

## **Education Committee-Regular School Board Meeting**

Duluth Public Schools, ISD 709

Agenda

Tuesday, April 24, 2012

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

### **1. Informational Items**

#### **A. Informational Presentations**

##### 1) Morgan Park Middle School Student Council Presentation

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Katie Oliver and Morgan Park Middle School Student Council representatives presented the process that they used to select the school mascot and colors for the new Lincoln Park Middle School.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

##### 2) End-of-Season Co-curricular Student Survey

Activity Directors Shawn Roed and Tom Pearson shared information on the on-line student survey that all student athletes complete at the end of their sports season as part of the evaluation process for Duluth Public Schools coaches.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

##### 3) Duluth Public Schools Construction Technology Program Presentation

Jim Arndt, Supervisor of Career and Technical Education Programs, and Tony Leone, Construction Technology Instructor, presented an update on the Construction Technology Program sharing information on future potential projects and the process and criteria used for selecting projects for the program.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

##### 4) Planned Restructuring of the Gifted and Talented Program

Charlie Leibfried, Federal Programs Coordinator, shared information on the planned restructuring of the Duluth Public Schools Gifted and Talented Program for the 2012-13 school year.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

## B. Grant Applications

### 1) Duluth Superior Area Community Foundation Grant Application 6

Brent Laurila and Dani Westholm, teachers at Unity/ALC, along with Bill Crandall, Unity/ALC's Principal, have applied for a grant from the Duluth Superior Area Community Foundation in the amount of \$1,966. If awarded grant funds will be used to implement the Flipped Classroom Model at Unity/ALC.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

### 2) Lloyd K. Johnson Foundation Grant Application

Deb Wagner, Coordinator for Families in Transition (The Homeless Student Education Program) will be submitting a grant for \$20,000 to the Lloyd K. Johnson Foundation. If awarded funds will assist in supporting the portion of the program that provides a parent education program, designed to support mothers and their children during their adjustment from homelessness to transitional housing. The parenting group parallels the school district's long-term goals of increased parent involvement in education and improved school attendance and academic achievement in their children.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

### 3) United States Department of Education Investing in Innovation (i3) Fund Grant Application 9

In collaboration with United Way, the YMCA, and LISC the Duluth Public Schools has submitted a preapplication for an Investing in Innovation (i3) Grant from the United States Department of Education in the amount of \$2,997,831. If awarded funds will be used to expand the Family Liaison Model in place at Nettleton Elementary to four additional schools with high rates of Free and Reduced Lunch.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

## 2. Action Items

### A. Presentation Items Requiring Approval

#### 1) Duluth Public Schools Annual Head Start Self Assessment 14

Pam Rees, Director of Head Start, presented the Duluth Public Schools Annual Head Start Self Assessment results for review and approval.

Recommendation: It is recommended that the Duluth School Board accept and approve this item.

2) Duluth Public Schools Annual Head Start Community Assessment 20

Pam Rees, Director of Head Start, presented the Duluth Public Schools Annual Head Start Community Assessment results for review and approval.

Recommendation: It is recommended that the Duluth School Board accept and approve this item.

3) 2012-13 Federal Head Start Grant Application 42

The Federal Head Start Grant proposal for FY 12-13 was approved by the Head Start Policy Council and was presented to the Board by Pam Rees, Director of Head Start, for review and approval for submission.

Recommendation: It is recommended that the Duluth School Board accept and approve the above item.

B. Resolution E-4-12-2997 - Acceptance of Grant Awards to Duluth Public Schools 45

Attached is Resolution E-4-12-2997 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards for the following organizations:

Flint Hills Resources  
Duluth Superior Area Community Foundation

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-4-12-2997- Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Trip Requests 48

The following extended trip request is submitted for approval:

Nettleton Elementary School's fourth grade students will be traveling to St. Paul, Minnesota on May 8-9, 2012 to visit the National History Museum, State Capitol, and Minnesota Zoo. All costs associated with this trip will be funded with a grant received from Flint Hills Resources.

Recommendation: It is recommended that the Duluth School Board accept and approve the above extended field trip request.

D. Diplomas 54

The following students have completed all high school requirements and should be awarded a diploma:

Benjamin Robert Prestidge - March 19,2012  
Nickolas Alan Viele - March 6, 2012

Erick Jerome Kimball - March 5, 2012  
Bocephus Wise Pauna - March 5, 2012  
Marenda Cecelia Bowman - January 30, 2012  
Christopher Paul Moran - January 20, 2012  
James Eugene Mills- March 26, 2012

Recommendation: It is recommended that the Duluth School Board accept and approve the above diploma awards.

