



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 \$6,833.68 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 Minnesota employers and related instruction training providers. 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 and trainee support expenses toward attaining an industry-recognized degree, certificate, or credential for their employees. Below are Dual Training Grant highlights from the past year:

- Dual Training Grant funds are available for 94 validated occupations among seven industries.
- Nearly all (96%) of related instruction costs (tuition, fees, books, and materials) were paid for by the Dual Training Grant and Grantees (employers)
- Employers in Greater Minnesota, who contracted with the Dual Training Grant, account for 63% of grant awards.
- 66% of dual trainees who participated in the most recent Dual Training Grant round (Round 12) were enrolled in dual-training programs that were eligible for federal and/or state financial aid.
- According to data from the Minnesota Statewide Longitudinal Data System (SLEDS), wage growth signifies a positive impact of the program on the participants' earnings. The median hourly wage at exit from the Dual Training Grant program was \$24.61 (\$2.45 increase) and at one year after exit was \$27.46 (\$5.30 increase).
- According to SLEDS data, 82% of dual trainees were still employed in their original industry at exit from the program. One year after exit from the program, 73% of participants were still in their original industry

Testimonial from a Mechatronics Technician dual trainee:

My personal experience with the dual trainee program has been nothing short of extraordinary. Being able to go to college and learn so much about automation and engineering has been life changing. I am already applying what I have learned at college to many applications at my current workplace. Going to school and working full-time is a hectic schedule but very much worth it. Growing up in a household of one parent and a low income made college seem impossible or a bad idea due to the debt involved. The Dual Training Grant changed that for me and made it possible. I have done my absolute best not to let this opportunity go to waste. I am part of an honors society Phi Theta Kappa for holding a high-grade point average over two years. I am currently holding a three-point nine grade point average. The schooling through Pine Technical College has even led to pay increases at my current workplace for involving automation into our current processes. To put things into summary, the Dual Training Grant has made it possible for me to attend college, earn more in the workforce and gain confidence in myself through the honors society and job security by bringing more experience and knowledge to the table.

Introduction

Per Minnesota Statute 136A.246 (<https://www.revisor.mn.gov/statutes/cite/136A.246>), 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 Grant funds (<https://www.oh.e.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 seven Minnesota Dual-Training Pipeline industries of Advanced Manufacturing, Agriculture, Child Care, Health Care Services, Information Technology, Legal Cannabis, and Transportation.

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 in [Appendix A](#). The DTG program is a means of financially supporting the related instruction and trainee supports of employees for Minnesota Dual-Training Pipeline employers. OHE reimburses grantees through the grant for the following two categories of expenditures:

- Related Instruction Costs: Tuition; fees; required and recommended books; and required and recommended materials
- Trainee Support Costs (associated with related instruction): Transportation; mileage; lodging; meals; tutoring services; and translation, interpreter, and/or accessibility services

To date, OHE has awarded DTG funds among 13 grant rounds for the following contract timelines:

- DTG Round 13: Aug. 2024 – Aug. 2025
- 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 13 included new and returning grantees. 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 proposal period is currently available once per year in the spring. OHE anticipates opening the DTG Round 14 request for proposal in March of 2025.

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, OHE will have \$5,000,000 or more in available DTG funds for the upcoming grant request for proposal in fiscal year 2025.

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 12. DTG Round 13 is open totaling a contract balance of \$4,986,252.72. In addition, contracts are pending for two grantees; therefore, the Final Contract amount is \$52,800.00 less than the Original Award.

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	Closed	\$3,673,880.00	\$2,041,373.64	\$2,041,373.64	\$0.00
Round 13	Open	\$5,431,252.00	\$5,329,452.00	\$343,199.28	\$4,986,252.72
Total		\$27,688,105.09	\$17,344,128.33	\$12,357,875.61	\$4,986,252.72

Note: Table is based upon data as of December 1, 2024.

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 94 occupations among the seven industries, which are listed in [Appendix B](#).

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 and other research, 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 \$19.46 per hour at minimum for occupations validated for the 2024 request for proposal. The livable wage will be \$21.58 per hour at minimum for occupations undergoing validation for the upcoming 2025 request for proposal. 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 can receive up to \$165,500 per contract period among the budget categories of Related Instruction and Trainee Support. Each contract period is generally one year in length. Expenditures within the two budget categories are associated with the related instruction component of the dual-training program.

Grantees can receive up to \$150,000 for Related Instruction expenditures, not to exceed \$6,000 per dual trainee. Any related instruction costs over \$6,000 per dual trainee is the responsibility of the grantee or dual trainee. A dual trainee is permitted to benefit from up to \$24,000 in Related Instruction grant funds during a lifetime. A dual trainee does not need to consecutively participate in DTG to remain eligible. 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. Allowable grant expenditures for Related Instruction are limited to costs directly charged and/or required by related instruction training providers. The purpose of the funds is to minimize the direct costs of related instruction for a dual trainee. Below are the allowable expenditures for this budget category:

- Tuition
- Fees
- Required and recommended books
- Required and recommended materials

Grantees are able to receive an additional 10% of the Related Instruction amount for Trainee Support expenditures. For example, a grantee may receive an additional \$15,000 for Trainee Support, if they are awarded \$150,000 for Related Instruction, for a total grant amount of \$165,000. Trainee Support expenditures are allocated to an individual dual trainee, but a dual trainee is not subject to a maximum. Also, grantees are not required to contribute a percentage toward Trainee Support expenditures. Allowable grant expenditures for Trainee Support are limited to costs directly associated with dual trainees and their related instruction programs. The purpose of the funds is to provide additional support to dual trainees leading to the successful completion of their dual-training programs. Below are the allowable expenditures for this budget category:

- Transportation
- Mileage
- Lodging
- Meals
- Tutoring services
- Translation, interpreter, and/or accessibility services

Request for Proposal Process

Request for Proposal materials, as described in this section, are based upon 2024 Minnesota Statutes 136A.246 (see [Appendix C](#)), Minnesota Department of Administration's Office of Grants Management policies (<https://mn.gov/admin/government/grants/policies-statutes-forms/>), and OHE policies. OHE annually releases a DTG Request for Proposal that is as short and simple to complete as is reasonably possible. Employers or organizations of employers submit DTG proposal materials which include at minimum the following items as cited in 2024 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 and recommended books and materials.*

In determining DTG awards, the Minnesota Office of Higher Education considers the following grant criteria factors as cited in 2024 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*
- (9) the employer's demonstrated ability to recruit, train, and retain employees who are employees of color, American Indian employees, and employees with disabilities.*

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 proposal 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 evaluate proposals based upon 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
 - b) On-the-job training supports the occupation and aligns with Minnesota Dual-Training Pipeline dual-training competencies
 - c) Related instruction correlates with on-the-job training
 - d) The dual-training program results in dual trainees earning eligible industry-recognized degrees, certificates, or credentials in a timely fashion
 - e) The applicant validates procedures for tracking and evaluating dual trainee progress
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 ability to recruit, train, and retain dual trainees who are employees of color, American Indian employees, and employees with disabilities (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 to support the completion of industry-recognized degrees, certificates, and credentials. Grantees with continuing dual-trainee populations must apply for the grant each year, because the grant does not automatically renew. 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 459 DTG awards among 184 grantees, of which 38 grantees were new to the grant during the recent grant round. Grantees have trained with 89 related instruction training providers, of which 13 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 almost 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 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

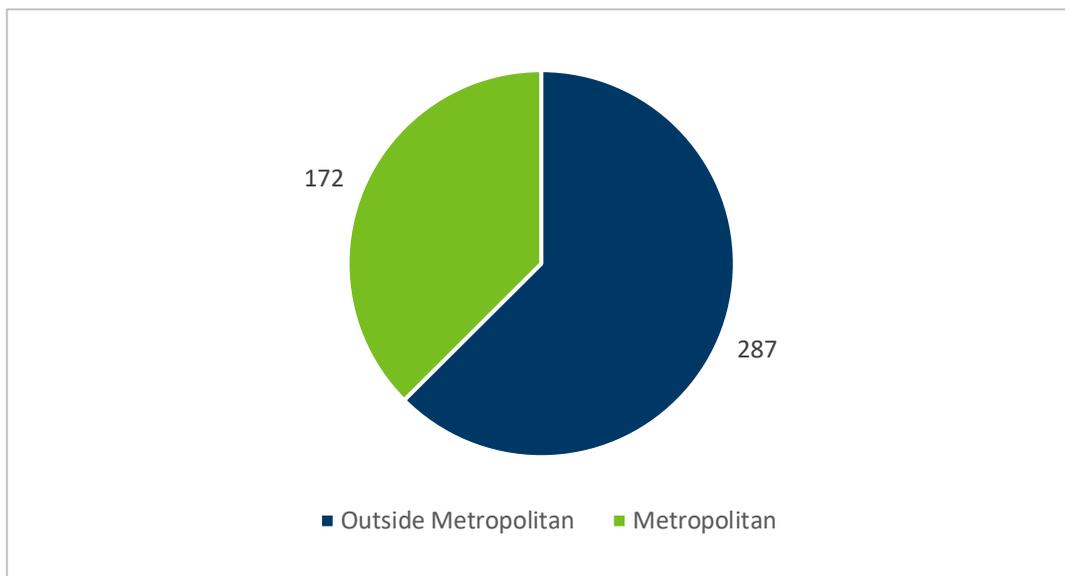
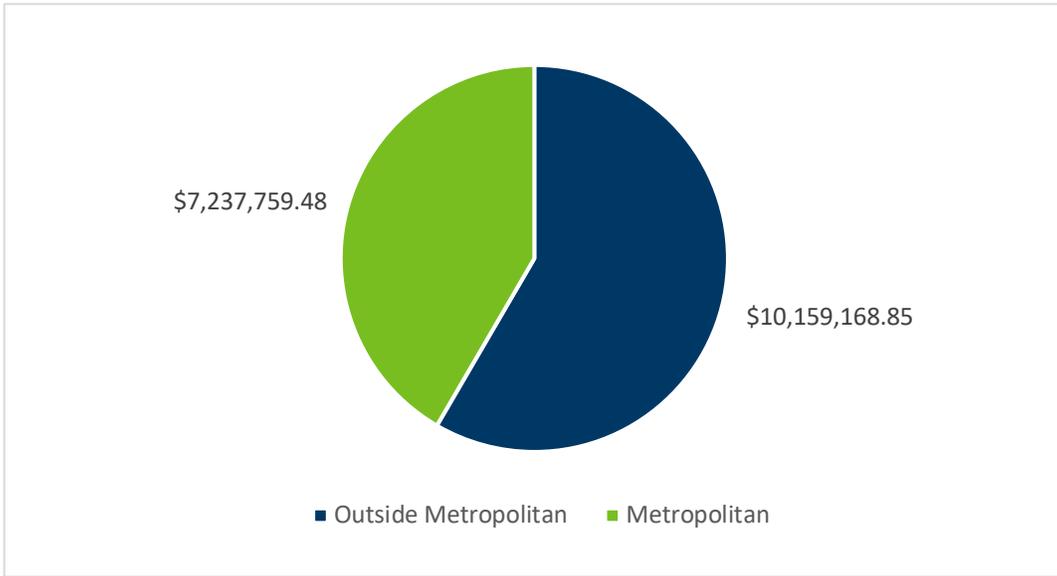


Figure 2. Dual Training Grant Amount of Contracted Awards among Location



Advanced Manufacturing and Health Care Services lead in the number and amount of contracted awards. Notably, the **amount** of contracted awards among the new industry of Child Care is more than double of the longstanding industry of Agriculture. The below figures display the number and amount of contracted awards among industries:

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

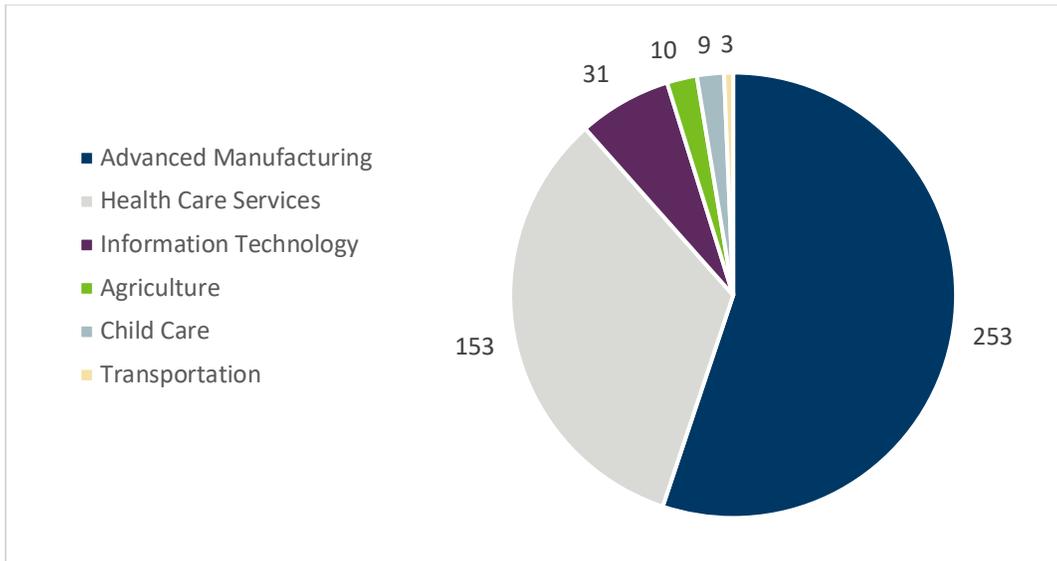
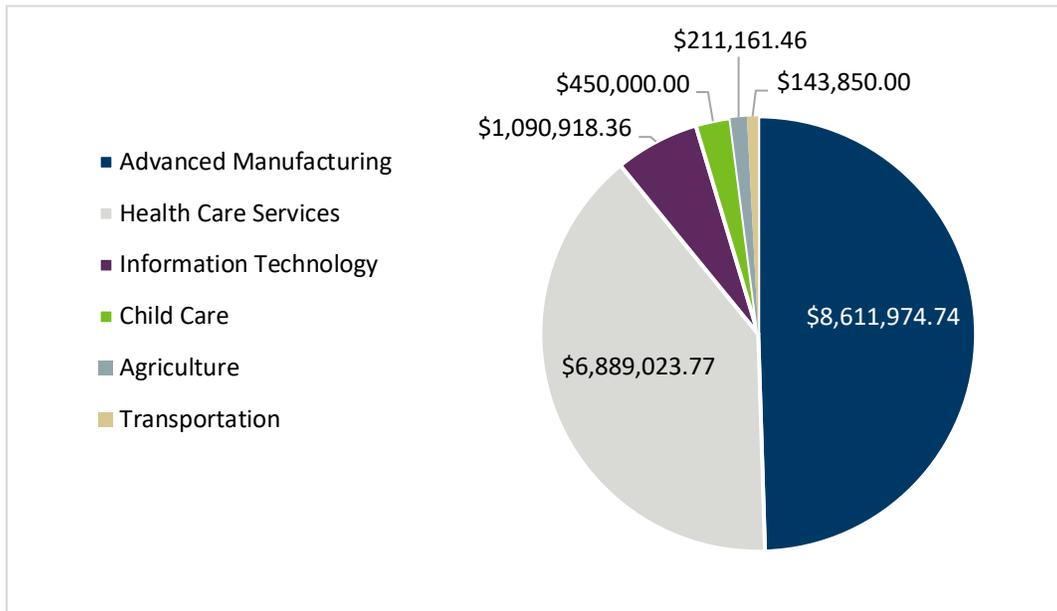


