

Minnesota Dual-Training Pipeline Transportation Industry Forum February 15, 2024





Agenda

- Welcome/Introductions
- Minnesota Dual-Training Pipeline overview and updates
- New Transportation Occupations
- OHE Dual Training grant update
- Wrap up/upcoming events



What is Minnesota Dual-Training Pipeline?



- Source of support to employers to develop their own employment-based, dualtraining programs
- An innovative approach to address current and future workforce needs in the key industries of advanced manufacturing, agriculture, child care, health care services, information technology, legal cannabis industry, and transportation
- Private Investment, Public Education, Labor and Industry Experience



Employment-Based Training

Structured on-the-job training

Taking a variety of forms

Powerful learning

Engaged employee

Benefit to all

Related Instruction

with a chosen training provider



Minnesota Dual-Training Pipeline Strategies

- Industry Forums: Inform and direct Minnesota Dual-Training Pipeline on industry trends and needs through discussion and strategic planning aimed to expand dual training.
- Competency Councils: Define and identify specific occupational competencies for the seven key industries.
- Dual-Training Consulting: Create and disseminate dual training resources for employers, employees and dual trainees: toolbox, grants, and expanding mentorship networks to set up dual training.



Minnesota Dual-Training Pipeline Occupations

- Two or more employers state need;
- Must offer a pathway to a livable wage: \$19.46/hour (based on a family with one child, one full-time and one part-time employed adult);
- Must be in-demand (Labor Market Information: Three stars is ideal);
- Must offer a career pathway; and
- Must lend itself to the dual-training model.



Minnesota Dual-Training Pipeline Competency Model for Transportation Occupation: Automotive Mechanic

Employer-Specific Competencies Perform maintenance and repair Conduct quality checks Inspect work Test the vehicle Ensure compliance and safety Troubleshoot problems with the vehicle Communicate with customers Maintain records and repair logs Provide estimates for repair work	
Conduct quality checks Inspect work Test the vehicle Ensure compliance and safety Troubleshoot problems with the vehicle Communicate with customers Maintain records and repair logs	
Use hand tools to replace parts	
Industry-Sector Technical Competencies	
Manuals, blueprints, schematics Electrical and electronics Transmission	
Ignition systems Suspension and alignment Brakes Welding for automobiles	l
Computer applications for automobiles HVAC (heating and air conditioning) Fuel systems	
Industry-Wide Technical Competencies	
industry fundamentals with industry standards Maintenance and repair Design and development Safety and security Workplace Competencies	У
Business undamentals Teamwork Adaptability Customer service and flexibility focus organizing Planning and organizing Problem solving, decision making technology inspecting	
Academic Competencies	
eading Technical Basic Communication: Critical and Information Science mathematics computer listening and analytic literativiting skills skills speaking thinking	
Personal Effectiveness Competencies	
personal Integrity Professionalism Initiative Dependability and and reliability flexibility	Lifelo

Based on: Transportation, Distribution and Logistics Competency Model, Employment and Training Administration, United States Department of Labor, August 2018

Pipeline recommends the Industry-Sector Technical Competencies as formal training opportunities (provided through related instruction) and the Occupation-Specific Competencies as on-the-job training opportunities.

Automotive Mechanic

If you have further comments or suggestions about this competency model, please email madolyn.martini@state.mn.us by February 22, 2024



Minnesota Dual-Training Pipeline Competency Model for Transportation Occupation: Bus and Truck Diesel Mechanic

