



Dual Training Competency Grant Annual Report

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

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$243 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 \$1,768.00 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 recent 2024 grant cycle:

- **Program Reach Continues to Expand.** The Dual Training Grant supported 71 grantees, reflecting strong statewide engagement across Minnesota's key industries.
- **Growing Participation and New Grantee Engagement.** The grant cycle included 16 more participating grantees than the previous year, including seven brand-new organizations, illustrating expanding employer adoption of dual-training models statewide.
- **Significant Financial Support Reducing Barriers for Trainees.** A significant amount of related instruction costs, 84% of tuition, fees, books, and materials, were covered through the grant and employer contributions, reducing burdens for dual trainees.

Testimonial from a Medical Assistant dual trainee:

After graduating high school, I began taking courses at a university to pursue a criminal justice degree. Life had other plans for me. Months after classes began, I found myself struggling to pay for college, attend classes, and maintain my full-time job ... Fast forward through a five- and half-year career in early childhood education, I found myself working in pediatrics. I recall the fear I had when I began to consider applying for the Minnesota Dual Training Grant with my employer. Shortly after starting my job as a front desk receptionist in the summer of 2023, I met another colleague who had just recently been accepted into the program. In time, as I continued to develop a friendship with her and other staff, I developed an interest in growing my own career ... This past fall, I was one of three candidates to be accepted into the Dual-Trainee program. Given that I may still be considered new to the healthcare field, and knowing that I had once never considered a career within a clinic or hospital, I determined that my time in the Dual-Trainee program would be my year of discovery ... Thankfully, to everyone who believed in me, including myself, I spend every day taking care of others and do my best to create safe spaces for children and their families. I could not have reached this goal or set new ones if it had not been for the wonderful opportunity of the Minnesota Dual-Training Pipeline grant. Thank you.

Introduction

Minnesota Statute 136A.246 (<https://www.revisor.mn.gov/statutes/cite/136A.246>) requires the Minnesota Office of Higher Education (OHE) to submit an annual report by February 1 to the chairs of the legislative committees with jurisdiction over workforce policy and finance. The report must include 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.

The Dual Training Grant (DTG) program was created in 2015 to support the Minnesota Dual-Training Pipeline (<http://www.dli.mn.gov/pipeline>), administered by the Minnesota Department of Labor and Industry (DLI). An annual summary of Minnesota Dual-Training Pipeline Accomplishments is included in [Appendix A](#).

Employers and organizations of employers may apply for DTG funds to support employees in their attainment of an industry-recognized degree, certificate, or credential in the 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. The DTG reimburses grantees for the following:

- 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

Since 2016, fifteen Requests for Proposals (RFPs) have been issued and awarded. The RFP is offered annually each spring, and awarded grants typically span a 13-month period running from August to the following August. Across grant rounds 1 through 13, the program has reimbursed grantees nearly \$14 million. The total DTG appropriation for the 2026–2027 biennium is \$6,000,000, which includes \$5,686,800 for grants and \$313,200 for agency administration.

Grantees

Employers and organizations of employers that have, or plan to implement, dual-training programs in Minnesota Dual-Training Pipeline industries and occupations are eligible to apply for the Dual Training Grant (DTG). Eligible industries are established in statute (<https://www.revisor.mn.gov/statutes/cite/175.45>), and DLI continues to expand and revise validated occupations. Currently, DLI has validated competency models for 106 occupations across seven industries (see [Appendix B](#)), with updated information available at www.dli.mn.gov/pipeline.

Employers without an established dual-training program or seeking to train in an occupation not yet validated may consult with the Minnesota Dual-Training Pipeline team. New occupations may be added when factors such as employer demand, labor market need, career pathway potential, and livable wage standards are met. As of April 2026, the livable wage threshold is at least \$23.92 per hour, based on Minnesota Department of Employment and Economic Development cost-of-living data.