Figure 4. Dual Training Grant Amount of Contracted Awards among Industries



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

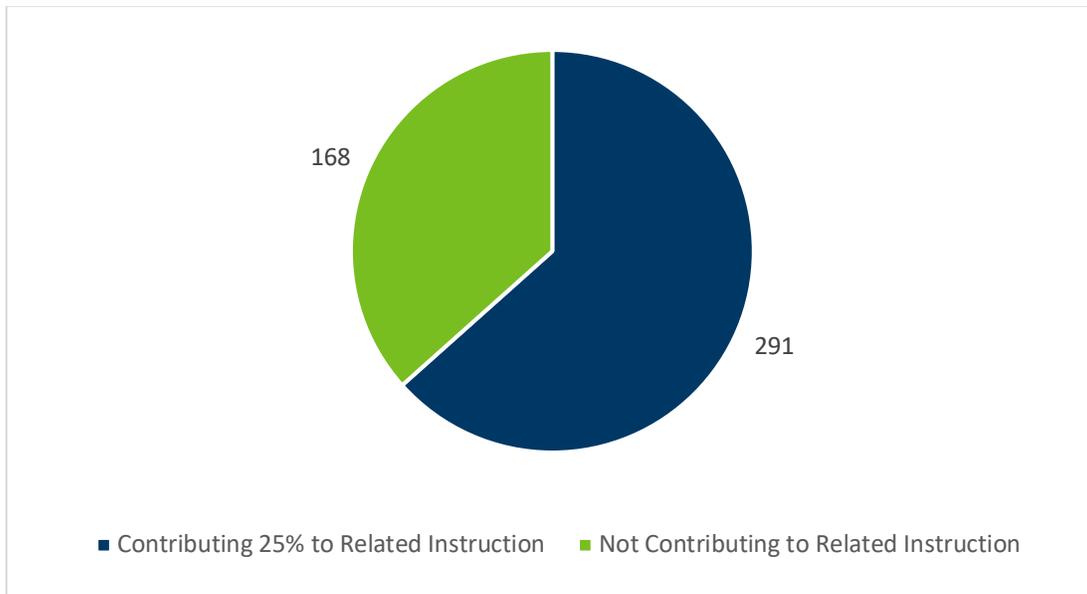
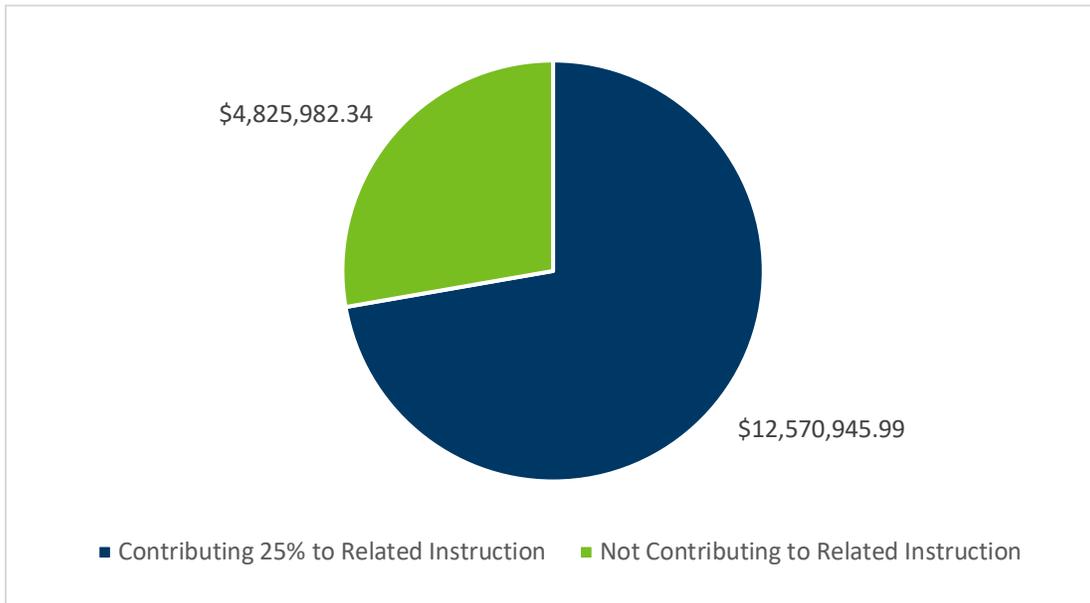


Figure 6. Dual Training Grant Amount of Contracted Awards among Grantee Contributors

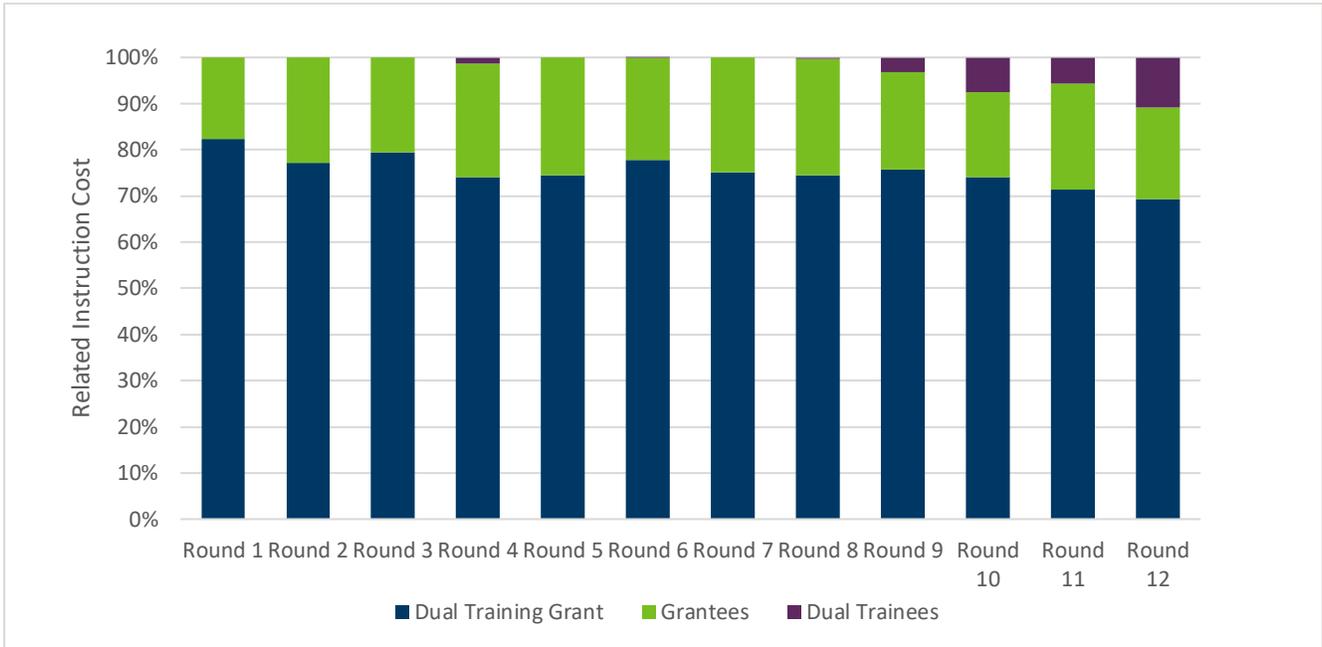


Overall, the DTG program has a significant impact on the cost of education for dual trainees. For most dual trainees, the grant, in conjunction with contributions from the grantee, covers all tuition, fee, book and material costs. Therefore, instead of focusing on financing, dual trainees can focus on 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’s degrees in nursing and engineering. During DTG Round 12, dual trainees were responsible for nearly 10% of costs. From inception through DTG Round 12, dual trainees have been responsible for only 4% 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.

Related instruction for DTG Rounds 1 through 12 cost a total of \$16,283,399.87. DTG paid \$12,014,676.33 (74%), grantees paid \$3,531,021.19 (22%), and dual trainees paid \$737,702.35 (4%) 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	\$2,041,373.64	\$581,679.89	\$318,549.28	\$2,941,602.81
Total	\$12,014,676.33	\$3,531,021.19	\$737,702.35	\$16,283,399.87

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:

M Health Fairview

Ann Gibson | Workforce Development Consultant

M Health Fairview | Human Resources
1700 University Ave. W. | St. Paul, MN 55104
ann.gibson@fairview.org | mhealthfairview.org
Office: 612-672-7869
Gender pronouns: she/her
Employed by: Fairview Health Services



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 local and state economies.

Dual Trainees

OHE collects dual-trainee population data through two primary mechanisms: proposals and work plans. One dual trainee may represent multiple dual-trainee data points, due to participating in multiple DTG rounds. First, during the proposal process, grant applicants are required to indicate how many dual trainees are expected 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 proposal process are known as **Awarded** dual trainees.

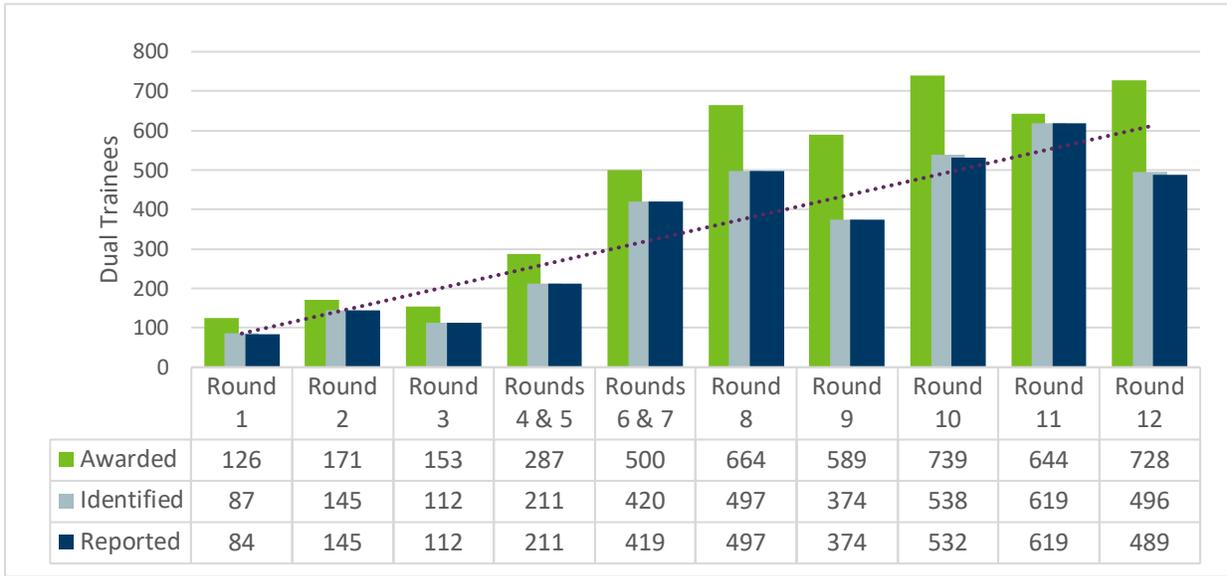
Second, once awarded a DTG, the grantee is required to identify dual trainees through a work plan document. These dual trainees are recorded as **Identified** dual trainees. Once dual trainees are identified, a grantee must request permission from OHE for any updates to their dual trainee population. Grantees are required to maintain and finalize data about dual trainees within the work plan document. Grantees of DTG Rounds 1 through 12 have been required to submit reports as of August 31, 2024. These dual trainees are recorded as **Reported** dual trainees.

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 12 is 77%. 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	404	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	496	489	68%
Total	4,601	3,499	3,482	76%

Figure 8. Number of Dual Training Grant Dual Trainees



Note: 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 occasions, 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:

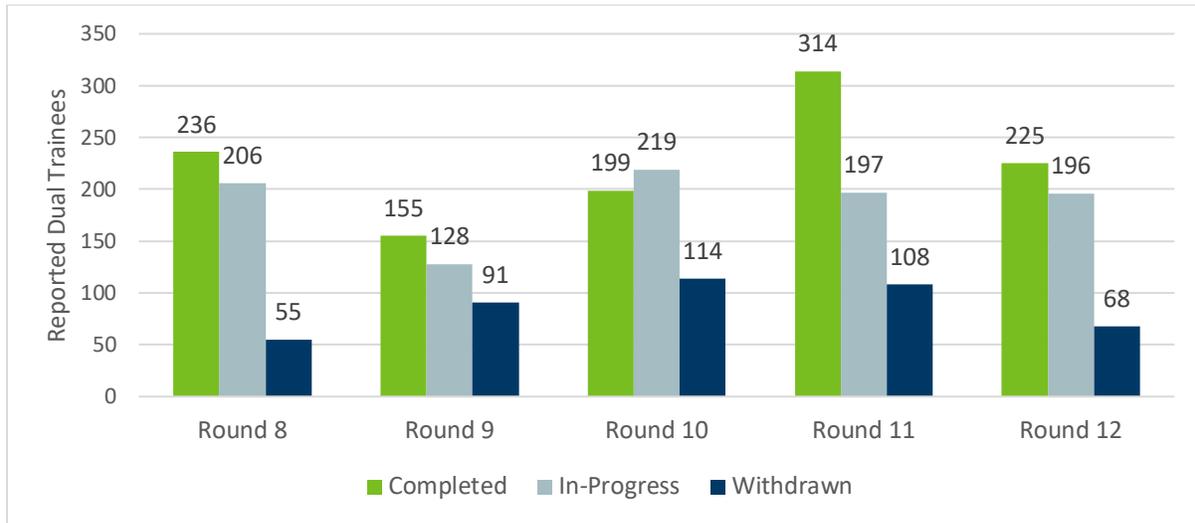
- Cerenity Senior Care, White Bear (DTG Round 12)
- Dan’s Prize, Long Prairie (DTG Round 10)
- Hartfiel Automation, Eden Prairie (DTG Round 1)
- UMA Precision Machining, Zimmerman, MN (DTG Round 6)
- Xylo Technologies, Rochester (DTG Round 1)

To date, 40% of the 3,482 Reported dual trainees have completed DTG programs. Dual trainees who have completed their programs, in addition to dual trainees who were or are in-progress accounts for 85% of the entire dual trainee population. Based upon monitoring reports and general conversations, dual trainees who begin dual-training programs gain some level of skill even if they do not complete the program. The skills learned benefit both dual trainees and grantees.