# Morgan Park Middle School

1243 88<sup>th</sup> Avenue West  
Duluth, Minnesota 55808  
218-626-4512

March 26, 2012

Dear Ann Wason and School Board Members,

Morgan Park Student Council Members decided to vote for next year's proposed school colors and mascot for the new Lincoln Park Middle School. 8<sup>th</sup> graders did not vote, because they will not be attending the new school.


Morgan Park Student Council made surveys for current 6<sup>th</sup>, 7<sup>th</sup>, and upcoming 6<sup>th</sup> graders. Upcoming 6<sup>th</sup> graders had the opportunity to fill out the survey at our Morgan Park Bridge night. Bridge night is a night for the upcoming 6<sup>th</sup> graders and their parents to introduce parents to the new programs, classes, etc. The 6<sup>th</sup> and 7<sup>th</sup> graders filled out the survey during homebase, and had their homebase representative bring them to the office. All faculty and staff had the opportunity to vote over a 3 day period in the faculty lounge. Due to the results of our surveys, we propose that the school colors, blue, yellow and white will stay the same, along with the school mascot The Wildcat.

Sincerely,

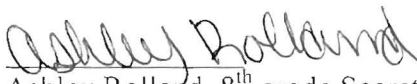
Morgan Park Student Council 2011-2012



Isyss Hurtig, 8<sup>th</sup> grade President



Ellie Fagan, 8<sup>th</sup> grade Vice-President

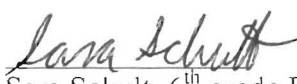


Ashley Rollard, 8<sup>th</sup> grade Secretary

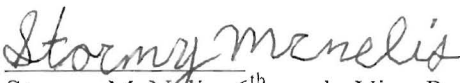


Debbie Hudson, 7<sup>th</sup> grade President

Jacob Greene, 7<sup>th</sup> grade Vice-President



Sara Schult, 6<sup>th</sup> grade President



Stormy McNeilis, 6<sup>th</sup> grade Vice-President

**Duluth Superior Area Community Foundation  
Duluth Public Schools Fund  
Grant Application Form**

**Medical Arts Building 324 W Superior St, Ste 212 Duluth, MN 55802**



DULUTH SUPERIOR AREA  
**COMMUNITY  
FOUNDATION**

The Duluth Public Schools Fund will consider funding requests from \$500 to \$2,000 that are consistent with available funding, grant procedures, and its mission. Special consideration will be given to programs that appear to accomplish the District's current program development goals.

### **MISSION STATEMENT**

The Endowment Fund for the Duluth Public Schools represents a community-based effort to provide supplemental funding to enrich the academic, cultural, athletic, and overall experience of students and staff, and to encourage and reward creativity and innovation in the pursuit of excellence in education in the Duluth Public Schools.

### **PROGRAM DEVELOPMENT GOALS**

- To supplement and enhance the goals of the School District
- To support the pursuit of excellence by Duluth Public Schools staff
- To support projects which focus learning on creative analysis, inquiry, problem solving and thinking skills
- To assist in establishing a learning and working partnership between the educational program and the community, business, government, and nonprofit organizations

### **CRITERIA USED TO EVALUATE APPLICATIONS**

- Justification for funding that exceeds the School District resources
- Relevance of the project to the Fund's mission and program development goals
- Correlation with curriculum/instructional goals of the School District
- Evidence of need (how this project would improve on current practices)
- Potential to serve as a model that could be duplicated and from which other staff/community may learn
- Evidence of cooperation with other community resources or persons who share similar interests
- Length of project, with preference for model projects for one year or less
- Clarity of project budget and project evaluation plan
- Requests receiving low priority include those to cover the cost of transportation, entrance fees, salaries and stipends, dispensable items, and supplies which will not remain at the school.
- Proposals involving the installation or addition of software or hardware on District computers require confirmation of compatibility. Please consult with the District Director of Technology.

### **REPORTING RESULTS**

A final brief written report of the project outcome must be submitted to the Duluth Superior Area Community Foundation within 30 days of project completion so the results can be shared with the Duluth Public Schools Fund Trustees, the School District and the community. If available, photographs, videotapes, or other documentation would be appreciated in order to promote future projects. **Grant recipients will not be eligible for additional grants until final reports have been submitted for completed projects.**



PROJECT BUDGET

Instructional Supplies	\$	_____
Equipment	\$	_____
Salaries/stipends (includes 15% for fringe)	\$	_____
Other (specifics)	\$	_____
Ipads (4) @ \$499 each (or a tablet)	\$	1996
_____	\$	_____
_____	\$	_____
_____	\$	_____
Total	\$	1996

If the project includes transportation, equipment, salaries, or entrance fees, please explain in the project description why these costs cannot be met by School District provided funding and why they are integral to the project. **Please provide evidence of cooperation.**

The ALC will provide salaries for summer curriculum writing using the flipped classroom strategy involving ALC staff. The ALC will provide the location and instructional supplies for use during the curriculum writing days. Staff from the technology department will provide training on use of Ipads, instruction on how to upload educational links, recording techniques and how to set up the student links. The use of technology in the classroom using Ipads is an integral component to operating a flipped classroom. Having the Ipad will allow students to review at anytime the lesson content.