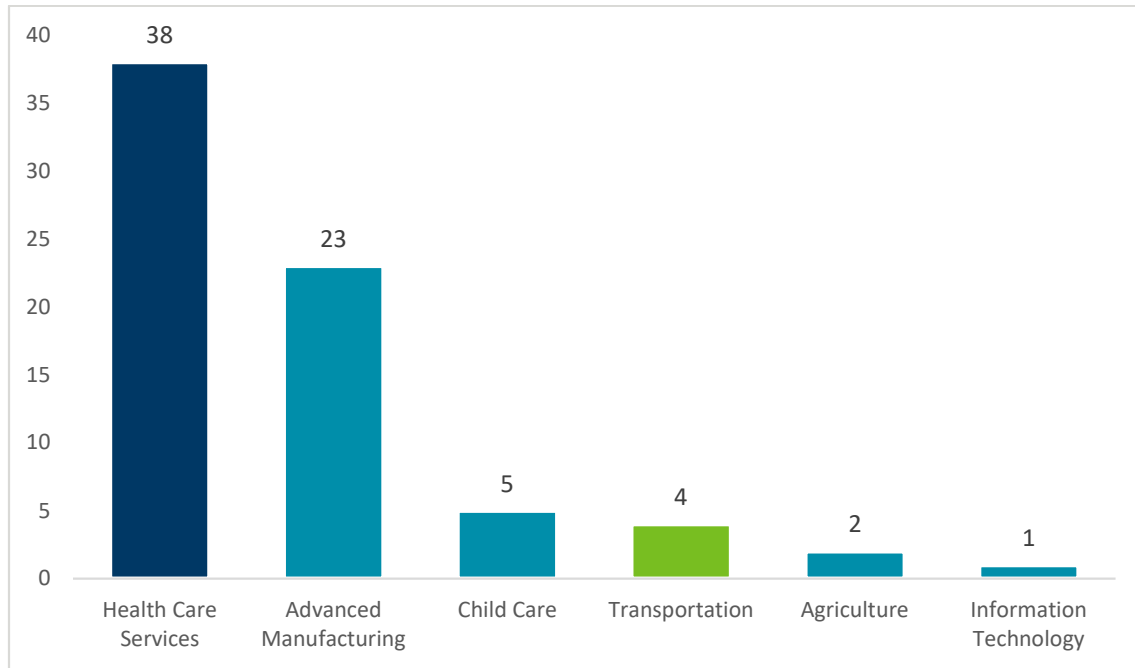
All dual-training programs must include related instruction delivered by an eligible training provider and on-the-job training provided by the employer. These components must be distinct; for example, an internship or practicum embedded in a training program counts solely as related instruction. Related instruction must lead to an industry-recognized degree, certificate, or credential. When related instruction is eligible for state or federal financial aid, dual trainees must complete the Free Application for Federal Student Aid (FAFSA) or Minnesota Alternative State Aid Application.

Grantees may receive up to \$165,500 per contract period, generally one year. Of this amount, up to \$150,000 may be used for Related Instruction, not to exceed \$6,000 per trainee and a lifetime maximum of \$24,000 per trainee. Large businesses, as defined in statute, must contribute 25 percent toward related instruction costs, which include tuition, fees, required and recommended books, and required and recommended materials.

Grantees may also receive an additional amount equal to 10 percent of the Related Instruction award for Trainee Support, with no maximum per trainee. These funds cover transportation, mileage, lodging, meals, tutoring, and translation, interpreter, or accessibility services. Trainee Support funds are intended to help trainees complete their dual-training programs, and grantees are not required to provide a cost share for this portion of the grant.

