary Education After Exiting the Dual Training Grant Program

Major Code and Description	Total in Grant Rounds 1-8
15 Engineering/Engineering-Related Technologies/Technicians	79
48 Precision Production	56
51 Health Professions and Related Programs	37
99 Major Not Reported	22
52 Business, Management, Marketing, And Related Support Services	18
Other Majors	41
Total	252

Appendix A

Minnesota Dual-Training Pipeline 2023 Accomplishments



Industry Leader Engagement

- **Over 10,800 individuals affiliated with advanced manufacturing, agriculture, child care, health care services, information technology, transportation and the legal cannabis industry** currently receive invitations and updates from Minnesota Dual-Training Pipeline.
- **Launched three new industries of child care, transportation and the legal cannabis industry** with in-person stakeholder kickoff meetings in September 2023.
- **Twelve Industry Forums** hosted that convened stakeholders in the Pipeline industries:
 - Feb. 7-8, 2023 – Advanced Manufacturing, Agriculture, Information Technology and Health Care Services
 - June 13, 2023 – All-Industry Forum
 - Oct. 31- Nov. 8, 2023 – Advanced Manufacturing, Agriculture, Child Care, Information Technology, Health Care Services, Transportation and the Legal Cannabis Industry.
- **258 employers were assisted** through Pipeline programming and activities to support their efforts with dual training.
- **Six Minnesota Dual-Training Pipeline 101 webinars** instructed industry leaders about how to start their own dual-training programs.
- **Nine Workforce Community Conversations** hosted in fall of 2023 in the following communities: Winona (Sept. 27), Lakeville (Sept. 28), Virginia (Oct. 5), Willmar (Oct. 11), Saint Paul (Oct. 12), Detroit Lakes (Oct. 18), Worthington (Oct. 25), Waseca (Nov. 9), and Minneapolis (Nov. 21).

Competency Model Development

- **Seven new occupations** validated in 2023 with input from employers and industry leaders, bringing total number of occupational competency models to **82**.
- **At least 10 new occupations** in development to be added in early 2024.

Outreach and Employer Support Highlights

- Hosted three well-attended speaker series events, which emphasize resources for employers:
 - “Work Like a Boss: Go from Apathy to Action at Work” with Nancy Lyons, Jan. 17, 2023.
 - “Minding Your Mental Health in the Workplace, COVID-19 and Beyond” with Catherine Christiansen of National Alliance on Mental Illness, April 25, 2023.
 - “Improve Your Workplace with Mentoring Programs” with Sarah Schaefer of Mentor Minnesota, Oct. 3, 2023.
- Participated regularly with Minnesota Association of Workforce Board’s Business Services Committee.

- Participated regularly with Minnesota’s Health Industry Executive Partnership (HEIP) Committee.
- Participated regularly in Twin Cities Diversity and Inclusion Roundtable.
- Presented on a workforce panel at the Itasca Economic Development Committee Workforce Summit on April 6, 2023.
- Presented to Minnesota Hospital Association Conference in Brooklyn Park on April 18, 2023.
- Co-presented about Minnesota Department of Labor and Industry earn-and-learn programs at Central Minnesota Manufacturing Association breakfast meeting on April 27, 2023.
- Continued promotion of Minnesota Dual-Training Pipeline Badge and Minnesota Dual-Training Partner Badge to recognize work of employers and education partners.

Appendix B

2023 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.

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:

- (1) the projected number of employee trainees;
- (2) the competency standard for which training will be provided;
- (3) the credential the employee 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 and recommended 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 dual-training pipeline program;
 - (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
 - (8) the amount of employer training cost match, if required, on both a per employee and aggregate basis; and

- (9) the employer's demonstrated ability to recruit, train, and retain employees who are employees of color, American Indian employees, and employees with disabilities.

Subd. 6. Employer match.

A large employer must pay for at least 25 percent 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. The maximum grant for an application for trainee support is ten percent of the grant amount for the cost of training. The maximum total grant per application is \$165,000. A grant may not exceed \$6,000 per year for a maximum of \$24,000 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 five percent of the appropriation made for the purposes of this section for administration of this section.

Appendix C

2022 Minnesota Statutes 136A.246 Dual Training Competency Grants

Subdivision 1. **Program created.**

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- 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.

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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.

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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.

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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:

- (1) the projected number of employee trainees;
- (2) the competency standard for which training will be provided;
- (3) the credential the employee 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.

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- 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 percent 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 five percent of the appropriation made for the purposes of this section for administration of this section.

Appendix D

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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