Unfortunately, due to technology limitations, OHE is unable to track a dual trainee consecutively throughout a program. Therefore, a dual trainee may be in-progress during Round 9 and complete in Round 10, but the Round 9 in-progress status will still be present in the data. Hence, attention should be focused on the 85% (2,956 out of 3,482) of the population who have begun and not withdrawn from programs as opposed to only the population

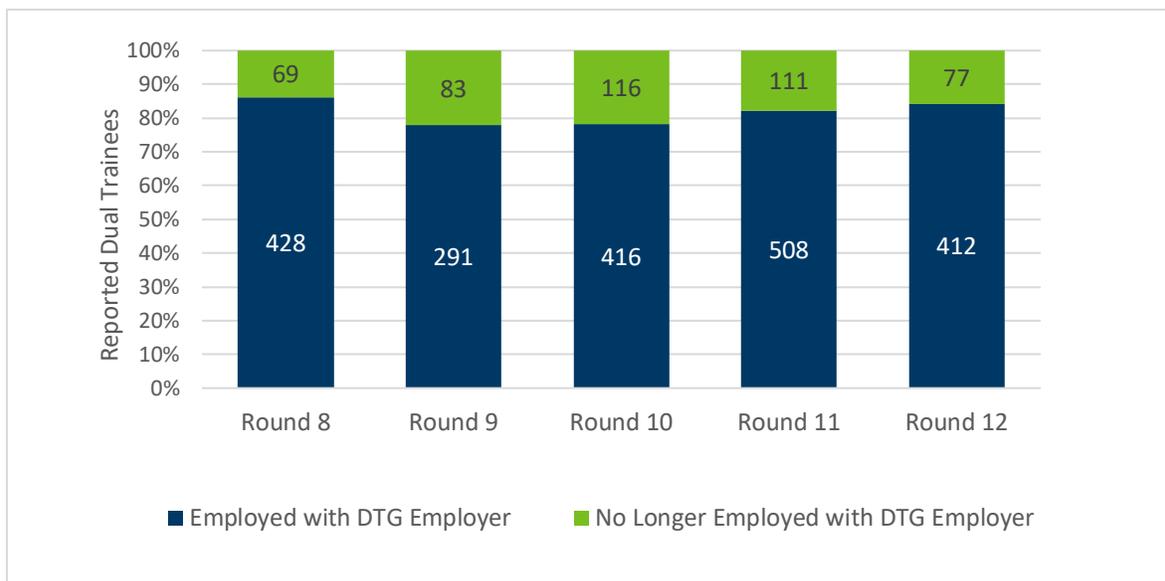
who has completed programs. Only 15% (526 out of 3,482) of dual trainees have withdrawn from DTG programs. The following figure provides an illustration of completed, in-progress, and withdrawn dual trainees from the recent grant rounds compared to all grant rounds:

Figure 9. Dual Training Grant Progress of Reported Dual Trainees



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 12, 85% (2,956 out of 3,482) of dual trainees remained employed with their employers who participated in the DTG. Represented below is employment status for recent grant rounds:

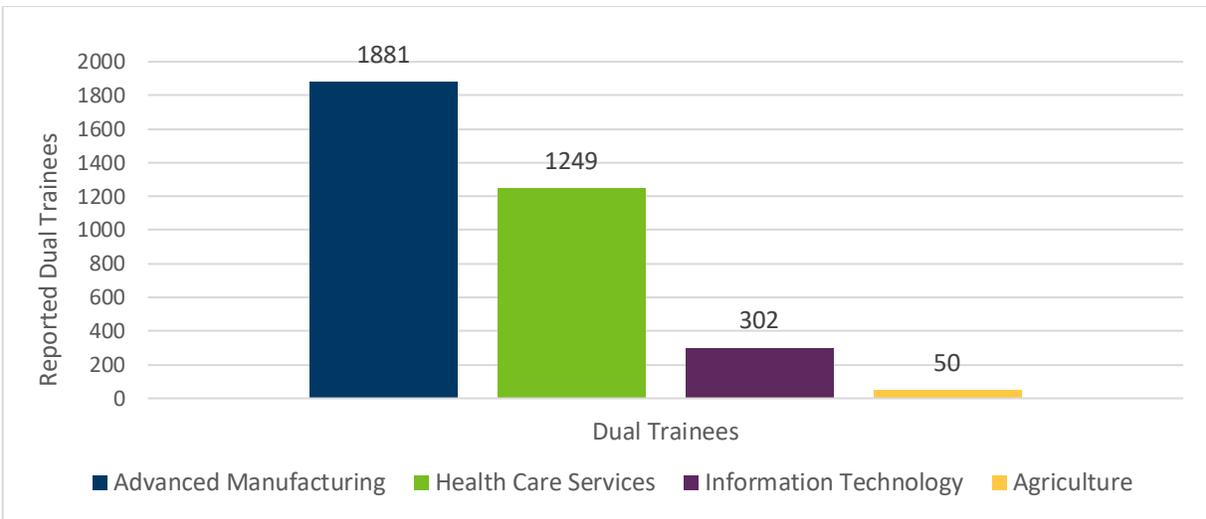
Figure 10. Dual Training Grant Employment of Reported Dual Trainees



Industries and Occupations

Historically DTG supported four industries and eligible occupations. Cumulatively, Advanced Manufacturing hosts the largest dual-trainee population. However, the dual-trainee population for Health Care Services vastly exceeded Advanced Manufacturing during DTG Rounds 11 and 12. Upcoming figures depict Reported dual trainees among industries and occupations.

Figure 11. Dual Training Grant Industry among Reported Dual Trainees (Rounds 1 - 12)



The three occupations for each industry with the most Reported dual trainees were:

Advanced Manufacturing

- Mechatronics Technician with 936 dual trainees
- Machinist/CNC Operator with 423 dual trainees
- Welder with 242 dual trainees

Agriculture

- Agriculture Equipment Mechanic with 24 dual trainees
- Horticulture Farm manager with 24 dual trainees
- Agronomist with 2 dual trainees

Health Care Services

- Certified Nursing Assistant (CNA) with 326 dual trainees
- Licensed Practical Nurse (LPN) with 150 dual trainees
- Emergency Medical Technician (EMT) to Paramedic Pathway with 143 dual trainees

Information Technology

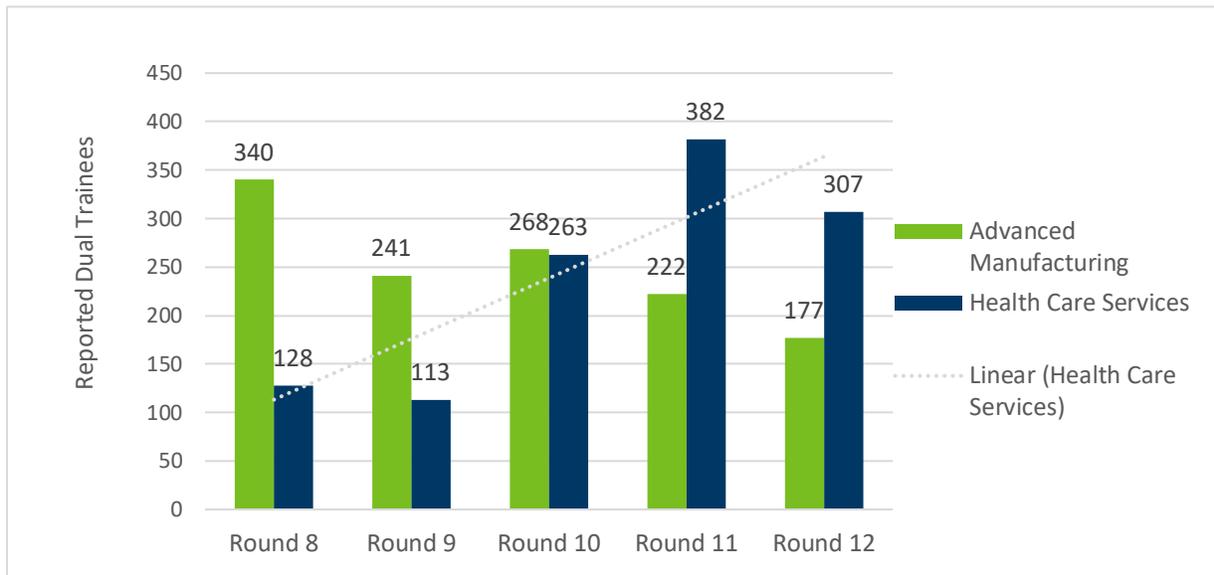
- Service Desk/Front Line Support or Computer User Specialist with 163 dual trainees
- Security Analyst with 31 dual trainees
- Infrastructure Administration Pathway with 28 dual trainees
- Software Engineer/Developer with 28 dual trainees

Table 3. Dual Training Grant Reported Dual Trainees per Occupation (Rounds 1 - 12)

Industry	Occupation	Reported Dual Trainees
Advanced Manufacturing	Computer Numerical Control (CNC) Programmer	6
	Coordinate Measuring Machine (CMM) Programmer	4
	Flexo Technician	22
	Logistics and Supply Chain Manager	1
	Machinist/CNC Operator	423
	Machinist/Tool and Die	6
	Maintenance and Repair Worker	157
	Manufacturing Engineer	36
	Manufacturing Production Supervisor	20
	Mechatronics Technician	936
	Quality Assurance Technician	28
	Welder	242
	Total	1,881
	Agriculture	Agriculture Equipment Mechanic
Agronomist		2
Horticulture Farm Manager		24
Total		50
Health Care Services	Certified Nursing Assistant	326
	Community Health Worker	104
	Community Paramedic	15
	Dental Assistant	88
	Dental Hygienist	44
	Dental Therapist	4
	Dentist	5
	Electronic Health Records Specialist	2
	Emergency Medical Technician (EMT) to Paramedic Pathway	143
	Health Support Specialist	6
	Histology Technician/Technologist	2
	Licensed Alcohol and Drug Counselor	4
	Licensed Independent Clinical Social Worker	2
	Licensed Practical Nurse (LPN)	150
	Medical Assistant	36
	Medical Laboratory Scientist	8
	Medical Laboratory Technician	26
	Phlebotomist	28
	Psychiatric/Mental Health Technician In-Patient	1
	Psychiatric/Mental Health Technician Out-Patient	11
Radiologic Technologist	19	
Registered Nurse	118	
Respiratory Therapist	28	

Industry	Occupation	Reported Dual Trainees
	Senior Culinary Manager	62
	Surgical Technologist	17
	Total	1,249
Information Technology	Computer User Support Specialist	1
	Information Management and Analytics Pathway	15
	Information Security Analyst/Specialist	4
	Information Security Pathway	8
	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	302

Figure 12. Dual Training Grant Industry among Reported Dual Trainees



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 38 occupations:

Advanced Manufacturing:

- Extrusion Molding Technician
- Industrial Production Manager
- Injection Molding Technician
- Print Press Operator
- Quality Assurance/Food Safety Supervisor

- Robotics Operator
- Safety Technician
- Solderer

Agriculture:

- Agriculture Finance/Lender
- Agriculture Applicator Technician
- Crop Farm Manager
- Farm Animal Manager
- Grain Merchandiser
- Livestock Veterinarian
- Meat Cutter/Meat Processor
- Quality Assurance/Food Safety Supervisor
- Swine Technician (grow finish)
- Swine Technician (sow farm)

Health Care Services:

- Chemical Dependency and Addiction Technician
- Critical Care Nurse
- Emergency Room Nurse
- Medical Laboratory Assistant

- Occupational Therapist
- Ophthalmic Technician
- Pharmacy Technician
- Physical Therapy Assistant
- Positive Support Analyst
- Positive Support Specialist
- Wound, Ostomy and Continence Nurse (WOC)

Information Technology:

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

Financial Aid

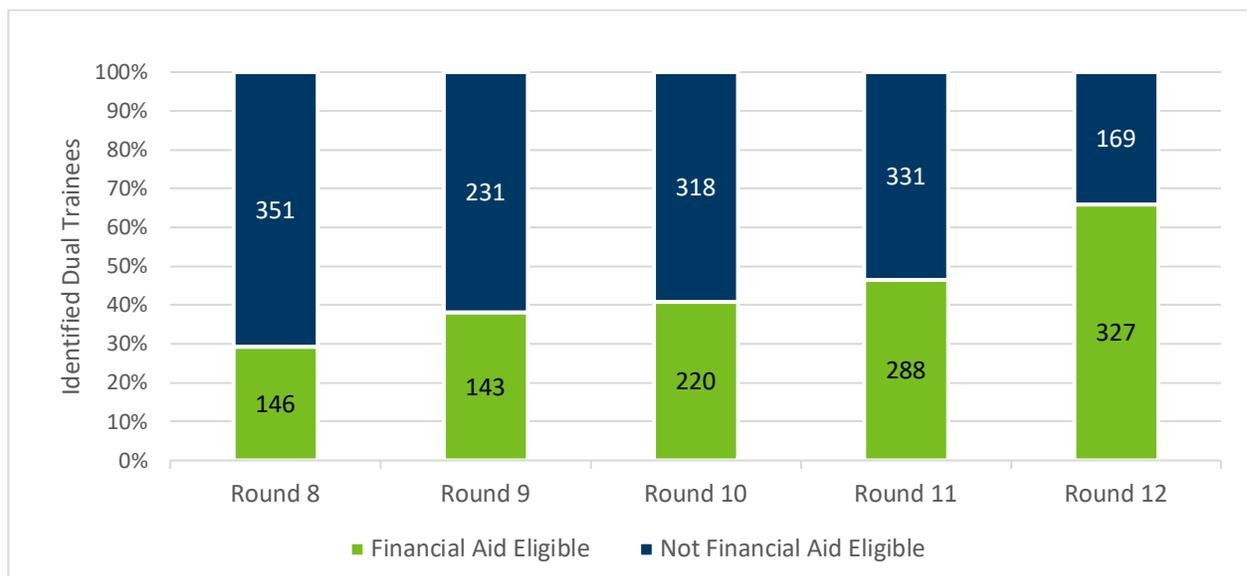
The Free Application for Federal Student Aid (FAFSA) or Minnesota state aid application is required for all dual trainees participating in federal and/or state financial aid eligible programs. A dual-training program is not required to be financial aid eligible; however, a benefit of a financial aid eligible program is the potential for a dual trainee to benefit from both financial aid resources and 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/home>) for accessible training on navigating the admission process, line-by-line FAFSA, Minnesota state aid application, understanding financial aid packages, and a variety of other relatable topics. OHE also recommends the TRIO Educational Opportunity Center (<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 most recent DTG Round 12, 66% of dual trainees participated in financial aid eligible programs. As shown in the figure below, the ratio of 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



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 \$19.46 per hour at minimum based on a family with one child, one full-time and one part-time employed adult. After 12 months of beginning a dual-training program, Reported dual trainees had average wages of \$25.02 per hour. This was \$5.56 above the \$19.46 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, DTG does not require grantees to provide wage increases to dual trainees; however, wage increases are strongly encouraged. Dual trainees receive wage increases through standard performance evaluations, job promotions, and their performance in a dual-training program. Most dual trainees do receive wage increases within 12 months of starting a DTG period. The average Reported (Rounds 1-12) dual trainee received an hourly wage increase of \$2.51. The average hourly wage increase among Reported dual trainees of the most recent Round 12 was \$4.28.

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 Rounds 4 through 12, 3,155 Identified dual trainees submitted grant participation agreements through a secure online process. To receive benefits from the DTG, dual trainees were required to submit general information and agree to the terms of the grant. Questions on the agreement about gender, race, ethnicity, and U.S. Armed Forces were optional.

Gender

Of the Identified dual trainees, 1,921 identified as male, 1,158 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)