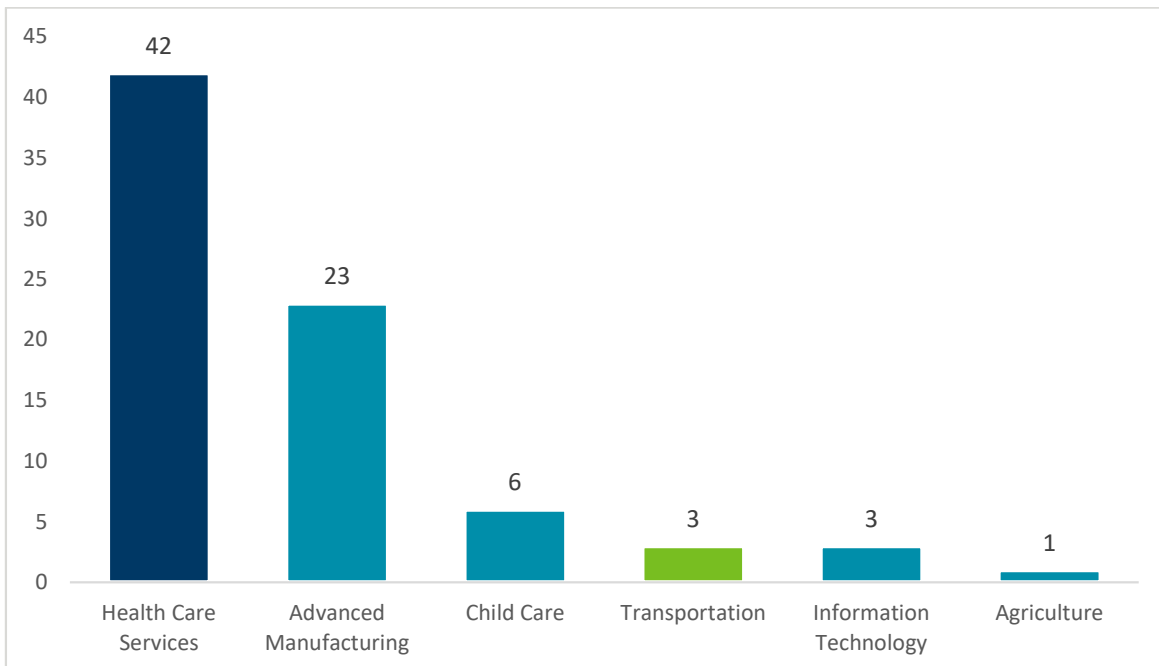
Since program inception, OHE has contracted 521 DTG awards among 185 grantees. Grantees have trained with 90 related instruction training providers. The most recently closed grant round (2024) included 71 grantees and operated from August 2024 through August 2025. The current grant round (2025) includes 74 grantees and operates from August 2025 through August 2026. OHE released a new Request for Proposal in spring of 2026 and awards are scheduled to be announced at the end of May 2026.

Figure #1. 2024 Dual Training Grant Industries



Note: Two grantees administered dual-training programs among two separate industries.

Figure #2. 2025 Dual Training Grant Industries



Note: Four grantees administered dual-training programs among two separate industries.

