

Minnesota Dual-Training Pipeline Child Care Industry Forum February 14, 2024





Agenda

- Introductions/ Welcome
- Minnesota Dual-Training Pipeline overview and updates
- Child Care Occupations
- OHE Dual Training grant update
- Wrap up/ conclusion



What is Minnesota Dual-Training Pipeline?

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 and information technology, legal cannabis, 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 – Factors for Adding New 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.



2024 Child Care Occupations

Occupations for Child Care:

- Early Childhood Educator
- Early Childhood Director



Minnesota Dual-Training Pipeline Competency Model for Child Care Occupation: Early Childhood Educator

| Em | ployer Requirement | Occupation-Specific Compet | tencies* | | | | |
|--------------------------|-------------------------------|--|--|--|--|--|--|
| | | Teach early childhood curriculum Create developmentally appropriate learning Establish positive relationships with children caregivers and families Provide assessment, evaluation and individu Practice standards of professionalism Ensure health, safety, and good nutrition Practice trauma informed care Address needs of multilingual children and t Practice culturally responsive teaching Advocate for children Practice positive behavior management | n, their ualization | | | | |
| | Industry-Se | ctor Technical Competencies* | | | | | |
| Foundations of language, | oflonguage | | | | | | |
| literacy and | | | | | | | |
| numeracy | Child development Early ch | ildhood special education Early childhood educat | ion fundamentals | | | | |
| learning | Children's mental health | · · · | avior guidance | | | | |
| orking with d | iverse families and children | Health, wellness, safety and nutrition Assessme | nt and observation | | | | |
| | Industry-W | ide Technical Competencies | | | | | |
| Early childhoo | od learning and developme | nt Diversity, equity and inclusion Lear | rning environments | | | | |
| hildcare ethic | · · | | | | | | |
| | | | | | | | |
| mportance of | play in child development | Laws and regulations Commitment to profes | sional development | | | | |
| | Wo | rkplace Competencies | | | | | |
| | | | | | | | |
| | Planning | oblem Working Scheduling Check | | | | | |
| mwork Custo | omer and som | ing and with tools and exam | | | | | |
| 100 | organizing | ecision and coordinating and aking technology recor | | | | | |
| | | Tecol | ung. | | | | |
| | Ac | demic Competencies | | | | | |
| ling d Mathe ing | matics Science and technology | listening and analytic cor | Basic Information mputer literacy skills | | | | |
| | Person | I Effectiveness Competencies | | | | | |
| | i ersona | T Effectiveness Competencies | | | | | |
| . 1 | T I | Adaptability | Compassion | | | | |
| nal Integrity | Professionalism Initia | tive Dependability and Lifelor | ng and Cuiti | | | | |
| | | and reliability flexibility learning | ng empathy compe | | | | |
| | | | | | | | |

Based on: Building Blocks Competency Model, Employment and Training Administration, United States Department of Labor, August 2017.

Early Childhood Educator

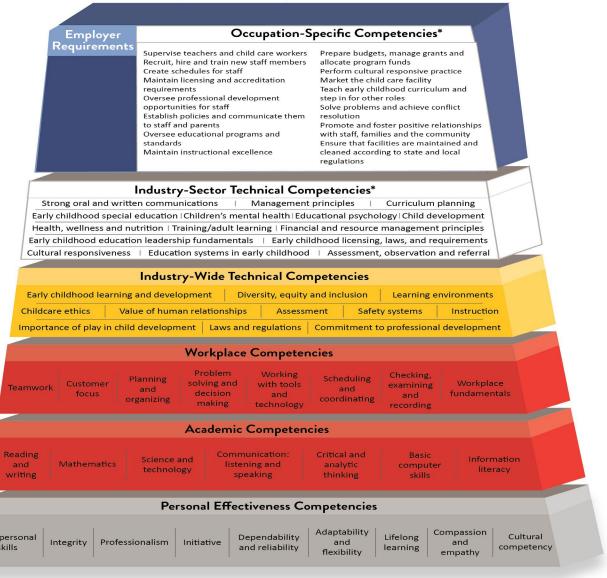
If you have further comments or suggestions about this competency model, please email kathleen.gordon@state.mn.us
by February 21, 2024

Final models will be posted by March 1st.



^{*} 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.

Minnesota Dual-Training Pipeline Competency Model for Child Care Occupation: Early Childhood Director



Based on: Building Blocks Competency Model, Employment and Training Administration, United States Department of Labor, August 2017.

Early Childhood Director

If you have further comments or suggestions about this competency model, please email kathleen.gordon@state.mn.us by February 21, 2024

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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 providers. 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 Minnesota Dual-Training Pipeline Events

Pipeline 101

February 27, 2024 from 9am-10am Register for the webinar here.

All – Industry Forum

June 11, 2024 from 9am-10:30am at DLI in St. Paul

2023 Pipeline Annual Recap









Thank You!



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