

SFY 2024 Pillsbury United Communities

Final Report

9/15/2024

Minnesota Department of Employment and Economic Development  
Employment and Training Programs Division

332 Minnesota Street, Suite E200   
St. Paul, MN 55101

Nancy Waisanen/Elianna Ig-Izevbekhai

[Nancy.Waisanen@state.mn.us](mailto:Nancy.Waisanen@state.mn.us)

[mn.gov/deed](https://mn.gov/deed/" \o "DEED website)

As requested by Minnesota Statute 3.197: This report cost approximately $492 to prepare, including staff time, printing and mailing expenses.

Upon request, this material will be made available in an alternative format such as large print, Braille or audio recording. Printed on recycled paper.

## Contents

[Contents 3](#_Toc177653283)

[Introduction 4](#_Toc177653284)

[Summary of Goals and Objectives Presented in the Work Plan 4](#_Toc177653285)

[Partnerships 4](#_Toc177653286)

[Participant Data 5](#_Toc177653287)

[Outcome Data 6](#_Toc177653288)

[Expenditure Data 6](#_Toc177653289)

[New Grant Funds 7](#_Toc177653290)

[Success Stories 7](#_Toc177653291)

## Introduction

The 2021 Minnesota Legislature (<https://www.revisor.mn.gov/laws/2023/0/Session+Law/Chapter/53/>) appropriated state funds to Pillsbury United Communities for State Fiscal Years (SFYs) 2024 and 2025. The SFY 2024 allocation available to PUC was $475,000 after DEED retained $12,500 (five percent of the appropriation) for administrative purposes.

The legislation directed the Department of Employment and Economic Development (DEED) to grant funds to Pillsbury United Communities (PUC) to provide job training and workforce development services for underserved communities.

## Summary of Goals and Objectives Presented in the Work Plan

The funding supports PUC’s development and implementation of career pathways training and education program for youth, 16-24 years of age to prepare them for successful careers in Minnesota’s future workforce. The grant funds services and activities to achieve the following goals and objectives:

1. Develop educational and training programming, policies, common career competencies and curriculum, evaluation tools, and partnerships for PUC’s Career Pathways project during the first year of the grant.
2. Hire a Career Pathways Program Director and program staff to implement and manage the project, including marketing to targeted youth, development of an internship program, organization of education and training classrooms and work sites.
3. Train enrolled youth in common career competencies (financial literacy, safety, work readiness skills in communication and conflict resolution) during the summer of 2024.
4. Implement Career Pathways Academies in the second year of grant; provide enrolled youth GED classes or education support towards a diploma in addition to training and work-based internships. Academies will likely focus on the following career clusters: 1) Engineering, Construction and the Trades; 2) Life Sciences and Services; and 3) Business and Technology.
5. Placement assistance in post-secondary education/training and/or entry-level employment.

## Partnerships

PUC has two founding partners, Minneapolis College and the Minneapolis Building Trades. Additional partnerships include Dunwoody College of Technology (list any high schools, ABE programs, internship employers, etc.)

## Participant Data

**Participants Served: Individual Services (cumulative)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Project to Date:**  **7/1/2023 –9/30/2024** | |
| **Total Participants Served** | | **16** | |
| **(1) Gender** | | |  | |
| (1) Male | | 3 | |
| (2) Female | | 13 | |
| (3) Gender Non-Confirming | | 0 | |
| **(2) Age** | | |  | |
| (1) Under 14 | | 0 | |
| (2) | 14-15 | 0 | |
| (3) | 16-17 | 0 | |
| (4) | 18-19 | 4 | |
| (5) | 20-21 | 0 | |
| (6) | 22-24 | 12 | |
| **(3) Ethnicity/Race** | | |  | |
| (1) Hispanic/Latino | | 2 | |
| (2) American Indian or Alaska Native | | 0 | |
| (3) Asian/Pacific Islander | | 1 | |
| (4) Black, African American, or African | | 13 | |
| (5) White | | 0 | |
| **(4) Education Level** | | |  | |
| (1) 8th grade and under | | 0 | |
| (2) 9th Grade-12th Grade | | 16 | |
| (3) High School graduate or equivalent | | 0 | |
| (4) Post-Secondary Education | | 0 | |
| **(5) Other Demographics** | | |  | |
| (1) Limited English proficient | | 0 | |
| (2) Participants who receive Public Assistance | | 1 | |
| **(3)** Low-income | | 0 | |
| (4) Participants who report a disability | | 0 | |
| (5) High school drop-out – all participants included | | 0 | |
| (6) Participants who are justice involved | | 1 | |
| (7) Pregnant or parenting youth | | 3 | |
| **(8) Person from Ist Generation Immigrant family** | | 0 | |
| (9) Participants showing as Homeless Participant/Runaway | | 0 | |
| (10) Not employed at program enrollment – all participants included | | 5 | |
| (11) Veteran – all participants included | | 0 | |