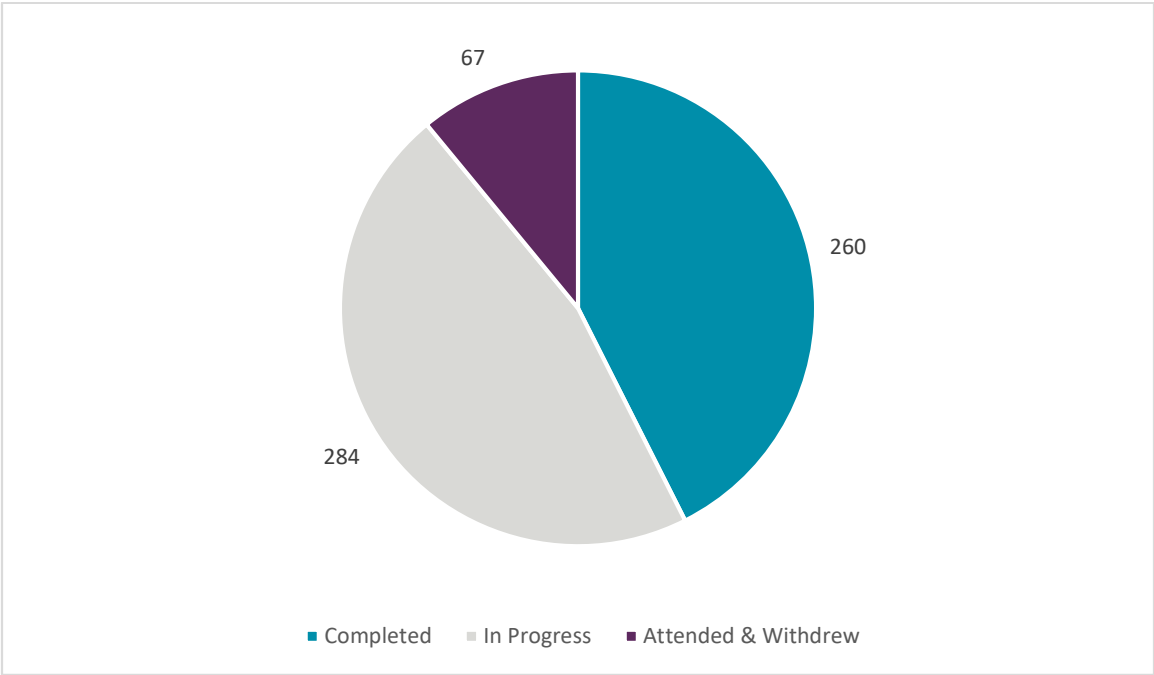
Dual Trainees

OHE collects dual-trainee population data through two primary mechanisms: proposals and work plans. Applicants estimate the number of expected dual trainees in their proposals; these are Awarded dual trainees. After receiving notice of a grant award, grantees must list actual dual trainees in their work plans; these are Identified dual trainees. At grant closeout, final data dual trainee data is maintained in work plans; these are Reported dual trainees.

The matriculation rate is calculated by dividing Identified dual trainees by Awarded dual trainees. The 2024 DTG included 954 Awarded, 611 Identified, and 611 Reported dual trainees, resulting in a 64% matriculation rate.

Of the 611 Reported dual trainees, 260 completed their dual-training programs, while another 284 were still progressing through their programs. Only 67 dual trainees attended and withdrew from their dual-training programs. Even when dual trainees do not complete their programs, they still gain valuable knowledge and skills that benefit both themselves and their employers.

Figure #3. 2024 Dual Training Grant Program Status of Reported Dual Trainees



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.*

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.

During the proposal process, DTG applicants explore and select related instruction training providers who are willing and able to collaborate with them for successful dual-training programs. Applicants who are awarded DTG funds will enter into formal training agreements with training providers prior to executing grant contracts. In total, 90 related instruction training providers have entered into DTG agreements with grantees. Several related instruction training providers support training programs among multiple grantees. Below is a list of the training providers for 2024 DTG:

- | | |
|---|----------------------------|
| 1. Alexandria Technical and Community College | 3. Anoka Technical College |
| 2. Anoka Ramsey Community College | 4. Augsburg University |
| | 5. Aveda Institute |

6. Bemidji State University
7. Bethel University
8. Central Lakes College
9. Century College
10. Chippewa Valley Technical College
11. College of St. Scholastica
12. Dakota County Technical College
13. Dunwoody College of Technology
14. Fond du Lac Tribal and Community College
15. Hennepin County EMS Emergency and Critical Care Education
16. Hennepin Technical College
17. Herzing University
18. Inver Hills Community College
19. Lake Superior College
20. Manufacturing Alliance
21. Metropolitan State University
22. Minneapolis College
23. Minnesota North College
24. Minnesota State College Southeast
25. Minnesota State Community and Technical College
26. Minnesota State University Mankato
27. Minnesota West Community and Technical College
28. Montessori Training Center of Minnesota
29. New Horizons
30. Normandale Community College
31. North Dakota State College of Sciences
32. North Dakota State University
33. North Hennepin Community College
34. Northland Community and Technical College
35. Northwest Technical College
36. Northwestern Health Sciences University
37. Northwood Technical College
38. Pine Technical and Community College
39. Purdue University
40. Rasmussen University
41. Ridgewater College
42. Riverland Community College
43. Rochester Community and Technical College
44. Saint Paul College
45. Sedation Consult LLC
46. South Central College
47. St. Catherine University
48. St. Cloud State University
49. St. Cloud Technical and Community College
50. The Idea Circle/Minnesota Innovation Institute
51. University of Minnesota
 - a. Crookston
 - b. Duluth
 - c. Landscape Arboretum
 - d. School of Dentistry
 - e. School of Dentistry Continuing Education
 - f. Twin Cities
52. University of North Dakota
53. University of Northwestern St. Paul
54. University of Wisconsin
 - a. Eau Claire
 - b. River Falls
 - c. Stout
 - d. Superior