EVALUATION PLAN

How will you evaluate the effectiveness of your project in meeting your intended outcome(s)?

To evaluate the project the baseline data will be the current average attendance and credit attainment in the courses which the flipped classroom is being planned for implementation. At the end of each semester the data will be collected on both of these measures to determine the effectiveness of the implementation of the flipped classroom teaching strategy. The classrooms will also conduct a survey of the students pre implementation and post to measure success from the student perspective in the different academic areas and technology use. The evaluation report on the project will be submitted to the district newsletter for publication.

Signature of	<u><i>Bob Laurila</i></u>	Date: <u>3-28-2012</u>
Applicant(s)	<u><i>W. Cornell</i></u>	Date: <u>3-28-2012</u>
	<u><i>Danielle Westrom</i></u>	Date: <u>3-28-2012</u>

Click on the "Print Form" tab on the top right of page one, sign and mail to:  
Holly C. Sampson, President  
Duluth Superior Area Community Foundation  
Medical Arts Building  
324 West Superior Street, Suite 212  
Duluth, MN 55802

Email submissions will not be accepted. For more information contact the Community Foundation at 218.726.0232 or info@dsacommunityfoundation.com.

Opportunity Title:	Office of Innovation and Improvement (OII): Investing i
Offering Agency:	U.S. Department of Education
CFDA Number:	84.411
CFDA Description:	Investing in Innovation (i3) Fund
Opportunity Number:	ED-GRANTS-032712-001
Competition ID:	84-411A2012-1
Opportunity Open Date:	03/27/2012
Opportunity Close Date:	05/29/2012
Agency Contact:	Carol Lyons i3 Director E-mail: i3@ed.gov Phone: 202-453-7122

**This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.**

**If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.**

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

\* Application Filing Name:

### Mandatory Documents

Move Form to Complete

Move Form to Delete

### Mandatory Documents for Submission

ED GEPA427 Form

Dept of Education Supplemental Information for ED Abstract Form

Project Narrative Attachment Form

Budget Narrative Attachment Form

Other Attachments Form

### Optional Documents

Move Form to Submission List

Move Form to Delete

### Optional Documents for Submission

## Instructions

- 1** Enter a name for the application in the Application Filing Name field.

  - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
  - You can save your application at any time by clicking the "Save" button at the top of your screen.
  - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
  
- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

  - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
  - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents"
  - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
  - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
  
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

  - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button
  - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
  - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
  - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

Application for Federal Assistance SF-424		
* 1 Type of Submission: <input checked="" type="checkbox"/> Preapplication <input type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2 Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="04/09/2012"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a Legal Name: <input type="text" value="Independent School District 709 Duluth Public Schools"/>		
* b Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="416003776"/>	* c. Organizational DUNS <input type="text" value="0715010920000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="215 North First Ave East"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Duluth"/>	County/Parish: <input type="text" value="St. Louis"/>	
* State: <input type="text" value="MN: Minnesota"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="558022058"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="William"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Gronseth"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Superintendent"/>	
Organizational Affiliation: <input type="text" value="Duluth Public Schools"/>		
* Telephone Number: <input type="text" value="2183368752"/>	Fax Number: <input type="text" value="2183368773"/>	
* Email: <input type="text" value="william.gronseth@duluth.k12.mn.us"/>		

**Application for Federal Assistance SF-424**

\* 9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

\* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.411

CFDA Title:

Investing in Innovation (I3) Fund

\* 12. Funding Opportunity Number:

ED-GRANTS-032712-001

\* Title:

Office of Innovation and Improvement (OII): Investing in Innovation Fund (I3) Scale-Up Grants CFDA Number 84.411A

13. Competition Identification Number:

84-411A2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

\* 15. Descriptive Title of Applicant's Project:

Duluth Family Liaison Model

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant	MN-8
b Program/Project	MN-8
Attach an additional list of Program/Project Congressional Districts if needed	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date:	01/01/2013
* b. End Date:	12/31/2018
18. Estimated Funding (\$):	
* a. Federal	2,997,831.00
* b. Applicant	2,432,416.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	5,430,247.00
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If "Yes", provide explanation and attach	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix:	
* First Name:	William
Middle Name	
* Last Name	Gronseth
Suffix:	
* Title:	Superintendent
* Telephone Number:	2183368752
Fax Number:	2187332159
* Email	william.gronseth@duluth.k12.mn.us
* Signature of Authorized Representative:	Jody LeBlanc
* Date Signed:	04/09/2012

**Office of Innovation and Improvement  
i3 Applicant Information Sheet  
FY 2012**

**Instructions:** Eligible applicants must complete and submit this information sheet with each application submitted. Completing this sheet will assist ED staff in assessing the needs of the i3 competition and provide staff with a better sense of the applicant pool. Applicants must fill out this form electronically, "Save As" a .PDF, and upload the generated .PDF into Appendix A on Grants.gov.