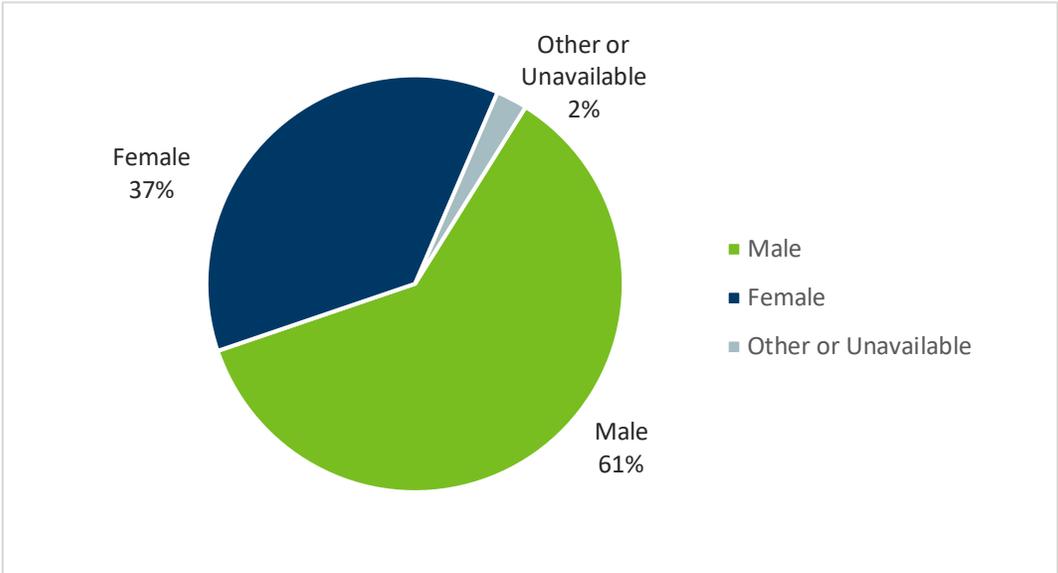
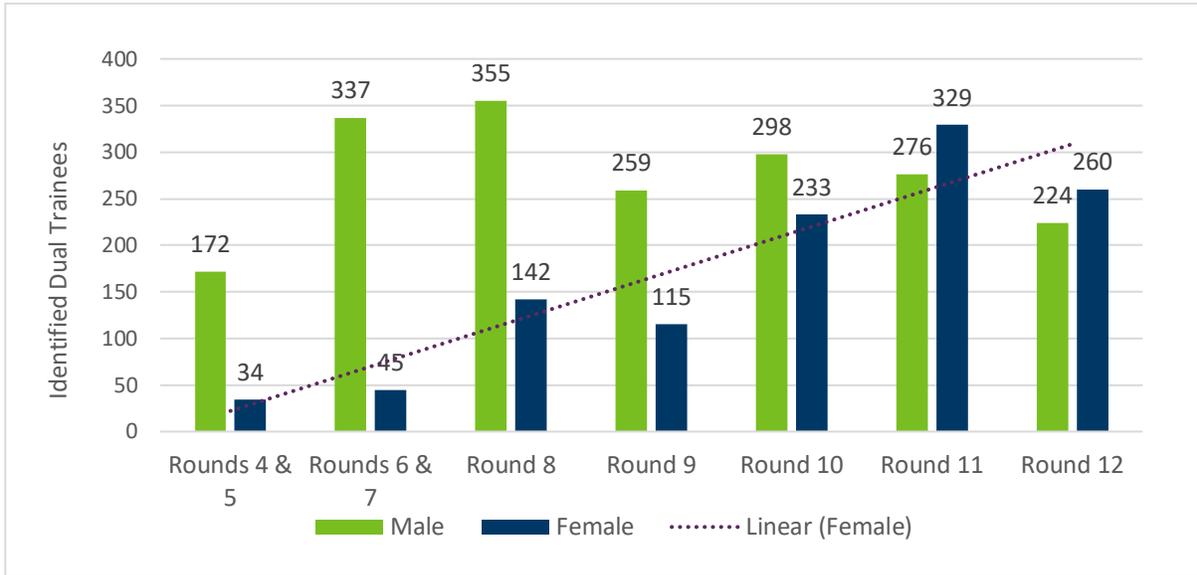
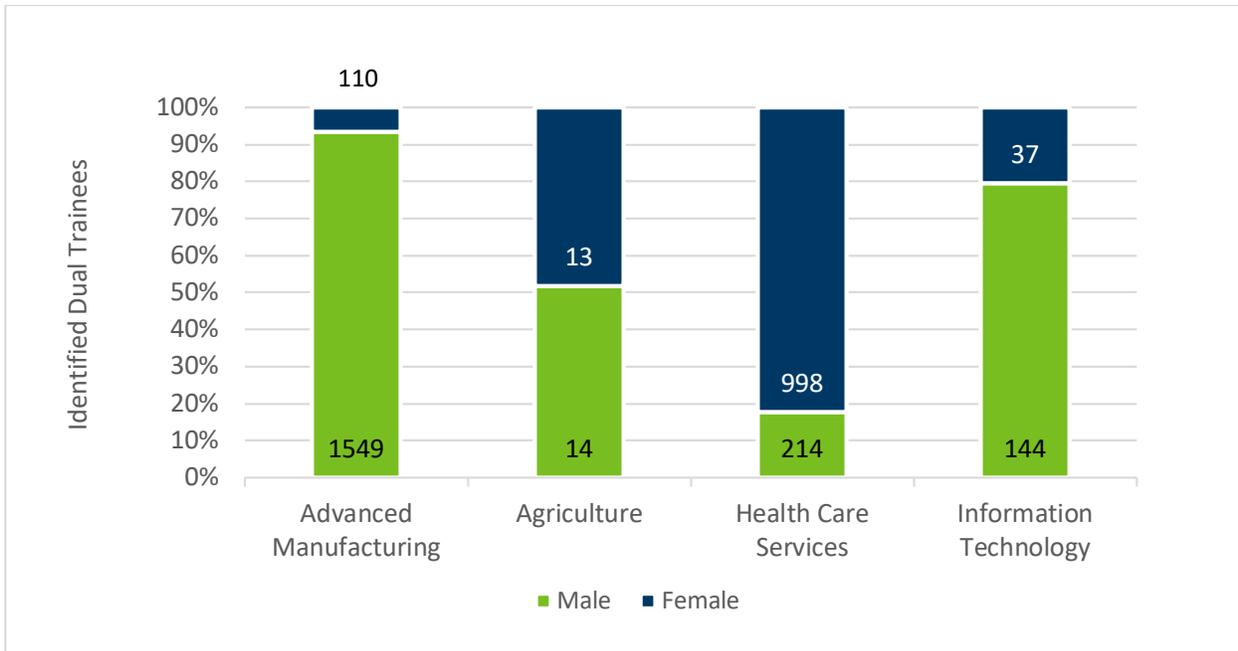


Figure 15. Dual Training Grant Gender of Identified Dual Trainees per Round



Notes: 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” were suppressed (see [Appendix D](#)).

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



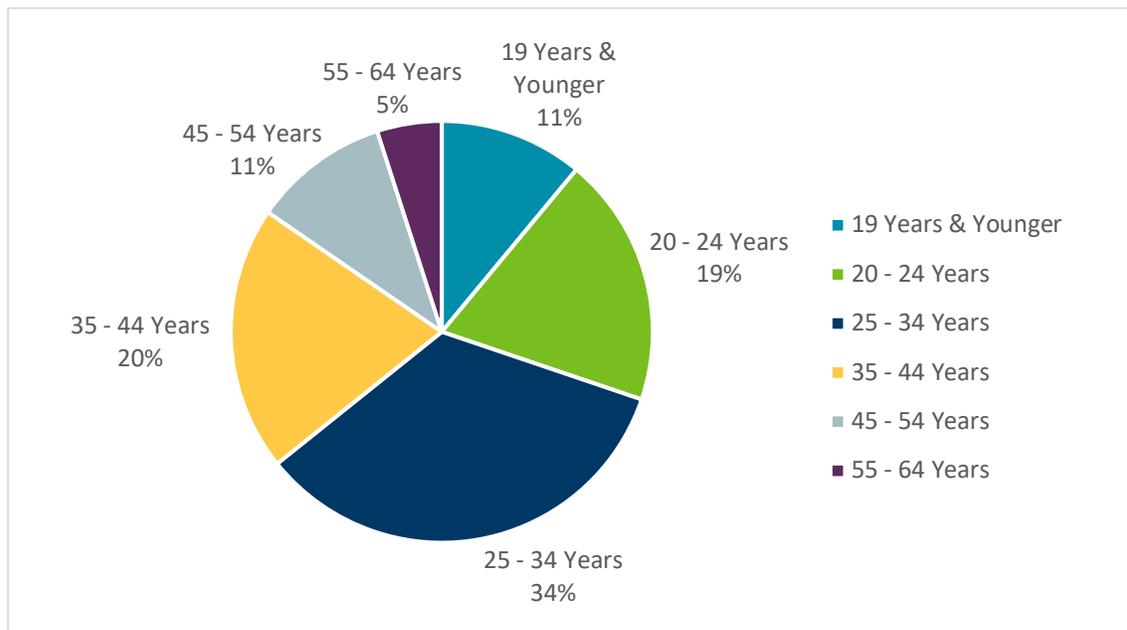
Notes: Categories of “Other” and “Unavailable” were suppressed (see [Appendix D](#)).

Age

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). DTG supports adult learners in advancing their education while also contributing to the education goals of the State of Minnesota.

Historically, DTG was designed for young dual trainees. The goal was to create a pipeline from high school graduation into the workforce. Grantees have found 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. 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: Data from the category "65 Years & Older" was suppressed (see [Appendix D](#)).

Figure 18. Dual Training Grant Age of Identified Dual Trainees

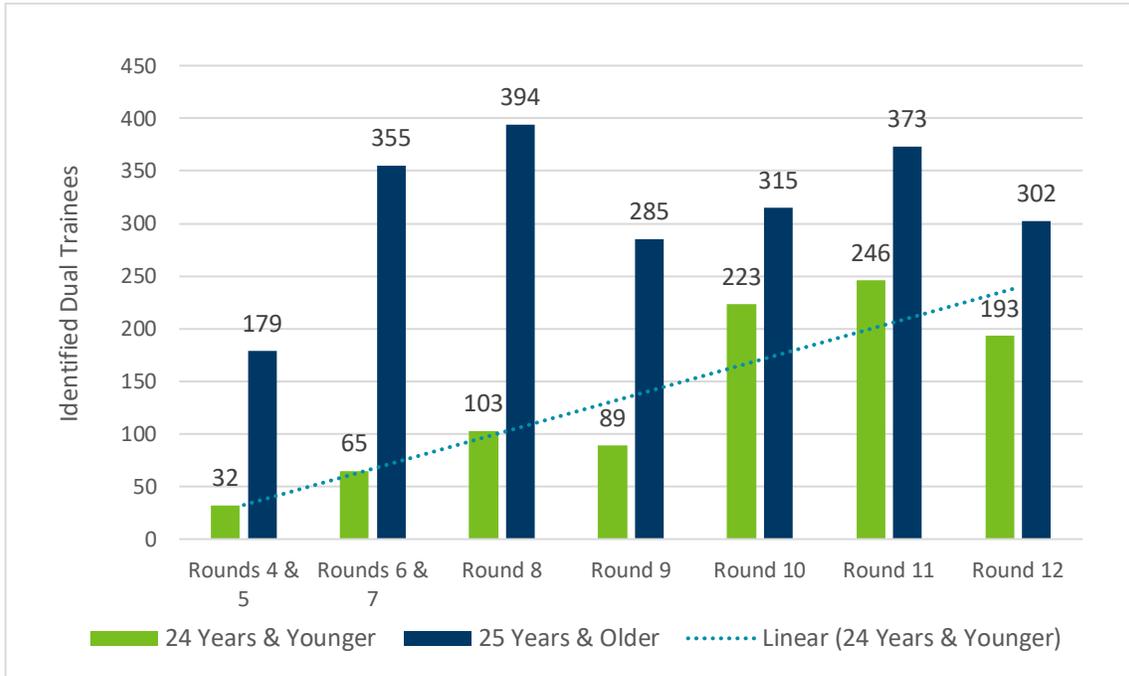
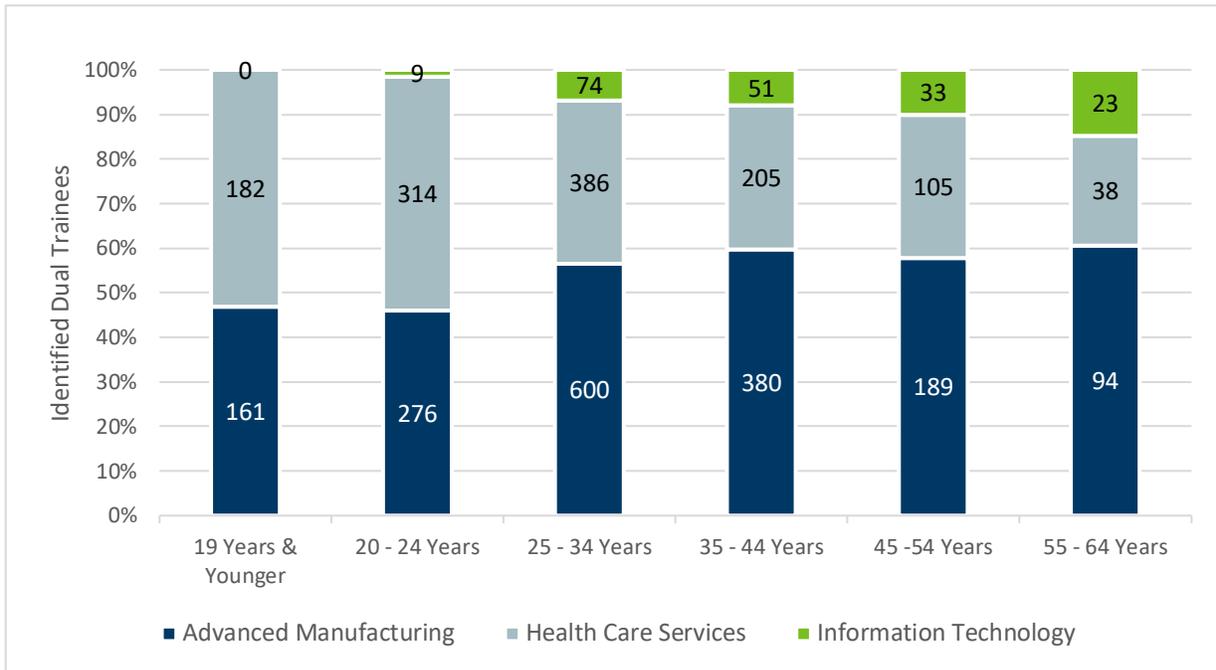


Figure 19. Dual Training Grant Industry of Identified Dual Trainees per Age Category (Rounds 4 - 12)



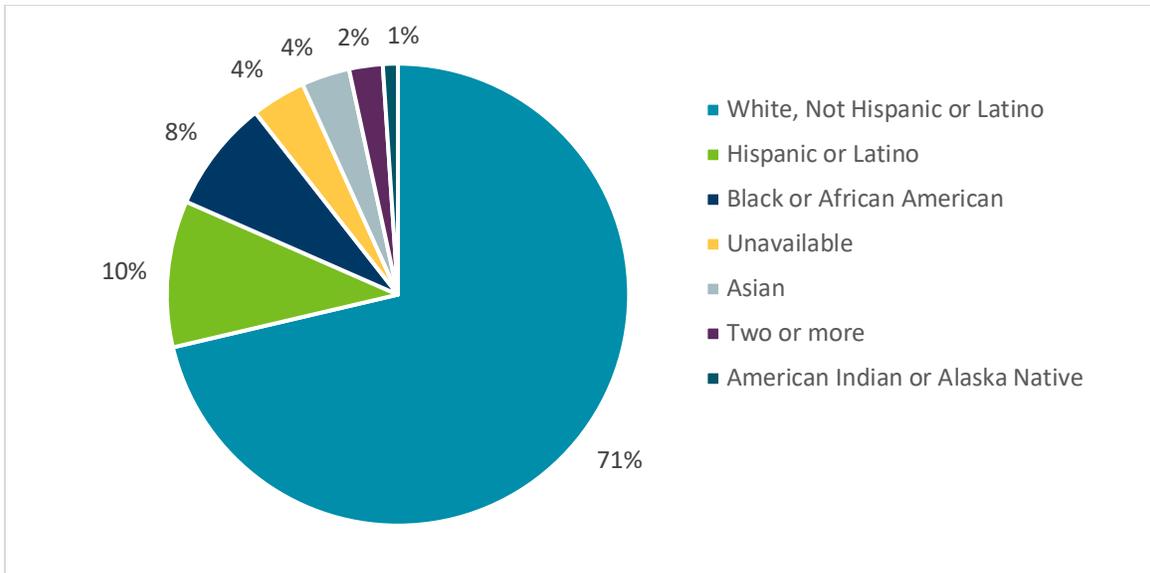
Notes: Data from industry “Agriculture” and category “65 Years & Older” was suppressed (see [Appendix D](#)).

Race and Ethnicity

The DTG Request of Proposal includes scoring criteria to promote the participation and success of dual trainees who are of diverse populations, experience inequities, and/or experience disparities. Throughout recent DTG

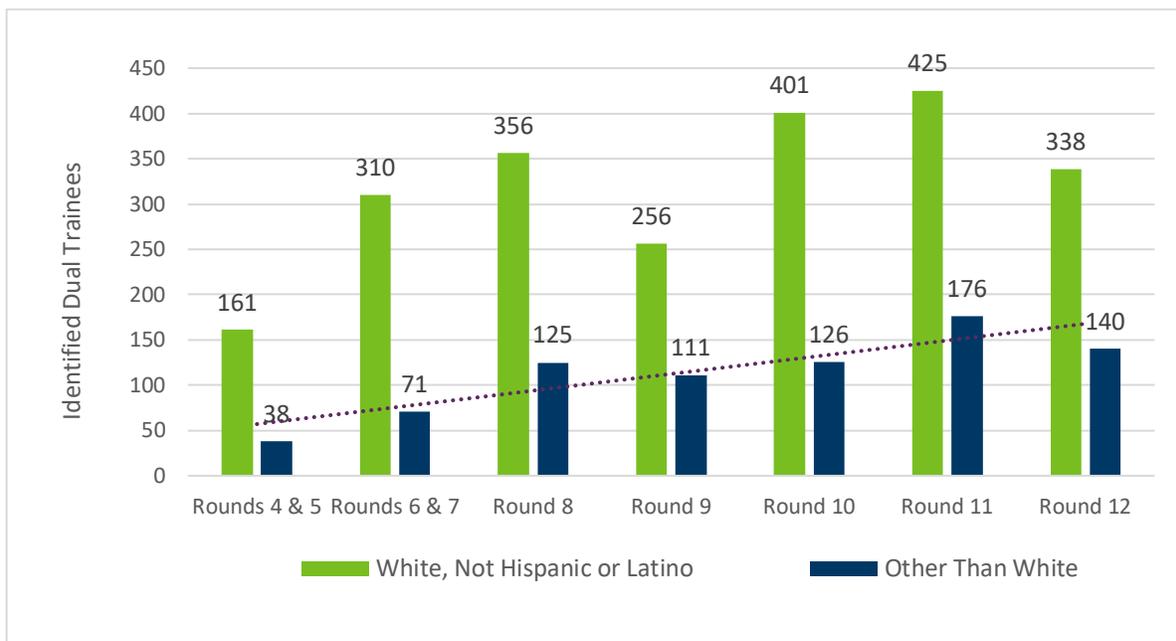
rounds there was a steady increase in the number of dual trainees who identified with a race or ethnicity category Other Than White. The following figures illustrate how race and ethnicity is represented among Identified dual trainees, grant rounds, and industries.