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, and 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, and discussion-based training.

Grantees submit on-the-job training information through work plans. On-the-job training plans include at minimum: dual trainee name, trainer name, mode of on-the-job training, start date, completion date, hours completed, and hours required. Each grantee has flexibility in designing on-the-job training schedules. Grantees are required to design and administer on-the-job training tasks that support and result in dual trainees obtaining employer and Minnesota Dual-Training Pipeline occupation-specific competencies. Below is an example of a few tasks included in an on-the-job training plan for a Registered Nurse dual trainee:

Specific Competencies	Trainer	Mode of OJT	Start Date	Completion Date	Hours Completed	Hours Required	% Complete
Comprehensive assessment of health status of patient. Able to collect, prioritize, and synthesize comprehensive data pertinent to the patient's health or situation to establish a health status baseline and plan of care.	RN Preceptor & Nurse Manager	Job Shadowing. Observe RN preceptor complete at least four admission assessments.	12/22/2025	1/5/2026	4	4	100
Medication administration. Understand how to personally prepare medications ordered for a patient and personally administer those medications.	RN Preceptor & Nurse Manager	Job shadowing; cohort-based training. Observe medication administration with RN preceptor and complete online training module.	12/22/2025	1/5/2026	6	6	100

Grant Expenditures

For the 2024 Dual Training Grant (DTG), a total of \$5,431,252 was awarded to 84 grantees. Thirteen grantees elected to not move forward with their dual-training programs and declined their award. Among the 71 participating grantees, a total of \$4,680,812 in funds were encumbered. Grantees received \$2,382,519.24 in payments, including \$2,323,595.11 for related instruction and \$58,924.13 for trainee support expenses. Overall, grantees utilized 51% of available funds during this grant period, a modest decrease from the historical utilization rate of 57%.

This shift is connected to several positive developments in the program’s growth. First, the number of grantees participating increased significantly, 16 more than the previous year, including seven organizations new to DTG. With more grantees engaged, OHE’s staff time is naturally distributed across a larger group, resulting in fewer one-on-one interactions with each organization. While this reduces individualized technical assistance, it reflects strong and expanding interest in dual-training and demonstrates the program’s increased reach across Minnesota.

Then, new grantees need more time to fully build and refine their dual-training models. Typically, grantees require several years of experience with DTG before they feel confident administering a well-established, efficient program. The learning and development stage for newer grantees contributed to lower overall spending this cycle.

In addition, the introduction of the new Trainee Support expenditure category created a shared learning opportunity for both OHE and grantees. As everyone becomes more familiar with how to plan for, document, and spend in this category, utilization is expected to increase in future years.

The following tables summarize 2024 DTG expenditures and show how grant funds, paired with grantee contributions, help reduce financial costs for dual trainees:

Table #1. 2024 Dual Training Grant Total Related Instruction Expenditures

Total Related Instruction	Required Grantee Contribution	Optional Grantee Contribution	Dual Trainee Contribution	Total Charge to Grant
\$3,522,762.80	\$581,535.19	\$42,548.61	\$575,083.89	\$2,323,595.11

Table #2. 2024 Dual Training Grant Total Trainee Support Expenditures

Total Trainee Support Costs	Optional Grantee Contribution	Dual Trainee Contribution	Total Charge to Grant
\$58,924.13	\$0.00	\$0.00	\$58,924.13