**Program Services, Activities, and Other Related Assistance**

|  | **Number** |
| --- | --- |
| 1. Received Education or Job Training Activities | 12 |
| 1. Received Work Experience Activities | 11 |
| 1. Received Community Involvement and Leadership Development Activities | 0 |
| 1. Received Post-Secondary Exploration, Career Guidance and Planning Activities | 9 |
| 1. Received Mentoring Activities | 6 |
| 1. Received Support Services | 0 |

## Outcome Data

During the past year, PUC planned and developed a comprehensive career-pathways project model for targeted youth living in Minneapolis and the metro area. Outreach and recruitment in the spring of 2024 resulted in six youth being enrolled in programming. Participants received employment and training services, including work readiness training, digital and financial literacy, career exploration, support services and case management and guidance from PUC staff.

**Indicators of Performance**

|  | **Number** |
| --- | --- |
| 1. Attained work readiness or education goals |  |
| 1. Received academic credit or service-learning credit |  |
| 1. Obtained high school diploma, GED, remained in school, obtained a certificate or degree, or dropout: returned to school |  |
| 1. Earned an occupational credential |  |
| 1. Obtained unsubsidized employment in chosen career field |  |
| 1. Entered post-secondary education, vocational/occupational skills training, apprenticeship, military, job search or employment |  |
| 1. Completed program objective |  |

**COVID Impact on Programming**

COVID had no significant impact on programming.

## Expenditure Data

Expenditures from July 1, 2023 through September 30, 2024 for grants 3PUC6300 and 4PUC6300:

|  |  |  |
| --- | --- | --- |
| SFY 2023 Budget Category | SFY 2023 Budget | SFY 2023 Expenditures to date |
| Administration | $43,182.00 | $43,182.00 |
| Direct Services/Project Staff | $205,450.00 | $212,557.00 |
| Contracted Services | $7,500.00 | $7,500.00 |
| Participant Wages and Fringe | $71,868.00 | $69,758.10 |
| Support Services | $147,000.00 | $142,002.90 |
| TOTAL | $475,000.00 | $475,000.00 |
| **SFY 2024 Budget Category** | **SFY 2024 Budget** | **SFY 2024 Expenditures**  **through July 2024** |
| Administration | $43,182.00 | $6,887.01 |
| Direct Services/Project Staff | $160,000.00 | $47,827.89 |
| Contracted Services | $25,000.00 | $5,995.00 |
| Participant Wages and Fringe | $175,000.00 | $3,186.25 |
| Support Services | $41,818.00 | $80.00 |
| Direct Customer Training | $30,000.00 | $11,781.00 |
| TOTAL | $475,000.00 | $75,757.15 |

## New Grant Funds

PUC received an additional $475,000 in state direct appropriation grant funds for the period July 1, 2024 to June 30, 2025 (State Fiscal Year 2025). Currently, PUC is planning to expend all SFY2024 by March 31, 2025 and plans to begin SFY2025 expenditures by January 2025. PUC staff expects all state grant funds for the SFY 2024-2025 biennium will be 100% expended within the allowable grant time period.

## Success Stories

During SFY 2024, four students graduated from Taylor’d Cosmetology School’s Esthetician Program. Two students have already passed the extensive Basic Esthetician Certification from the Minnesota Board of Cosmetology and have obtained employment in the field.

A Pillsbury Career Pathways Program student enrolled in Dunwoody’s certified 3D Printing Program and has completed his first semester. This was the first time the student had been to college in several years and for this student, he had expressed doubt about whether he could finish the semester. There were times when the student did not feel confident about his abilities, and to combat this, the Career Pathways Manager would have 1-1 check in meetings with the student and also with the mother of the student to discuss overall progress.”