Employer-Specific Requirements	Occupation-Specific Competencies
	Perform maintenance and repair Communicate with others Inspect work Test the vehicle Ensure compliance and safety Maintenance records and repairs logs Troubleshoot problems with the vehicle Communicate with customers Use hand tools to replace parts
Industry-Sector Techr	nical Competencies
Electrical and electronics Transmission and drive	ve systems Manuals, blueprints, schematics
Brakes Hydraulics Diesel engines Computer app	lications for buses and trucks Emission standards
HVAC (heating and air conditioning) Fuel systems F	Hazardous materials Welding for buses and trucks
Industry-Wide Techni	ical Competencies
Transportation industry fundamentals Compliance with industry standards Documentation of its Maintenance and research	repair Design and development Safety and security
Workplace Co	
ndamentals Teamwork and service	anning and solving, decision making technology and making decision making decision making decision making decision making decision decisio
Academic Co	mpetencies
ading Technical Basic and Science mathematics computer skills skills	Communication: Critical and listening and analytic speaking thinking literacy
Personal Effective	eness Competencies
rsonal Integrity Professionalism Init	tiative Dependability Adaptability Lifelo and reliability and learni

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Bus and Truck Diesel Mechanic

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Minnesota Dual-Training Pipeline Competency Model for Transportation Occupation: Aircraft Maintenance Technician

Academic Competencies Academic Competencies Technical mathematics computer skills Science skills Science Science Science Information Science		
Communicate with others Inspect the aircraft Ensure compliance and safety Maintain maintenance records and repair logs Troubleshoot problems with the aircraft Order parts and equipment Operate lifting machinery and aircraft Operate lifting machinery and equipment Operate	Employer-Specific Requirements	Occupation-Specific Competencies
FAA standards and rules		Communicate with others Inspect the aircraft Ensure compliance and safety Maintain maintenance records and repair logs Troubleshoot problems with the aircraft Order parts and equipment
Aircraft manuals, blueprints, schematics Ground operations and aircraft servicing Hydraulics and pneumatics Aircraft landing gear systems Computer applications for aircraft Nonmetallic structures on aircraft Aircraft electrical systems Flight controls and avionics systems Cabin control and inspection Engine fueling systems Industry-Wide Technical Competencies Industry-Wide Technical Comp		
Aircraft landing gear systems Computer applications for aircraft Nonmetallic structures on aircraft Aircraft electrical systems Flight controls and avionics systems Cabin control and inspection Engine fueling systems Industry-Wide Technical Competencies Industry-Wide Technical Competencies Compliance Maintenance Documentation Regulations Technology applications		
Industry-Wide Technical Competencies Transportation industry fundamentals Transportation industry fundamentals Teamwork Adaptability and flexibility Adaptability and flexibility Academic Competencies		
Transportation industry fundamentals	Aircraft electrical systems Flight controls and avionics system	ms Cabin control and inspection Engine fueling systems
Maintenance and repair Design and development Safety and security	Industry-Wide Techni	ical Competencies
Business Indamentals Teamwork Adaptability and flexibility Teamwork Indamentals Teamwork Adaptability and flexibility Service focus Teamwork Indamentals Teamwork Indamentals Teamwork Indamentals Teamwork Indamentals Science Indamentals Information Interaction: Computer Skills Integrity Professionalism Initiative Indicative Indic	fundamentals standards Maintenance and re	
Personal Integrity Professionalism Initiative Dependability and lear	Business Teamwork Adaptability Customer Pla	anning solving, with tools examining decision and and practices
and Science mathematics computer skills listening and analytic thinking literacy Personal Effectiveness Competencies Personal Integrity Professionalism Initiative and reliability and learn l	Academic Cor	mpetencies
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	Integrity Professionalism Initi	iative and reliability and learning

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Aircraft Maintenance Technician

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Minnesota Dual-Training Pipeline Competency Model for Transportation Occupation: Heavy and Tractor-Trailer Truck Driver