Table #3. 2024 Dual Training Grant Total Grantee Expenditures

Total Costs	Required Grantee Contribution	Optional Grantee Contribution	Dual Trainee Contribution	Total Charge to Grant
\$3,581,686.93	\$581,535.19	\$42,548.61	\$575,083.89	\$2,382,519.24

The 2024 DTG year demonstrated the substantial financial relief the program provided to Minnesota’s dual trainees. Together, the grant and employer contributions covered nearly all educational expenses, about \$3 million, while trainees contributed only a very small fraction. The grant alone paid more than \$2.3 million toward tuition, fees, books, and required materials, ensuring trainees could access high-quality, industry-aligned related instruction without taking on significant debt or financial strain. Employers also played a strong role, providing both required and optional contributions that further reduced out-of-pocket costs and signaled ongoing commitment to developing their workforce.

Beyond covering instruction costs, the program fully funded eligible trainee support expenses, including transportation, lodging, meals, tutoring, and accessibility services. This support eliminates many of the day-to-day barriers that often prevent working adults from completing training programs. Together, these investments create a truly life-changing opportunity for dual trainees, making career advancement accessible, affordable, and sustainable, and reinforcing the Dual Training Grant as a high-impact tool for strengthening Minnesota’s workforce.

Testimonials

Grantees

Through DTG progress reports, grantees have the opportunity to reflect and share their insight about their dual-training programs. Below are reflections from 2024 DTG grantees:

We have been honored to receive this grant for several years, and through this partnership we have been able to recruit young people who have just graduated from high school and need a job opportunity but also a personal improvement. Internally, team members who are interested in a career as mechanics are motivated when they realize that the opportunity to have a career and experience at the same time is in the company they work for. In the Mechanics team, we currently have several supervisors who previously graduated from this program. They are a source of motivation for students as they see the great growth opportunities that the company offers, which also help with retention.

Advanced Manufacturing Grantee

DTG has allowed us to structure a tuition-free experience for trainees, which has made our entry level jobs and training accessible to a wider group of people. Over several rounds, DTG has supported 31 trainees, many who have returned to the classroom a second time, and this year one trainee is completing our new Registered Apprenticeship program to become the first registered journey person in MN for this occupation.

Agriculture Grantee

The dual-training program and Dual Training Grant have been incredibly valuable to our organization. As a licensed child care provider, we are committed to offering high-quality early education while building a strong, skilled workforce. This program has allowed us to invest in our employees by providing them with the opportunity to gain relevant, hands-on experience while pursuing formal education in early childhood development. Through the grant, we've been able to offset tuition and training costs, which has made continued education more accessible for our staff. As a result, we've seen increased employee retention, stronger classroom practices, and improved child outcomes. Staff members feel more confident, competent, and valued, which directly enhances the quality of care we provide for children and families. Ultimately, the dual-training program supports our mission of nurturing both children and professionals. It's been a win-win—for our team, for our families, and for the future of early childhood education in our community.

Child Care Grantee

The Dual Training Grant has been an incredible asset as we identify our internal departments and positions where staffing needs require us to look at how to best establish long-term pipelining for future workforce development. In these areas, we recognize the importance of establishing infrastructure that allows us to have strong partnerships with associated schools that offer applicable academic programs, continue internal development of processes allowing for training and mentorship for employees to

transition quickly into high-need roles, support internal staff interested in upskilling to know they have pathways for career progression, and determine how to establish financial means of supporting all of these pieces. The Dual Training Grant has allowed us to do all these things and guidance through the grant process also has us looking at how to use a variety of these pieces in different areas of the organization.

Health Care Services Grantee

The Dual Training Grant has provided critical resources to strengthen our workforce development. Through the program, we were able to provide structured on-the-job training, mentorship, and academic coursework for our dual trainees, building both their technical competencies and confidence. This investment has directly benefited our organization by accelerating the skill development of early-career employees, improving lab efficiency, and increasing our capacity for research and product innovation.