Figure 20. Dual Training Grant Race and Ethnicity of Identified Dual Trainees (Rounds 4 - 12)



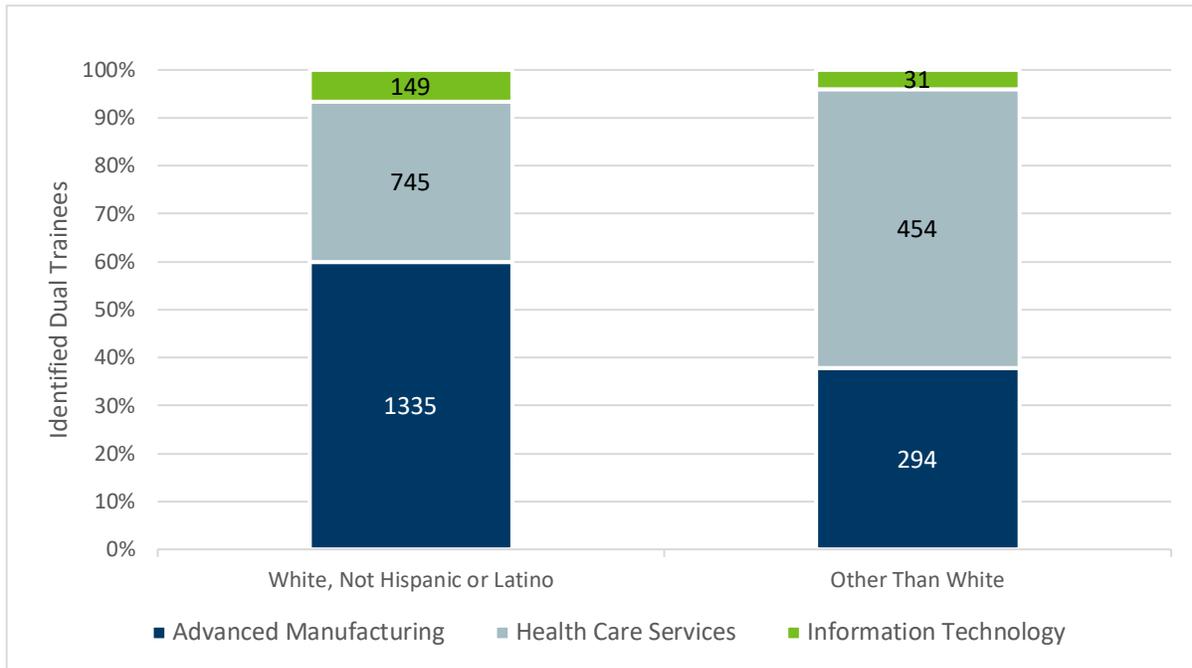
Notes: Race and ethnicity category of “Native Hawaiian or other Pacific Islander” was suppressed (see [Appendix D](#)).

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



Notes: Race and ethnicity category of “Unavailable” was not reflected in figure.

Figure 22. Dual Training Grant Industry of Identified Dual Trainees per Race and Ethnicity (Rounds 4 - 12)



Notes: Industry of "Agriculture" was suppressed (see [Appendix D](#)). Race and ethnicity category of "Unavailable" was 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, and 1,144 participation agreements have since been submitted by Identified dual trainees. Forty-one (4%) of the Identified dual trainees self-identified as Active Duty or Veterans of the U.S. Armed Forces. Most of those Veterans were 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 with 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 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 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 issued by, or recognized by, industry or professional associations; and*
- (5) other certifications as approved by the commissioner.*

During the proposal 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 proposal 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.

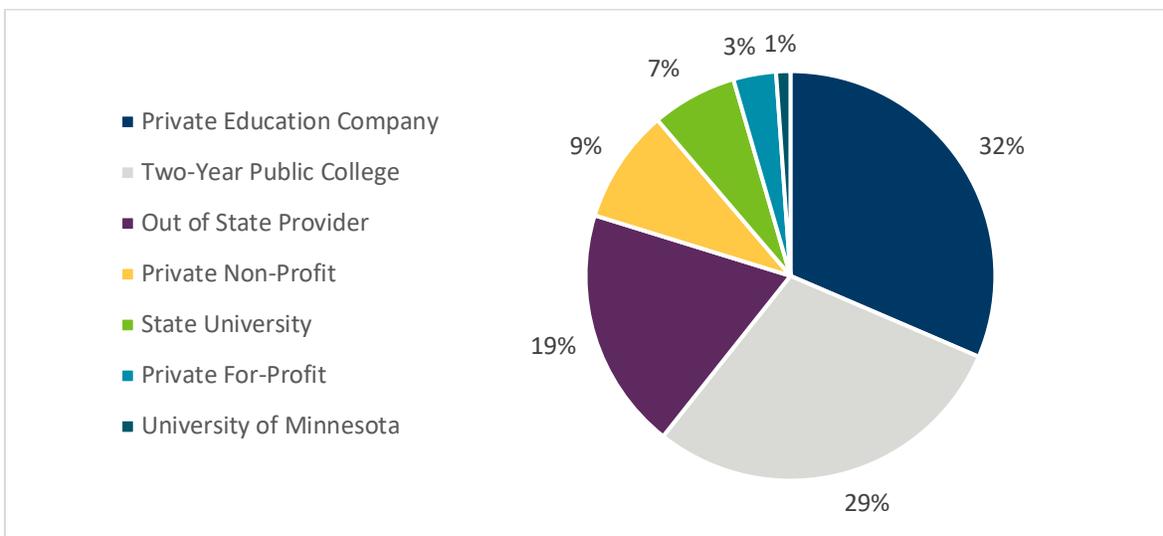
Thus far, 89 related instruction training providers have entered into DTG agreements with grantees. Thirteen of the training providers were newly added during DTG Round 13 and are represented below by an asterisk (*) symbol. Several related instruction training providers support training programs among multiple grantees:

1. Advanced Minnesota
2. Ag Leader Academy
3. Alexandria Technical and Community College
4. Andersons Training School
5. Anoka Ramsey Community College
6. Anoka Technical College
7. Augsburg University
8. Aveda Institute*
9. Bemidji State University
10. Bethel University
11. Capella University
12. CED Solutions
13. Central Lakes College
14. Century College
15. Chicago School of Professional Psychology*
16. Chippewa Valley Technical College*
17. College of St. Scholastica*
18. Collier IT
19. Creating IT Futures Foundation
20. Dakota County Technical College
21. Dunwoody College of Technology
22. Farm Journal Corn College
23. Flexographic Tech
24. Fond du Lac Tribal and Community College*
25. Global Knowledge
26. HeartCert*
27. Hennepin County EMS Emergency and Critical Care Education
28. Hennepin Technical College
29. Herzing University
30. Intertech
31. Inver Hills Community College
32. Iowa Lakes Community College
33. ISACA
34. John Deere University
35. Kansas State University*
36. Knowledge Peak
37. Lake Area Technical College
38. Lake Superior College
39. Lakeland University*
40. Louisiana State University
41. Manufacturing Alliance
42. Mechanical Systems Inc Safety and Training Division
43. Metropolitan State University
44. Minneapolis Technical College
45. Minnesota North College
46. Minnesota State College Southeast
47. Minnesota State Community and Technical College
48. Minnesota State University Mankato
49. Minnesota West Community and Technical College
50. Montessori Training Center of Minnesota*
51. Mpower Career Training*
52. New Horizons
53. Normandale Community College
54. North Dakota State College of Sciences
55. North Dakota State University
56. North Hennepin Community College
57. Northland Community and Technical College
58. Northwest Iowa Community College
59. Northwest Technical College
60. Northwestern Health Sciences University
61. Northwood Technical College
62. Pima Medical Institute*
63. Pine Technical and Community College
64. Pink Elephant Corp.
65. PTM Incumbent Worker Training Program
66. Purdue University
67. Rasmussen University
68. Ridgewater College
69. Riverland Community College
70. Rochester Community and Technical College
71. Saint Paul College

- 72. Sanford Health Nursing Assistant Training
- 73. Sedation Consult LLC
- 74. South Central College
- 75. Southern New Hampshire University*
- 76. Southwest Minnesota State University
- 77. St. Catherine University
- 78. St. Cloud State University
- 79. St. Cloud Technical and Community College
- 80. Symmetry Solutions (Hawkrigde Systems)
- 81. The Idea Circle/Minnesota Innovation Institute
- 82. The Software Guild
- 83. Tooling University
- 84. University of Minnesota
 - a. Crookston
 - b. Duluth
- c. Extension
- d. Landscape Arboretum
- e. School of Dentistry
- f. School of Dentistry Continuing Education
- g. Twin Cities
- 85. University of North Dakota
- 86. University of Northwestern St. Paul*
- 87. University of Wisconsin
 - a. Eau Claire
 - b. River Falls
 - c. Stout
 - d. Superior
- 88. Winona State University
- 89. Wisconsin Indianhead Technical College

A majority of training providers supporting DTG programs are within the sectors of either private education companies or two-year public colleges. 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 – 13)



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 Rounds 11 and 12 submitted data about the total number of hours for on-the-job training. On average, Reported dual trainees spent 198 hours during the grant period expanding their competencies through on-the-job training tasks.

Grantees also submitted on-the-job training information to OHE through work plan and budget documents which included 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 had flexibility in designing on-the-job training schedules. Grantees were required to design and administer on-the-job training tasks that would 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 2023	2	Maintain environmental practices

Dual Trainee Name	OJT Administrator Title	OJT Mode	OJT Timeline	OJT Total Hours	OJT Competencies
					Maintain supplies of fluids and medications for use during operations
Dual Trainee A	Director of Surgical Services	Mentorship	August – December 2023	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 2023	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 2023	1	Teamwork and strong communication skills
Dual Trainee A	Director of Surgical Services	Discussion-based Training	August – December 2023	1	Knowledge of decontamination and sterilization processes

Testimonials

Grantees

Through the DTG monitoring process, grantees have the opportunity to share information about the program outcomes of their dual-training programs. Below are reflections from DTG Round 12 grantees:

With the ever-increasing cost of living and higher education in the United States, it [DTG] has allowed us to recruit talent and support them in pursuing their educational goals without needing to take the financial burden on themselves. Employees do not need to sacrifice time away from the job to make schooling work which has helped us retain employees who would have otherwise left to pursue higher education. We have partnered with many local high schools ... Through these relationships we have participated in career fairs, facility tours, mock interviewing, etc. One of the benefits that these schools see from recommending their recent or soon to be high school graduates to work with us is that we provide many opportunities to continue their education. DTG offers a great pathway for people to start in the field of manufacturing, and gain hands on experience, knowledge, and income while giving themselves the best opportunity to achieve their educational goals.

Advanced Manufacturing Grantee

It is difficult to put a number on the benefits of this training. This allows our operators to broaden their knowledge in the CNC machining world. It allows the trainee to shift up an entire grade level at our facility, moving them into higher paying roles, both now and into the future. In hiring, we discuss the Dual Training Grant and the opportunity it gives to new recruits. It helps us retain our folks by showing them our commitment to ongoing training and opportunities for them both in position and wage.

Advanced Manufacturing Grantee

Our ambulance services team has participated in the program during grant rounds 9-12 and it has become a very popular program with our staff and employees. The grant continues to allow us to retain some of our most dedicated and talented employees. It has encouraged a positive relationship between our organization and employees as they can see the commitment we are making to their growth and development in the field. This is also translating into better prepared Emergency Medical providers who care for residents throughout the state of Minnesota.

Health Care Services Grantee

The dual training program has allowed us to be fully staffed with a diverse workforce that mirrors the clients we serve. The program has also helped us “grow” our own licensed health care professionals who are interested in living in a rural community like ours because they are from here! It was a challenge to recruit health professionals from outside of our community. The program has also helped our critical access clinic to have a more sustainable business model. By having our staff receive training such as expanded functions in dentistry, it raises the scope of what each employee can do. We have everyone working to the highest level of their licensure to provide high quality and cost-effective care. For example, our dental assistant and dental hygienist who went through the expanded functions training can take over for our

Advanced Dental Therapist before and after drilling procedures. The hygienist can numb, and the dental assistant can fill the teeth.

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 testimonials from DTG Round 12 dual trainees:

Being a part of this program has been a truly fun and enriching experience. The flexibility offered with my schooling has been instrumental, allowing me to strike a cohesive balance between my academic pursuits and the work-study program. I feel beyond fortunate to be able to focus on my education while gaining invaluable hands-on experience in the dental field. The structured setup of the program has not only helped facilitate my learning but has also provided a solid foundation for my future ventures in dental hygiene school. I am confident that the knowledge and skills I am gaining through this program will make me well-versed in the dental world, preparing me thoroughly for the efforts ahead. I want to extend my deepest appreciation for the inclusive and supportive environment that my employer fosters. It is clear that the organization is committed not only to the success of its students in the program but also to the well-being of its patients and employees. This diversity and commitment make HealthPartners the perfect starting point for my journey into this exciting new career.

Dental Hygienist Dual Trainee

I started as a wheelchair driver in May 2022. I obtained my EMT certification in August 2022 and then moved up to BLS [basic life support]. During this time, I've learned a lot from my FTO's [field training officer] and experience. When I was chosen for the Dual Training Grant, this allowed me to further my education. What I'm learning to become a Paramedic has transferred tremendously to my current role as an EMT. My patient care has improved, I'm understanding certain conditions and medications better. And reading the paperwork is making more sense to me about what a patient may be going through in their past and present medical condition ... The program has been great so far. Almost everything is done behind the scenes which allows me to focus on school and work ... I am grateful to my employer for giving me an opportunity. Everyone has been very supportive with my questions and concerns.

Emergency Medical Technician (EMT) to Paramedic Pathway Dual Trainee

I am beyond grateful for the opportunity to be a participant in the Dual Training Grant program granted to me through my employer. This program has made it possible to keep my attention on school as well as the application of my education through my employment. I was able to enjoy my education at North Dakota State University without having to worry about the financing of my college career. This freedom along with my employment opportunity helped me to optimize my education. This allowed me to bring engineering skills learned in classes and apply them to real world applications. The opportunity had also made it possible to save up enough money during school to purchase a house just before graduating college. I have also worked around other students who also were granted the same opportunities and witnessed the enrichment of their lives and educational careers. I have a lot to be thankful for and it was

all made possible through the Dual Training Grant program along with my employment experience through my employer.

Manufacturing Engineer Dual Trainee

I have worked for this company about 6 years. I have worked in loading dock and production. When I found out about the program I knew I had to take it. My experience so far it's been great. I have learned so many things and getting to go to school is a great opportunity to learn and succeed in my life. We get to work and learn at the same time. I really recommend anyone who wants to do great things in life and succeed to join this program. It's a great opportunity.