Employer-Specific Requirements	Occupation-Specific Competencies		
	Communicate with others Transport goods Conduct pre-trip and transport planning Lead vehicle inspection Ensure compliance Practice personal safety Prepare and submit reports Perform basic routine maintenance Secure goods safely Plan routes and make adjustments based on traffic information		
Industry-Sector Tech	nical Competencies		
Forklift Coupling and uncoupling safe prac	tices Manual and automatic transmission		
Commercial motor vehicles Trailer specific	cations State laws and federal regulations		
Math and trip planning Navigation systems and tech	nnology Air brakes Safety operation fundamentals		
Industry-Wide Techn	sical Competencies		
	repair Design and development Safety and security		
Workplace Co	ompetencies		
siness Teamwork and service	lanning and ganizing Problem solving, with tools decision making technology Checking, with tools and making technology Checking, examining and inspecting inspecting		
Academic Co	ompetencies		
ng Technical Basic I Science mathematics computer ng skills skills	Communication: Critical and Information listening and analytic literacy speaking thinking		
Personal Effective	eness Competencies		

Based on: Transportation, Distribution and Logistics Competency Model, Employment and Training Administration, United States Department of Labor, August 2018

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Heavy and Tractor-Trailer Truck Driver

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Dual Training Grant

An eligible DTG applicant must meet all of the following:

- Be an employer or organization of employers
- Have or will have a dual-training program
- Employ or will employ an eligible dual trainee
- Have or will enter into agreement with an eligible related instruction training provider
- If annual gross revenue exceeded \$25,000,000 in the previous calendar year, pay for at least 25% of related instruction costs
- If a current or prior DTG recipient, be in good standing on all grant requirements
- If a current or prior recipient of other Minnesota State grant programs, be in good standing on all grant requirements.



Dual Training Grant

NEW for 2024

- Eligible industries added to include Child Care, Legal Cannabis & Transportation
- Expenditures expanded to recommended books and supplies
- Second funding category for trainee support costs, up to \$15,000
- Dual trainee maximum changed to \$24,000 in a lifetime
 - \$6,000 annual maximum remains
- Organization of employers must identify employer partners at time of application
- Online portal system for applying and administering grant
- Financial and Capacity Review process during application for most applicants

Note: Industries, occupations, employers partnering with an applicant/organization, and related instruction training providers cannot be added after the application deadline.



Dual Training Grant

The maximum grant request amount is \$165,000 and limited among the following budget categories:

Budget Category	Grantee Maximum Amount	Grantee Match Required	Expenditures	Dual Trainee Maximum Amount
Related Instruction Costs	\$150,000	25% match required, up to \$2,000, if annual gross revenue exceeded \$25,000,000	 Tuition Fees Required & recommended books Required & recommended materials 	\$6,000
*Connected to related instruction	10% of grant request amount, up to \$15,000	None	 Transportation and/or mileage Lodging Meals Tutoring services Translation and/or interpreter services 	None



Timeline

Application OPENS mid-March

Contact Pipeline
Consultants with
questions or to
learn more

Plan for Dual-Training Pipeline Program for 2024-2025

Apply for Dual Training Grant

Employers having a difficult time filling occupations in specific industries learn about the Pipeline Dual-Training model of combining education with onthe-job training.

Employers create a dual-training program including at least one Pipeline occupation. Establish partnership with one or more education provider. Develop on-the-job training to complement education.

Carefully read the Request for Application on the Office of Higher Education website.
Complete the online application process by the April deadline.

Timeline

Fall term at
Minnesota State
Colleges and
Universities starts
8/26/2024

Setup Grant Documents *June*

Sign Contract *July* Begin DualTraining
Program
August

Grant Documents may include: training provider agreement, work plan and budget, dual trainee participation agreement, 2024-2025 FAFSA completion (if program is financial aid eligible).

Must register with SWIFT through State of Minnesota and must have contract in place before dual-training program can begin.

Dual Training Grant Contact:

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Upcoming Events

- Pipeline 101: February 27, 2024 9-10 a.m. Register here
- All-Industry Forums: June 11, 2024 9-10:30 a.m. (in-person)
- 2024 Speaker Series: stay tuned!
- Pipeline 2023 Annual Recap







Thank You!



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