Information Technology Grantee

As a company we have done a good job in the past of training our employees, especially newer employees. But the pipeline grant adds another level of accountability and structure to our training program. We have a structure that not only notes if an employee is capable of specific tasks, but it also allows us to look at the tasks and the employee's progression in a linear way which highlights if they are not progressing at the pace we expect. At that point we can adjust the training or focus on helping the trainee.

Transportation Grantee

Dual Trainees

Through DTG progress reports, dual trainees have the opportunity to reflect and share their experiences about their dual-training programs. Below are reflections from 2024 DTG dual trainees:

As a new employee, I appreciate the internship which allowed me to purchase a toolbox and the Dual Training Grant that allows me to attend Diesel Training at Riverland and on the job training without the financial expense that I would have had without it. I will complete my education and have tools to work on equipment without student debt.

Automotive Mechanic Dual Trainee

I am incredibly grateful for the opportunity to participate in the Dual Training Grant program, which has supported me in continuing my education while gaining valuable experience in the classroom. This program has made a life-changing difference for me. Without the financial assistance from the Dual Training Grant, I would have struggled to afford college while also working full-time. The grant has relieved that burden and allowed me to stay focused on my academic and professional growth. What I appreciate most about the dual-training model is how it connects my coursework with real-world practice. Every day, I get to apply what I'm learning in class directly to my work with children—whether it's understanding developmental stages, implementing curriculum, or using positive behavior guidance strategies. It's helped me become more confident, more capable, and more excited about my future in this field.

Early Childhood Educator Dual Trainee

At first it was an adjustment juggling the additional OJT hours with school and work, but it was easily fit into my schedule, my manager was also able to find a lot of opportunities for learning that I wouldn't have found otherwise if it wasn't for the grant. It was easy to find time for the OJT hours when you are excited about what you are going to learn. The dual pipeline grant allowed me to continue working while going to school but not having to worry about any student loans during my time. It put me in such a better place financially after school and allowed me to learn what being a nurse is like day to day before I became one. It gave me a head start in my career, and I am very thankful for it. The scholarship process was incredibly easy and seamless and the OTJ hours were one of the best parts of it! Overall, I am incredibly thankful for the opportunity to learn new things and get a jump start into nursing.

Licensed Practical Nurse Dual Trainee

The maintenance program in mechatronics has positively impacted me by giving me hands on experience that connects directly to what I'm learning in class. It has helped me understand how mechanical and electrical systems work together, and it has improved my confidence when it comes to solving problems and using tools. I feel more prepared for future projects and more motivated to keep learning, because I can see how these skills apply in real life and at work. Overall, the program has made school more engaging and has given me a clearer idea of the career path I want to follow.

Mechatronics Technician Dual Trainee

Participating in the Dual Training Grant program has been an incredible opportunity for me to strengthen both my technical and analytical skills. Through the program, I've been able to take structured coursework in Python programming and directly apply what I've learned to real projects at work, such as automating data processing, improving experiment tracking, and supporting microbial analysis workflows. Having the chance to combine classroom learning with hands-on application in the lab has made the concepts click in a much deeper way.

Data Science/Artificial Intelligence Machine Learning Specialist Dual Trainee

Appendix A

Minnesota Dual-Training Pipeline 2025 Accomplishments



Industry Leader Engagement

- **More than 10,000 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. 4-7, 2025 – Advanced Manufacturing, Agriculture, Child Care, Information Technology, Health Care Services, Transportation and the Legal Cannabis Industry
 - June 5, 2025 – All-Industry Forum in St. Cloud
 - Oct. 21-Oct. 28, 2025 – Advanced Manufacturing, Agriculture, Child Care, Information Technology, Health Care Services, Transportation and the Legal Cannabis Industry
- **244 employers were assisted** through Pipeline consulting and activities to support their efforts with dual training.
- **72.5% of 2025 dual training grant recipients** engaged with the Pipeline team in the year leading up to the application.
- **Six Minnesota Dual-Training Pipeline 101 webinars** instructed industry leaders about how to start their own dual-training programs. Individuals representing 93 unique employers attended webinars throughout the year. More than 220 people attended Pipeline 101 webinars in 2025.
- **Eight Workforce Community Conversations** were hosted in October 2025 in the following communities: Hermantown, Roseville, Alexandria, Thief River Falls, Rochester, Redwood Falls, Rosemount and Maple Grove.
- **Two** speaker series events provided resources for employers:
 - May 20, 2025: “Empowering Professionals with AI: Practical Techniques for Exceptional Results” with Tyler Moberg of Amplified Impact, LLC.
 - Nov. 18, 2025: “Diverse Minds, Unified Goals: A Journey into Neurodiversity at Work” with Rachel Rouse of Emerge Coaching.
- **Ten new occupations** validated in 2025 with input from employers and industry leaders.
- **Updating of prior competency models**, bringing total number of occupational competency models to **102**.