Mechatronics Technician Dual Trainee

I am an LPN, soon to be an RN in May. I have been so fortunate to have the support of my employer and the Dual Training Grant throughout my educational journey. The opportunities this grant has gifted to me are invaluable. I have not paid a single dime towards my tuition, which has allowed me to focus on my academic performance without worrying about how to fund my higher education. Due to having no student debt, I was able to buy a home at 19 years old, and finance a new car this past summer! The flexibility that this grant award to me is incredibly helpful. The grant does not come with strings attached like other scholarships and grants do (required working hours per week, contractually obligated amount of time in a company post-graduation, etc.). I have learned so much on the job. I have worked all the way up from a CNA to a Charge Nurse! My life is forever changed due to this grant. I cannot thank the MN Office of Higher Education and Department of Labor and Industry enough. Programs like these are what is going to end the nursing shortage.

Registered Nurse Dual Trainee

My husband and I have two awesome kids. Our oldest is in her second year of college and lives in Fargo and our youngest is in his junior year of high school. My husband and I both work as operating room aides. I have worked for my employer since 2008 and have worked in a few different areas. After I started working in the O.R. [operating room] I decided that I really wanted to be an RN. We started looking into our options. Things were starting to look a little discouraging until I saw the email for the Dual Training Grant, and I knew I had to try. I am currently in the Traditional RN program at Central Lakes College and will be graduating in May. My husband, supervisor and co-workers have been amazing through this whole process. My supervisor has been super accommodating with my work schedule and does not bat an eye when I need another day off for something for school. When I have questions about something my co-workers are always there to help! It has been great to see all the different roles there are for RN's. Without this amazing opportunity I would not have been able to pursue my dream of becoming an RN. I am very thankful for all of this.

Registered Nurse Dual Trainee

Having the ability to improve my skills as a welder, helped me be able to do better work. I feel like while I already had a general knowledge on welding, these welding classes taught me new ways to do my job. Then having the chance to do the advance weld class gave me a new skill with aluminum welding. Having the chance to be included in this grant gave me the ability to learn and improve as a welder. I am definitely more confident now, than I was when I first started with my employer.

Welder Dual Trainee

Dual Training Grant Participant Outcomes Analysis Using SLEDS

This section was prepared and authored by Steve Rogness 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 a subset of participants in the Dual Training Grant program. SLEDS links data from K-12 education, postsecondary education, and employment that can be utilized for the evaluation of state funded programs. Through an approved SLEDS data request, OHE receives K-12, postsecondary, and employment data for a subset of Dual Training Grant participants, limited to only those participants who are included in the college enrollment data that OHE provides to SLEDS.¹

For grant rounds 1-12, there were 3,499 Dual Training Grant participant records. Of these 3,499 records, 2,432 records matched to college enrollment records in SLEDS, representing 1,846 distinct individuals as shown in Table 1. The 2,432-record count also includes 586 records for individuals participating in more than one grant round. Since this 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 are tied to their program entry and exit dates specific to each grant round. Grant round 7 had no participants matching to SLEDS data. Instances where the number of participants is less than 10 individuals are suppressed to protect individual privacy.

Table 4. Number of Participants with Available SLEDS Data by Grant Round

Grant Round	Number of Participants with SLEDS Data
1	50
2	72
3	62
4	109
5	20
6	242
7	0
8	325
9	256
10	383
11	501

¹ State agencies and data providers that contribute data to SLEDS are authorized to reconnect de-identified data from SLEDS back to their source data for additional analysis that is approved by the SLEDS Executive Committee. However, the data can only be connected back to the data sets that the agency provides to SLEDS on an ongoing basis for analysis. As of 2024 OHE does not yet provide a specific data set of Dual Training Grant participants for inclusion in SLEDS. For this reason, the SLEDS analysis for Dual Training Grant participants is limited to participants who enrolled in college in Minnesota between fall 2003 and fall 2023 (the time range of enrollment data contributed by OHE to SLEDS as of the time of this report).

Grant Round	Number of Participants with SLEDS Data
12	412
Total	2,432

Demographics (Sex, Age, Race, Home Location) of Dual Training Grant Participants

Sex of Participants

The demographic distribution of Dual Training Grant participants presents a majority male cohort with 1,376 men compared to 966 women across all cohorts. There were 90 records with either no sex reported or a legal sex other than male or female reported. Men represented 57% of participants across all grant rounds. However, women made up a majority of recent grant rounds (grant rounds 11 and 12), as shown in Table 5.

Table 5. Sex of Participants

Grant Round	Female	Male	Not Reported or Other Legal Sex Reported	Total	Percent Male
1	<10	47	<10	50	94%
2	11	60	<10	72	83%
3	12	48	<10	62	77%
4	22	86	<10	109	79%
5	<10	17	<10	20	85%
6	33	203	<10	242	84%
8	116	203	<10	325	62%
9	99	152	<10	256	59%
10	175	185	23	383	48%
11	263	211	27	501	42%
12	232	164	16	412	40%
Total	966	1,376	90	2,432	57%

Age of Participants at Entry

The median age of Dual Training Grant participants varied from 25 (Grant Round 10) to 35 (Grant Round 5), as shown in Table 6. For grant rounds 1 to 9, individuals aged 25 to 34 represented the largest group. However, for grant rounds 10 to 12, there were more individuals aged 24 or younger than individuals aged 25 to 34 years old.

Table 6. Median Age and Age Distribution of Participants

Grant Round	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	29

Grant Round	24 Years or Younger	25-34 Years	35-44 Years	45 Years or Older	Age Not Reported	Total	Median Age
2	20	29	16	<10	<10	72	29
3	<10	35	14	<10	<10	62	33
4	30	52	16	10	<10	109	29
5	0	10	<10	<10	<10	20	35
6	49	108	56	25	<10	242	31
8	79	149	61	35	<10	325	30
9	76	94	51	32	<10	256	29
10	181	122	52	26	<10	383	25
11	198	177	83	40	<10	501	27
12	171	143	63	32	<10	412	26
Total	819	941	425	228	19	2,432	28
Percent of Total	34%	39%	17%	9%	1%	100%	

Race and Ethnicity of Participants

Of the 2,432 Dual Training Grant participants, 2,333 had a race or ethnicity reported in college enrollment records. Race and ethnicity were established using the college enrollment record closest in time to the individual’s entry into the Dual Training Grant program. Seventy-one percent of participants identified as white compared to 25% who identified as individuals of color or indigenous. Race and ethnicity were not reported for 4% of participants.

Figure 24. Race and Ethnicity of Participants

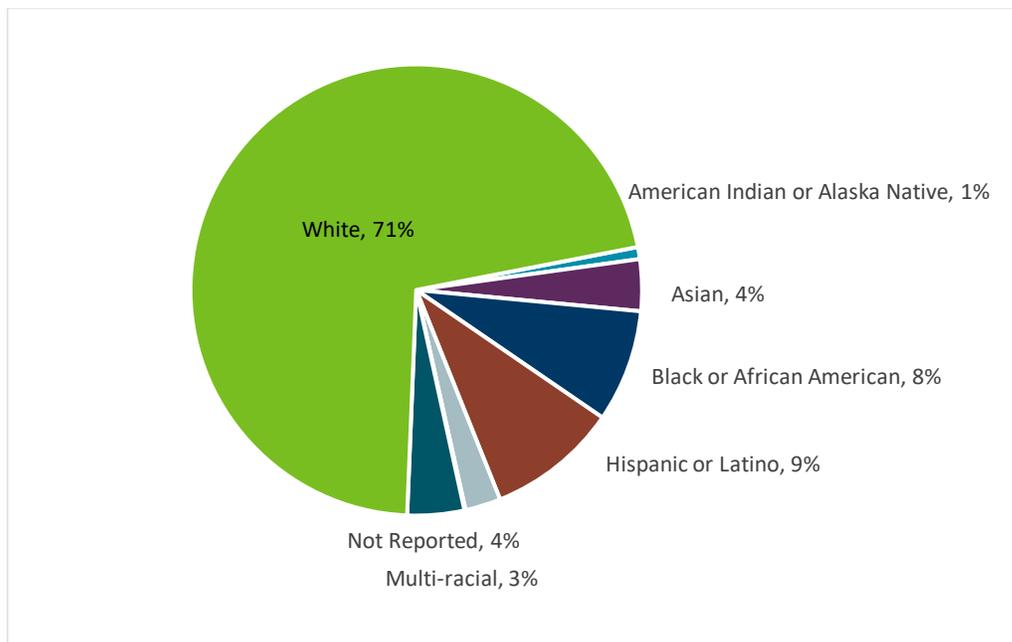


Table 7. Race and Ethnicity of Participants

Grant Round	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-Racial (Reporting Two or More Races)	Native Hawaiian or Other Pacific Islander	White	Race and Ethnicity Not Reported	Total
1	<10	<10	<10	<10	<10	<10	40	<10	50
2	<10	<10	<10	<10	<10	<10	47	<10	72
3	<10	<10	<10	<10	<10	<10	50	<10	62
4	<10	<10	<10	<10	<10	<10	83	<10	109
5	<10	<10	<10	<10	<10	<10	16	<10	20
6	<10	<10	18	11	<10	<10	189	12	242
8	<10	11	25	35	<10	<10	230	15	325
9	14	<10	23	29	<10	<10	168	<10	256
10	<10	13	23	41	<10	<10	284	16	383
11	<10	18	47	52	14	<10	343	23	501
12	<10	16	40	44	18	<10	284	<10	412
Total	21	90	196	228	62	<10	1,734	99	2,432
Percent of Total	1%	4%	8%	9%	3%	0%	71%	4%	100%

Home Location of Participants at Entry

Of the 2,432 Dual Training Grant participants, 2,065 individuals had a county of residence reported in college enrollment records. Home county was established using the county of permanent residence reported in the enrollment record closest in time to entry into a Dual Training Grant program. Table 8 lists the top 10 counties of home residence by grant round. Table 9 shows counts of Dual Training Grant participants by county for all grant rounds, showing the geographic diversity of Dual Training Grant participants.

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

Rank	Grant Round 1 (N = 50)	Round 2 (N = 72)	Round 3 (N = 62)	Round 4 (N = 109)	Round 5 (N = 20)	Round 6 (N = 242)	Round 8 (N = 325)	Round 9 (N = 256)	Round 10 (N = 383)	Round 11 (N = 501)	Round 12 (N = 412)	All Rounds
1	Hennepin	Nobles	Hennepin	Nobles	Ramsey	Olmsted	Hennepin	Hennepin	Crow Wing	Hennepin	Hennepin	Hennepin
2	Anoka	Steele	Anoka	Crow Wing	Dakota	Hennepin	Ramsey	Beltrami	Hennepin	Ramsey	Ramsey	Ramsey
3	Crow Wing	Hennepin	Ramsey	Hennepin	Blue Earth	Ramsey	Olmsted	Ramsey	Itasca	Anoka	Anoka	Nobles
4	Lyon	Dakota	Blue Earth	Steele	Nobles	Blue Earth	Blue Earth	Nobles	Nobles	Crow Wing	Dakota	Anoka
5	Stearns	Lyon	Swift	Becker	Hennepin	Sherburne	Nobles	Blue Earth	Anoka	Stearns	Stearns	Crow Wing
6	Cass	Ramsey	Nobles	Anoka	Anoka	Anoka	Saint Louis	Dakota	Beltrami	Beltrami	Crow Wing	Olmsted
7	Olmsted	Beltrami	McLeod	Rice	Beltrami	Stearns	Anoka	Rice	Ramsey	Dakota	Beltrami	Blue Earth
8	Todd	Rice	Wright	Ramsey	Murray	Nobles	Dakota	Olmsted	Stearns	Polk	Blue Earth	Dakota
9	Brown	Anoka	Nicollet	Dakota	Koochiching	Saint Louis	Washington	Steele	Goodhue	Washington	Nobles	Beltrami
10	Isanti	Mower	Saint Louis	Lyon	Roseau	Wright	Crow Wing	Washington	Otter Tail	Blue Earth	Polk	Steele

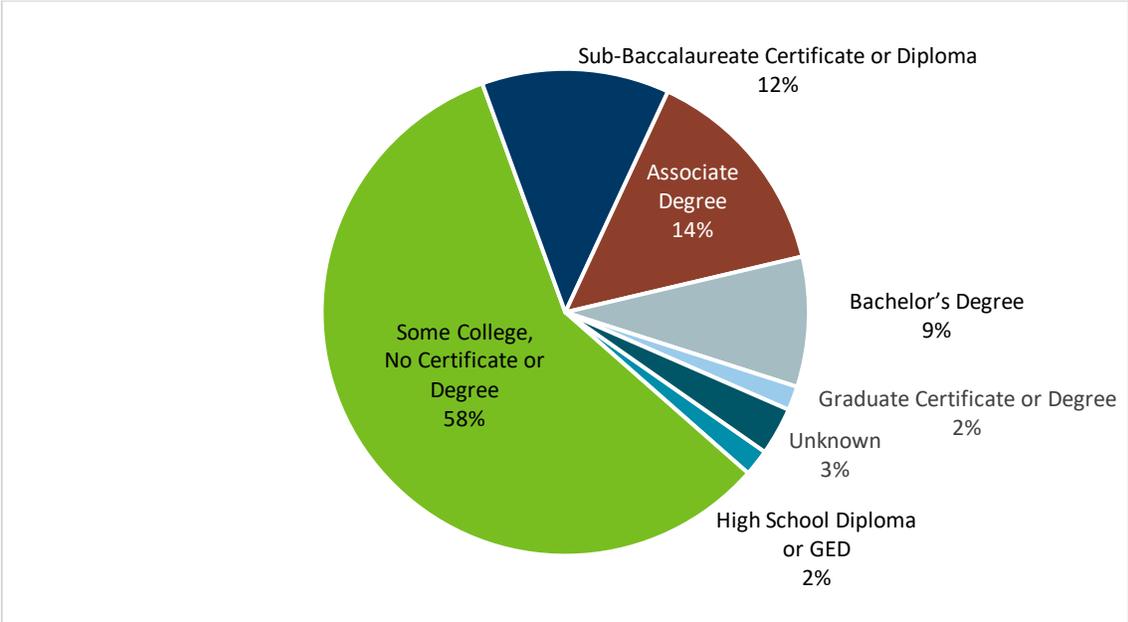
Table 9. Total Dual Training Grant Participants by County, All Grant Rounds

County	Total	County (cont.)	Total	County (cont.)	Total
Aitkin County	<10	Itasca County	37	Pipestone County	0
Anoka County	117	Jackson County	11	Polk County	60
Becker County	16	Kanabec County	<10	Pope County	28
Beltrami County	75	Kandiyohi County	11	Ramsey County	<10
Benton County	18	Kittson County	0	Red Lake County	0
Big Stone County	0	Koochiching County	16	Redwood County	<10
Blue Earth County	72	Lac qui Parle County	<10	Renville County	<10
Brown County	13	Lake County	0	Rice County	51
Carlton County	12	Lake of the Woods County	<10	Rock County	18
Carver County	26	Le Sueur County	<10	Roseau County	<10
Cass County	14	Lincoln County	11	Saint Louis County	43
Chippewa County	0	Itasca County	37	Scott County	17
Chisago County	26	Jackson County	11	Sherburne County	47
Clay County	10	Lyon County	<10	Sibley County	<10
Clearwater County	<10	Mahnomen County	0	Stearns County	75
Cook County	0	Marshall County	0	Steele County	41
Cottonwood County	<10	Martin County	22	Stevens County	0
Crow Wing County	104	McLeod County	<10	Swift County	<10
Dakota County	88	Meeker County	0	Todd County	10
Dodge County	11	Mille Lacs County	<10	Traverse County	0
Douglas County	34	Morrison County	12	Wabasha County	<10
Faribault County	<10	Mower County	<10	Wadena County	11
Fillmore County	<10	Murray County	<10	Waseca County	15
Freeborn County	11	Nicollet County	20	Washington County	55
Goodhue County	26	Nobles County	20	Winona County	16
Grant County	<10	Norman County	12	Wright County	41
Hennepin County	231	Olmsted County	20	Yellow Medicine County	11
Houston County	0	Otter Tail County	91	Unknown	367
Hubbard County	10	Pennington County	<10	Total	2,432
Isanti County	<10	Pine County	0		

Education and Employment Activity Before Participation in Dual Training Grant Programs

Education and employment activity before participation in the Dual Training Grant program is measured by the quarter in which the student’s first day of Dual Training Grant related instruction occurs. As discussed previously, SLEDS data in this report only includes Dual Training Grant participants who enrolled in college at some point between fall 2003 and fall 2023. Of these 2,432 participants, all of whom enrolled in college at some point, 95% had college enrollment records prior to participation in the Dual Training Grant program. However, most of these participants (58%) had not completed a postsecondary certificate or degree prior to participation in the Dual Training Grant program, as shown in Figure 25 and Table 10.