- **Six new occupational competency models** in development to be added in early 2026.

Outreach Highlights

- Participated with Minnesota's Healthcare Education Industry Partnership (HEIP) Council to offer information about Minnesota Dual-Training Pipeline and learn from committee about latest trends and needs in health care workforce;
- Participated with Minnesota Association of Workforce Board's Business Services/ Economic Development 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 Transforming Minnesota's Early Childhood Workforce meetings;
- Represented the Minnesota Department of Labor and Industry (DLI) on the Interagency Workforce Alignment (IWA) / Governor's Workforce Board (GWDB) Caring Professions Committee;
- Continued promotion of Minnesota Dual-Training Pipeline employer badge and Minnesota Dual-Training partner badge to recognize work of employers and education partners;
- Facilitated workforce discussion break-out at Minnesota Ambulatory Center Surgery Association annual conference on Oct. 9, 2025;
- Celebrated Manufacturing Month and toured The Aagard Group in Alexandria where attendees discussed the employer's Dual-Training program with Commissioner Nicole Blissenbach and Commissioner Dennis Olson on Oct. 27, 2025;
- Hosted a breakout session at Minnesota Technology Association's Tech Talent Conference on October 3, 2025.

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. Livestock Veterinary Technician
11. Meat Cutter/Meat Processor

12. Quality Assurance/Food Safety Supervisor
13. Swine Technician

Child Care

1. Early Childhood Culinary Supervisor
2. Early Childhood Director
3. Early Childhood Educator
4. School-Age Care Supervisor

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. Healthcare Social Worker
16. Histology Technician/Technologist
17. Licensed Alcohol and Drug Counselor
18. Licensed Independent Clinical Social Worker
19. Licensed Marriage and Family Therapist
20. Licensed Practical Nurse (LPN)
21. Licensed Professional Clinical Counselor
22. Long-Term Care Facility Culinary Manager
23. Massage Therapist
24. Medical Assistant
25. Medical Laboratory Assistant
26. Medical Laboratory Scientist
27. Medical Laboratory Technician

28. Nurse Practitioner
29. Occupational Therapist
30. Occupational Therapy Assistant
31. Ophthalmic Technician
32. Orthotic and Prosthetic Technician
33. Pharmacy Technician
34. Phlebotomist
35. Physical Therapy Assistant
36. Positive Support Analyst
37. Positive Support Specialist
38. Psychiatric/Mental Health Technician In-Patient
39. Psychiatric/Mental Health Technician Out-Patient
40. Radiologic Technologist
41. Registered Nurse (RN)
42. Respiratory Therapist
43. Sonographer
44. Sterile Processing Technician
45. Surgical Technologist
46. Wound, Ostomy and Continence 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

Legal Cannabis Industry

1. Cannabis Compliance Specialist
2. Cannabis Cultivation Supervisor
3. Cannabis Dispensary Supervisor
4. Cannabis Laboratory Technician
5. Cannabis Logistics and Inventory Specialist

Transportation

1. Aircraft Dispatcher
2. Aircraft Maintenance Technician
3. Automotive Body Repair Technician
4. Automotive Mechanic
5. Bus and Truck Diesel Mechanic
6. Heavy and Tractor-Trailer Truck Driver
7. School Bus Driver

Appendix C

2025 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) Accredited 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.



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