Figure 25. Education Attainment Level of Dual Training Grant Participants at Entry (For Those Who Enrolled in College at Some Point)



**Table 10. Highest Educational Attainment Level of Participants at Entry
(For Those Who Enrolled in College at Some Point)**

Highest Educational Attainment Level	Grant Round 1	2	3	4	5	6	8	9	10	11	12	Total	Percent of Total
High School Diploma or GED	<10	<10	<10	<10	<10	<10	<10	<10	11	12	<10	43	2%
Some College, No Certificate or Degree	28	45	30	66	11	130	189	150	235	283	243	1,410	58%
Sub-Baccalaureate Certificate or Diploma	<10	<10	<10	14	<10	27	48	36	48	59	56	303	12%
Associate Degree	<10	10	17	15	<10	44	54	32	48	60	58	350	14%
Bachelor’s Degree	<10	<10	<10	<10	<10	28	17	22	29	46	39	210	9%
Graduate Certificate or Degree	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	39	2%
Unknown	<10	<10	<10	<10	<10	<10	<10	<10	12	33	<10	77	3%
Total	50	72	62	109	20	242	325	256	383	501	412	2,432	100%

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

Prior to participation in the Dual Training Grant, 2,312 participants had enrolled in postsecondary education. The largest number were enrolled in associate degree programs (777 participants, 34%), followed by sub-baccalaureate certificate or diploma programs (419 participants, 18%), as shown in Table 11 and Figure 26. The remaining participants had previously enrolled in bachelor’s degree programs (210 participants, 10%), or graduate education (21 participants, 1%). Of the 2,312 participants enrolled, 865 participants had no program reported (37%).

Figure 26. Percent of Dual Training Grant Participants by Program of Enrollment Before Enrolling in the Dual Training Grant Program

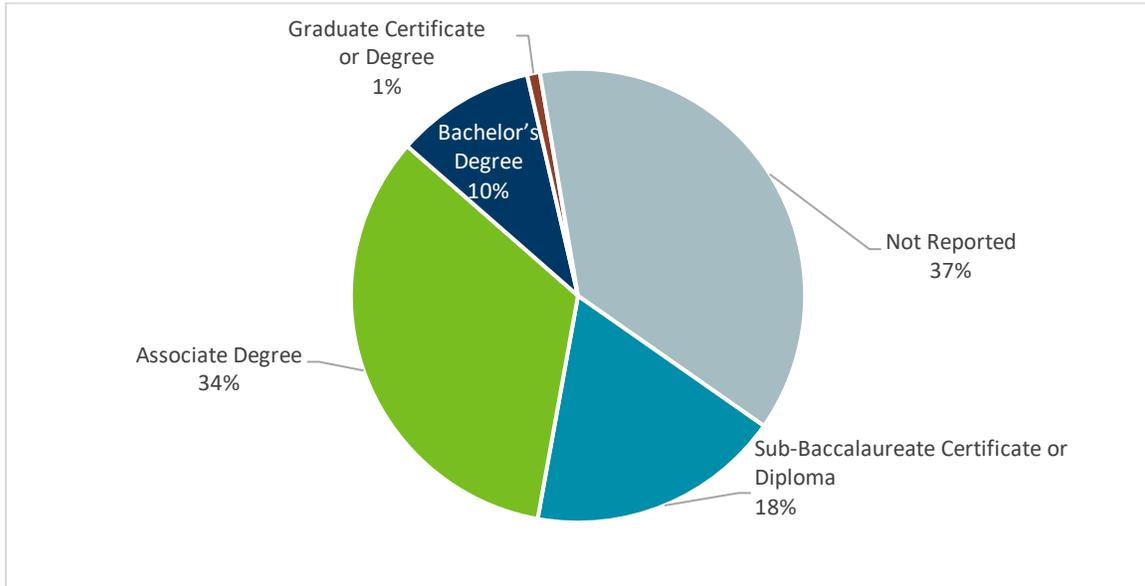


Table 11. Program of Enrollment Before Enrolling in the Dual Training Grant Program

Program	Grant Round 1	2	3	4	5	6	8	9	10	11	12	All	Percent of Total
Sub-Baccalaureate Certificate or Diploma	<10	15	12	30	<10	43	74	54	66	73	47	419	18%
Associate Degree	14	28	18	33	<10	84	116	87	106	150	134	777	34%
Bachelor's Degree	10	<10	11	16	<10	31	19	23	27	49	35	230	10%
Graduate Certificate or Degree	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	21	1%
Not Reported	22	15	19	25	<10	71	99	78	161	181	187	865	37%
Total	49	69	61	105	20	234	311	243	360	456	404	2,312	100%

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, Health Professions And Related Programs, and Engineering/Engineering-Related Technologies/Technicians as shown in Table 12.

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

2-Digit Major CIP Code and Description	Total for Participants in All Grant Rounds
99 Major Not Reported	877
24 Liberal Arts And Sciences, General Studies And Humanities	309
51 Health Professions And Related Programs	276
15 Engineering/Engineering-Related Technologies/Technicians	189
48 Precision Production	146
52 Business, Management, Marketing, And Related Support Services	104
11 Computer And Information Sciences And Support Services	68
47 Mechanic And Repair Technologies/Technicians	50
14 Engineering	37
46 Construction Trades	34
43 Homeland Security, Law Enforcement, Firefighting And Related Protective Services	33
13 Education	28
50 Visual And Performing Arts	18
12 Culinary, Entertainment, And Personal Services	17
30 Multi/Interdisciplinary Studies	17
26 Biological And Biomedical Sciences	16
3 Natural Resources And Conservation	14
44 Public Administration And Social Service Professions	12
1 Agricultural/Animal/Plant/Veterinary Science And Related Fields	10
31 Parks, Recreation, Leisure, Fitness, And Kinesiology	<10
42 Psychology	<10
19 Family And Consumer Sciences/Human Sciences	<10
10 Communications Technologies/Technicians And Support Services	<10
23 English Language And Literature/Letters	<10
40 Physical Sciences	<10
39 Theology And Religious Vocations	<10
49 Transportation And Materials Moving	<10
9 Communication, Journalism, And Related Programs	<10
22 Legal Professions And Studies	<10
4 Architecture And Related Services	<10
32 Career Exploration/Awareness Skills	<10
41 Science Technologies/Technicians	<10
Total	2,312

Employment Status of Dual Training Grant Participants at Entry

At entry into the Dual Training Grant program, the majority of participants were employed full-time (1,371, 56%) as compared to part-time (823, 34%) as shown in Table 13. There were 238 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	13	37	<10	50
2	14	44	14	72
3	<10	53	<10	62
4	28	67	14	109
5	<10	20	<10	20
6	58	172	12	242
8	81	218	26	325
9	88	143	25	256
10	143	184	56	383
11	179	269	53	501
12	210	164	38	412
Total	823	1,371	238	2,432
Percent of Total	34%	56%	Not included	100%

Median Wages Paid to Dual Training Grant Participants at Entry

This report analyzes hourly wages at three points in time for Dual Training Grant participants, all based on quarterly wage records: 1) the time of entry to the Dual Training Grant program, 2) the time of exit from the program, and 3) one year after program exit. At each point, hourly wages across all participants varied widely, which is common in wage records when looking at the individual level. To give a sense of typical earnings, this report uses median hourly wages, which represent the middle value (50th percentile) of all hourly wages of participants. To give a sense for the range of hourly wages, this report also includes the 25th percentile hourly wage (where 25% of participants earned that wage or lower), and the 75th percentile hourly wage (where 25% of participants earned that wage or higher). Across all rounds, the median hourly wage of participants at the time of entry to the Dual Training Grant program ranged was \$22.16 as shown in Table 11. The lowest 25% of wages at entry were \$17.75 per hour or less, while the highest 25% of wages at entry were \$28.79 or higher. 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 2,154 of the 2,432 participants.

Table 14. Wages at Entry for Dual Training Grant Participants

Grant Round	25 th Percentile Wage at Entry	Median (50 th Percentile) Hourly Wage at Entry	75 th Percentile Hourly Wage at Entry	Total with Hourly Wage Data at Entry
1	\$16.26	\$20.42	\$30.03	46
2	\$17.64	\$20.76	\$27.06	58
3	\$19.86	\$25.21	\$33.03	56
4	\$17.38	\$20.42	\$26.56	89
5	\$21.29	\$25.93	\$42.13	20
6	\$19.09	\$23.74	\$32.50	224
8	\$16.77	\$21.04	\$26.74	298
9	\$16.59	\$22.38	\$30.42	229
10	\$15.97	\$20.33	\$27.35	326
11	\$18.62	\$21.94	\$27.88	446
12	\$19.87	\$23.65	\$29.98	362
All	\$17.75	\$22.16	\$28.79	2,154

Industries of Employment for Dual Training Grant Participants at Entry

At entry, participants were employed across various industries, with the most significant numbers in ambulatory health care services (302 participants) and fabricated metal product manufacturing (280 participants), as shown in Table 15. Industry of employment is determined based on the employer’s self-assigned industry, using the North American Industry Classification System (NAICS).

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

Industry at Entry (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	11	12	Total with Industry Reported
621 Ambulatory Health Care Services	<10	<10	<10	<10	<10	<10	22	10	65	98	107	302
332 Fabricated Metal Product Manufacturing	14	<10	<10	23	<10	52	56	25	38	44	20	280
622 Hospitals	<10	<10	<10	<10	<10	<10	31	24	24	71	79	242
623 Nursing and Residential Care Facilities	<10	<10	<10	<10	<10	<10	18	42	45	37	46	204

Industry at Entry (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	11	12	Total with Industry Reported
311 Food Manufacturing	<10	12	<10	16	<10	15	28	36	41	23	24	195
541 Professional and Technical Services	11	10	<10	19	10	22	12	<10	<10	17	<10	132
335 Electrical Equipment and Appliances	12	<10	<10	<10	<10	20	27	17	13	12	<10	124
333 Machinery Manufacturing	<10	<10	<10	<10	<10	11	14	11	21	21	20	112
624 Social Assistance	<10	<10	<10	<10	<10	13	16	15	<10	17	10	77
322 Paper Manufacturing	<10	<10	12	<10	<10	13	16	11	<10	<10	<10	59
321 Wood Product Manufacturing	<10	10	<10	<10	<10	<10	<10	<10	<10	<10	<10	49
551 Management of Companies and Enterprises	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	43
331 Primary Metal Manufacturing	<10	<10	<10	<10	<10	<10	11	<10	<10	<10	<10	42
722 Food Services and Drinking Places	<10	<10	<10	<10	<10	<10	<10	<10	14	11	<10	42
513 Publishing Industries	<10	<10	<10	<10	<10	28	13	<10	<10	<10	<10	41
561 Administrative and Support Services	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	12	29
611 Educational Services	<10	<10	<10	<10	<10	<10	<10	<10	<10	10	<10	28
921 Executive, Legislative, & Gen Government	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	23
336 Transportation Equipment Manufacturing	<10	<10	<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	11	12	Total with Industry Reported
455 General Merchandise Retailers	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	21
326 Plastics & Rubber Products Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	18
334 Computer and Electronic Product Mfg	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	18
423 Merchant Wholesalers, Durable Goods	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	18
339 Miscellaneous Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	16
327 Nonmetallic Mineral Product Mfg	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	15
323 Printing and Related Support Activities	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
445 Food and Beverage Stores	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
238 Specialty Trade Contractors	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	12
337 Furniture and Related Product Mfg	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	10
Total	49	64	60	106	20	228	311	233	319	433	376	2,199

Education and Employment Activity after Participation in Dual Training Grant Programs

Post-participation is measured at two points in time: at exit from the Dual Training Grant program, and one year after exit from the 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. Participants from grant round 11 are excluded from measures analyzing employment one year after exit, and participants from grant round 12 are excluded from all post-participation measures because employment records for these time periods were not available for these groups at the time of this report.

Employment Status of Dual Training Grant Participants after Program Exit

After exit from the Dual Training Grant program, roughly two-thirds of participants were employed full-time (1,242, 68%) as compared to part-time (583, 32%), as shown in Table 16. This is a higher rate of full-time employment than the rate at entry (56%). There were 195 participants whose hours worked were not available. One year after exit, the percent of participants employed full-time (71%), as shown in Table 17, was higher than the percent at both entry and exit.

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	<10	40	<10	50
2	13	46	13	72
3	11	50	<10	62
4	17	77	15	109
5	<10	20	<10	20
6	43	184	15	242
8	99	200	26	325
9	61	164	31	256
10	119	228	36	383
11	212	233	56	501
Total	583	1,242	195	2,020
Percent of Total	32%	68%	Not included	100%

Table 17. Dual Training Grant Participant Employment Status One 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	<10	39	<10	50
2	10	44	18	72
3	11	49	<10	62
4	23	68	18	109
5	<10	15	<10	20
6	69	151	22	242
8	84	209	32	325
9	49	153	54	256
10	130	200	53	383
Total	387	928	204	1,519
Percent of Total	29%	71%	Not included	100%

Change in Employer

Among Dual Training Grant participants, 75% were still employed by their original employer at exit from the program, as shown in Table 18. One year after exit, 65% of participants were still employed by their original employer, as shown in Table 19.

Table 18. Change in Employer Among Dual Training Grant Participants at Exit

Grant Round	Same Employer at Exit	Different Employer at Exit	Total
1	43	<10	48
2	50	14	64
3	59	<10	61
4	87	15	102
5	20	<10	20
6	198	34	232
8	249	55	304
9	158	68	226
10	205	112	317
11	291	151	442
Total	1,360	456	1,816
Percent of Total	75%	25%	100%

Table 19. Change in Employer Among Dual Training Grant Participants One Year After Exit

Grant Round	Same Employer at 1 Year After Exit	Different Employer at 1 Year After Exit	Total
1	34	13	47
2	39	19	58
3	51	<10	60

Grant Round	Same Employer at 1 Year After Exit	Different Employer at 1 Year After Exit	Total
4	68	31	99
5	15	<10	18
6	165	54	219
8	190	106	296
9	126	77	203
10	162	144	306
Total	850	456	1,306
Percent of Total	65%	35%	100%

Industries of Employment for Dual Training Grant Participants after Exit

Participants were employed across many industries at exit, but the greatest number of participants were employed in fabricated metal product manufacturing (258 participants), ambulatory health care services (208 participants), and nursing and residential care facilities (186 participants), as shown in Table 20. A similar pattern is found among participants one year after exit, as shown in Table 21. Industry of employment is based on the industry of the employer and should mirror patterns at entry unless the employee changed employers.

Table 20. Industry Sub-Sector at Exit for Dual Training Grant Participants, Limited to Industries With More Than 10 Participants

Industry at Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	11	Total with Industry Reported
332 Fabricated Metal Product Manufacturing	15	<10	<10	24	<10	50	53	26	43	37	258
621 Ambulatory Health Care Services	<10	<10	<10	<10	<10	<10	25	12	62	107	208
623 Nursing and Residential Care Facilities	<10	<10	<10	<10	<10	<10	17	28	65	63	186
622 Hospitals	<10	<10	<10	<10	<10	<10	30	28	32	81	184
311 Food Manufacturing	<10	<10	<10	14	<10	13	29	33	38	22	158
541 Professional and Technical Services	10	11	<10	19	10	28	<10	10	<10	16	129
333 Machinery Manufacturing	<10	<10	<10	<10	<10	17	19	13	20	26	110

Industry at Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	11	Total with Industry Reported
335 Electrical Equipment and Appliances	10	<10	<10	<10	<10	18	26	15	12	11	108
624 Social Assistance	<10	<10	<10	<10	<10	11	19	12	<10	21	70
322 Paper Manufacturing	<10	<10	12	<10	<10	13	16	<10	<10	<10	56
321 Wood Product Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	45
513 Publishing Industries	<10	<10	<10	<10	<10	27	13	<10	<10	<10	40
331 Primary Metal Manufacturing	<10	<10	<10	<10	<10	<10	11	<10	<10	<10	38
551 Management of Companies and Enterprises	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	30
423 Merchant Wholesalers, Durable Goods	<10	<10	<10	<10	<10	<10	<10	<10	13	<10	27
561 Administrative and Support Services	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	21
611 Educational Services	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	21
921 Executive, Legislative, & Gen Government	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	19
722 Food Services and Drinking Places	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	16
323 Printing and Related Support Activities	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	15
327 Nonmetallic Mineral Product Mfg	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	15
336 Transportation Equipment Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	15

Industry at Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	11	Total with Industry Reported
339 Miscellaneous Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	15
326 Plastics & Rubber Products Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
334 Computer and Electronic Product Mfg	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	12
Total	46	64	59	100	20	225	292	224	335	444	1,809

Table 21. Industry Sub-Sector at 1 Year After Exit for Dual Training Grant Participants, Limited to Industries With More Than 10 Participants

Industry One Year After Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	Total with Industry Reported
332 Fabricated Metal Product Manufacturing	15	<10	<10	23	<10	49	47	21	40	204
311 Food Manufacturing	<10	<10	<10	10	<10	<10	26	24	36	114
621 Ambulatory Health Care Services	<10	<10	<10	<10	<10	<10	36	<10	64	109
541 Professional and Technical Services	<10	10	<10	20	<10	27	10	<10	<10	103
622 Hospitals	<10	<10	<10	<10	<10	<10	23	27	34	96
623 Nursing and Residential Care Facilities	<10	<10	<10	<10	<10	<10	12	21	49	91
335 Electrical Equipment and Appliances	10	<10	10	<10	<10	16	20	14	11	87
333 Machinery Manufacturing	<10	<10	<10	<10	<10	<10	12	11	16	59
322 Paper Manufacturing	<10	<10	12	<10	<10	13	16	<10	<10	54
624 Social Assistance	<10	<10	<10	<10	<10	<10	15	12	<10	41

Industry One Year After Exit (3 Digit NAICS Code)	Grant Round 1	2	3	4	5	6	8	9	10	Total with Industry Reported
513 Publishing Industries	<10	<10	<10	<10	<10	25	13	<10	<10	38
321 Wood Product Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	31
331 Primary Metal Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	25
423 Merchant Wholesalers, Durable Goods	<10	<10	<10	<10	<10	<10	<10	<10	<10	25
561 Administrative and Support Services	<10	<10	<10	<10	<10	<10	<10	<10	<10	21
611 Educational Services	<10	<10	<10	<10	<10	<10	<10	<10	<10	18
921 Executive, Legislative, & Gen Government	<10	<10	<10	<10	<10	<10	<10	<10	<10	18
551 Management of Companies and Enterprises	<10	<10	<10	<10	<10	<10	<10	<10	<10	16
722 Food Services and Drinking Places	<10	<10	<10	<10	<10	<10	<10	<10	<10	16
327 Nonmetallic Mineral Product Mfg	<10	<10	<10	<10	<10	<10	<10	<10	<10	15
238 Specialty Trade Contractors	<10	<10	<10	<10	<10	<10	<10	<10	<10	13
336 Transportation Equipment Manufacturing	<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	12
339 Miscellaneous Manufacturing	<10	<10	<10	<10	<10	<10	<10	<10	<10	12
Total	44	56	56	91	17	198	277	197	295	1,231

Change in Industry

Among Dual Training Grant participants, 82% were still employed in their original industry at exit from the program, as shown in Table 22. One year after exit, 73% of participants were still in their original industry, as shown in Table 23.

Table 22. Change in Industry After Exit from Dual Training Grant Program

Grant Round	Different Industry at Exit	Same Industry at Exit	Total
1	<10	45	48
2	10	54	64
3	<10	59	61
4	13	89	102
5	0	20	20
6	32	200	232
8	39	265	304
9	53	173	226
10	79	238	317
11	105	337	442
Total	336	1,480	1,816
Percent of Total	18%	82%	100%

Table 23. Change in Industry One 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	<10	42	47
2	16	42	58
3	<10	51	60
4	27	72	99
5	<10	15	18
6	49	170	219
8	81	215	296
9	64	139	203
10	98	208	306
Total	352	954	1,306
Percent of Total	27%	73%	100%

Median Wages of Dual Training Grant Participants After Program Exit

The median hourly wage at exit from the 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 reported median hourly wage increased to \$24.61 at exit, as shown in Table 24, and \$27.46 one year after exit, as shown in Table 25, translating to an overall median wage increase of \$2.45 and \$5.30 per hour, respectively, as shown in Table 26. This wage growth signifies a positive impact of the program on the participants' earnings.

Table 24. Hourly Wages at Exit

Grant Round	25th Percentile Wage at Exit	Median (50th Percentile) Hourly Wage at Exit	75th Percentile Hourly Wage at Exit	Total with Hourly Wage Data at Exit
1	\$18.41	\$25.34	\$35.63	44
2	\$17.98	\$20.85	\$27.89	59
3	\$20.94	\$26.61	\$36.19	58
4	\$19.15	\$22.22	\$26.48	89
5	\$22.98	\$30.53	\$41.13	20
6	\$20.13	\$25.12	\$31.45	222
8	\$18.53	\$23.35	\$30.40	297
9	\$20.03	\$25.69	\$33.15	224
10	\$18.91	\$23.33	\$29.88	347
11	\$21.50	\$26.72	\$34.53	430
Total	\$19.87	\$24.61	\$32.09	1,790

Table 25. Hourly Wages at One Year After Exit

Grant Round	25th Percentile Wage at Exit	Median (50th Percentile) Hourly Wage at Exit	75th Percentile Hourly Wage at Exit	Total with Hourly Wage Data at Exit
1	\$19.97	\$25.47	\$38.04	44
2	\$20.08	\$24.27	\$32.32	54
3	\$22.67	\$30.32	\$38.44	55
4	\$20.33	\$24.03	\$29.05	86
5	\$25.70	\$34.94	\$45.24	18
6	\$23.00	\$28.02	\$36.04	220
8	\$21.18	\$26.05	\$32.22	290
9	\$24.01	\$30.06	\$37.74	193
10	\$21.98	\$28.13	\$35.17	319
All	\$21.94	\$27.46	\$35.18	1,279

Table 26. Change in Hourly Wages Between Entry and Exit

Grant Round	Median Hourly Wage at Entry	Median Hourly Wage at Exit	Change from Entry to Exit	Median Hourly Wage at 1 Year after Exit	Change From Entry to 1 Year after Exit
1	\$20.42	\$25.34	\$4.92	\$25.47	\$5.05
2	\$20.76	\$20.85	\$0.09	\$24.27	\$3.51
3	\$25.21	\$26.61	\$1.40	\$30.32	\$5.11
4	\$20.42	\$22.22	\$1.80	\$24.03	\$3.61
5	\$25.93	\$30.53	\$4.60	\$34.94	\$9.01
6	\$23.74	\$25.12	\$1.38	\$28.02	\$4.28
8	\$21.04	\$23.35	\$2.31	\$26.05	\$5.01
9	\$22.38	\$25.69	\$3.31	\$30.06	\$7.68
10	\$20.33	\$23.33	\$3.00	\$28.13	\$7.80
11	\$21.94	\$26.72	\$4.78	n/a	n/a
All	\$22.16	\$24.61	\$2.45	\$27.46	\$5.30

Postsecondary Activity of Dual Training Grant Participants After Exit

After participation in a Dual Training Grant program, 705 participants enrolled in postsecondary education at any point after their date of exit from the Dual Training Grant program. The majority of participants enrolled in associate degree programs (327 participants, 46%), followed by sub-baccalaureate certificate or diploma programs (164 participants, 23%), as shown in Table 24. The remaining participants had enrolled in bachelor’s degree programs (87 participants, 12%), or graduate education (31 participants, 4%). Of the 705 participants enrolled, 96 participants had no program reported (14%).

Among participants enrolling in postsecondary programs after a Dual Training Grant program and whose major was reported, the largest number of participants enrolled in majors related to Health Professions And Related Programs (226 participants), Engineering/Engineering-Related Technologies/Technicians (111 participants), and Precision Production (87 participants), as shown in Table 28.

Table 27. Program of Enrollment After Exiting the Dual Training Grant Program

Program of Enrollment	Total in Grant Rounds 1-12	Percent of Total
Sub-Baccalaureate Certificate or Diploma	164	23%
Associate Degree	327	46%
Bachelor’s Degree	87	12%
Graduate Certificate or Degree	31	4%
Not Reported	96	14%
Total	705	100%

Table 28. Major Code and Description for Participants Participating in Postsecondary Education After Exiting the Dual Training Grant Program

Two-Digit Major CIP Code and Description	Total in Grant Rounds 1-12
51 Health Professions And Related Programs	226
15 Engineering/Engineering-Related Technologies/Technicians	111
99 Major Not Reported	89
48 Precision Production	87
24 Liberal Arts And Sciences, General Studies And Humanities	38
All Other Majors	102
Total	653

Appendix A

Minnesota Dual-Training Pipeline 2024 Accomplishments



Industry Leader Engagement

- **More than 10,600 individuals affiliated with advanced manufacturing, agriculture, child care, health care services, information technology, transportation and the legal cannabis industry** receive invitations and updates from Minnesota Dual-Training Pipeline.
- **Fifteen Industry Forums** convened stakeholders in the Pipeline industries:
 - Feb. 7-16, 2024 – Advanced Manufacturing, Agriculture, Child Care, Information Technology, Health Care Services, Transportation and the Legal Cannabis Industry
 - June 11, 2024 – All-Industry Forum
 - Nov. 7-Nov. 13, 2024 – Advanced Manufacturing, Agriculture, Child Care, Information Technology, Health Care Services, Transportation and the Legal Cannabis Industry
- **279 employers were assisted** through Pipeline consulting 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.
- **Eight Workforce Community Conversations** hosted in fall of 2024 in the following communities: Brainerd (Oct. 1), Austin (Oct. 8), Blaine (Oct. 9), Marshall (Oct. 16), Red Wing (Oct. 23), Crookston (Oct. 24), Grand Rapids (Oct. 25), and Shakopee (Oct. 30).
- **Two** speaker series events hosted, emphasizing resources for employers:
 - "The Inclusive Pipeline: Leveraging DEI for Enhanced Hiring, Retention and Organizational Growth" with Lisa Tabor, May 23, 2024; and
 - "Breaking the Leadership Myths: Unlearning the Lies and Leading with Confidence" with Sarah Ciavarri, Dec. 10, 2024.

Competency Model Development

- **Twelve new occupations** validated in 2024 with input from employers and industry leaders, bringing total number of occupational competency models to **94**.
- **Ten new occupational competency models** in development to be added in early 2024.

Outreach Highlights

- Participated with Minnesota's Health Industry Executive Partnership (HEIP) Committee to offer information about Minnesota Dual-Training Pipeline and learn from committee about latest trends and needs in health care workforce;
- Participated with CHIPS Coalition workforce meetings to share about Minnesota Dual-Training Pipeline and promote workforce training efforts with semi-conductor manufacturing sector in Minnesota;

- Participated with Minnesota Association of Workforce Board’s Business Services Committee to provide updates about Minnesota Dual-Training Pipeline and learn from other workforce professionals and businesses about latest workforce activities and needs;
- Represented the Minnesota Department of Labor and Industry (DLI) on the Cannabis Advisory Council;
- Participated in Twin Cities Diversity and Inclusion Roundtable;
- Participated in Results for America - State and Local Workforce Fellowship - Job Quality;
- Continued promotion of Minnesota Dual-Training Pipeline employer badge and Minnesota Dual-Training partner badge to recognize work of employers and education partners;
- Presented with Office of Higher Education staff on a workforce panel at DeZURIK in Sartell as part of Greater Saint Cloud Development Corporation event on Feb. 29, 2024;
- Hosted a table at Minnesota Chamber of Commerce Workforce Summit: Near and Long-term Solutions on Mar. 6, 2024;
- Presented at webinar for Commercial Driver Workforce Study group hosted by Minnesota Department of Transportation on Aug. 8, 2024;
- Toured Yellow Brick Road Early Childhood Development Center in Plymouth and discussed their dual-training program with Lt. Governor Peggy Flanagan, DLI Commissioner Nicole Blissenbach and Minnesota Office of Higher Education Commissioner Dennis Olson on Sept. 9, 2024;
- Presented at the University of Minnesota Electriposium event on Sept. 23, 2024;
- Celebrated Manufacturing Month and toured Two Rivers Enterprises in Holdingford where attendees discussed the employer’s Youth Skills Training and Dual-Training programs with Commissioner Nicole Blissenbach and Commissioner Dennis Olson on Oct. 29, 2024.

Appendix B

Minnesota Dual-Training Pipeline Industries and Occupations

Advanced Manufacturing

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

Agriculture

1. Agriculture Applicator Technician
2. Agriculture Equipment Mechanic
3. Agriculture Finance/Lender
4. Agronomist
5. Crop Farm Manager
6. Farm Animal Manager
7. Grain Merchandiser
8. Horticulture Farm Manager
9. Livestock Veterinarian
10. Meat Cutter/Meat Processor
11. Quality Assurance/Food Safety Supervisor

12. Swine Technician (grow finish)
13. Swine Technician (sow farm)

Child Care

1. Early Childhood Director
2. Early Childhood Educator

Health Care Services

1. Biomedical Equipment Technician
2. Certified Nursing Assistant (CNA)
3. Chemical Dependency and Addiction Technician
4. Community Health Worker
5. Community Paramedic
6. Critical Care Nurse
7. Dental Assistant
8. Dental Hygienist
9. Dental Therapist
10. Dentist
11. Electronic Health Records Specialist
12. Emergency Medical Technician (EMT) to Paramedic Pathway
13. Emergency Room Nurse
14. Health Support Specialist
15. Histology Technician/Technologist
16. Licensed Alcohol and Drug Counselor
17. Licensed Independent Clinical Social Worker
18. Licensed Practical Nurse (LPN)
19. Long-Term Care Facility Culinary Manager
20. Massage Therapist
21. Medical Assistant
22. Medical Laboratory Assistant
23. Medical Laboratory Scientist
24. Medical Laboratory Technician
25. Occupational Therapist*
26. Occupational Therapy Assistant
27. Ophthalmic Technician
28. Pharmacy Technician
29. Phlebotomist
30. Physical Therapy Assistant

31. Positive Support Analyst
32. Positive Support Specialist
33. Psychiatric/Mental Health Technician In-Patient
34. Psychiatric/Mental Health Technician Out-Patient
35. Radiologic Technologist
36. Registered Nurse (RN)
37. Respiratory Therapist
38. Surgical Technologist
39. Wound, Ostomy and Continenence Nurse (WOC)

Information Technology

1. Application Developer
2. Business Intelligence Developer/Architect
3. Cloud Architect
4. Computer User Support Specialist
5. Data Science/Artificial Intelligence Machine Learning Specialist
6. Database Administrator

7. Information Security Analyst/Specialist
8. Information Technology Project Planner/Manager
9. Network Engineer
10. Software Engineer/Developer
11. Testing and Quality Assurance Analyst
12. Web Developer – Back End
13. Web Developer – Front End

Legal Cannabis Industry

1. Cannabis Cultivation Supervisor
2. Cannabis Laboratory Technician

Transportation

1. Aircraft Maintenance Technician
2. Automotive Mechanic
3. Bus and Truck Diesel Mechanic
4. Heavy and Tractor-Trailer Truck Driver

Appendix C

2024 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 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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