**PLEASE NOTE:** Information included in this form may be made broadly and publicly available. Applicants should not include proprietary information.

**Applicant Info**

**Lead Applicant Name:** Independent School District 709 Duluth Public Schools

**Lead Applicant City:** Duluth

**Lead Applicant State:** MN

**Eligible Applicant Type:**

LEA

**Project Info**

**Project Title:** Duluth Family Liaison Model

**Length of Requested Grant Award:**

5 Years

**Total Federal Funding Requested:** \$2,997,831

**Select the ONE Absolute Priority (AP) that you are addressing in your application.**

AP3: Improving Parent and Family Engagement

**Project Description:**

In 1200 characters or less, please provide a brief description of the project you wish to propose. Be sure to include a summary of project objectives and expected outcomes.

The Duluth Family Liaison Model will serve 1478 high-needs, high-poverty students at 5 high-poverty schools in Duluth MN. Significant academic improvement for high-needs students at Grant/Nettlelton, a high poverty school (84.4% FRL), justifies expanding the Family Liaison Model to four additional schools with high rates of FRL.

Hypothesis: The family liaison as an integral part of a community school model will increase school achievement and student growth for high need students living in poverty.

Goal (1) Identify, document and expand innovative practices that can be shared and taken to scale.

Objective 2: Develop, expand, and take to scale the Family Liaison Model best practices.

Objective 1: Identify and document the Family Liaison Model best practices.

Goal (2) Support partnerships between Duluth Public Schools and the local non-profits and agencies that provide services.

**DULUTH HEAD START SELF-ASSESSMENT ACTION PLAN**  
**February 28, 2012**

**Program Weaknesses:**

**Action Step:**

<b>1. Program Governance</b>	
<ul style="list-style-type: none"> <li>• None noted.</li> </ul>	

<b>2. Management Systems</b>	
<ul style="list-style-type: none"> <li>• Lack of males/fathers on Planning Team.</li> <li>• Moving ongoing monitoring issues to action could be smoother.</li> <li>• Advocates need technology upgrades to move to less paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit males for Planning Team Committee.</li> <li>• Utilize our system to document action steps taken from ongoing monitoring findings.</li> <li>• Budget funds to upgrade to digital tablets for family advocates.</li> </ul>

<b>3. Fiscal Integrity</b>	
<ul style="list-style-type: none"> <li>• Need to notify State and Federal Head Start program officers of changes in positions: Superintendent, Assistant Superintendent, Executive Assistant and Policy Council Chair.</li> <li>• Need to organize inventory of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters to State and Federal program officers regarding personnel changes.</li> <li>• Organize equipment inventory.</li> </ul>

<b>4. ERSEA</b>	
<ul style="list-style-type: none"> <li>• Expand outreach and community awareness of Head Start in places not typically serving Head Start eligible families.</li> <li>• Work on sending recruitment flyer to St. Louis County Social Services for mailing to MNFIP recipients.</li> <li>• Need to generate new enrollment point sheet to include type of income verified for eligibility and include a list of automatic qualifiers.</li> </ul>	<p>Include line item in Training and Technical Assistance budget for public relations materials.</p> <p>Will send recruitment flyer in SLCSS mailing.</p> <p>Will create new enrollment point sheet to include type of income verified for eligibility and include a list of automatic qualifiers.</p>

<b>5. Child Health and Safety</b>	
<ul style="list-style-type: none"> <li>• Current forms no longer ask for parent's hospital preference in case of an</li> </ul>	<ul style="list-style-type: none"> <li>• Revise forms to allow parents to designate hospital preference. <i>This form has been</i></li> </ul>

**DULUTH HEAD START SELF-ASSESSMENT ACTION PLAN**  
**February 28, 2012**

**Program Weaknesses:**

**Action Step:**

<p>emergency.</p> <ul style="list-style-type: none"> <li>• Diapering procedure needs updating.</li> <li>• A separate vision and hearing screening procedure is needed.</li> </ul>	<p><i>revised. Teachers also asked current parents their hospital preferences for this year.</i></p> <ul style="list-style-type: none"> <li>• <i>The diapering procedure has been updated and distributed to classrooms.</i></li> <li>• <i>We have developed a written step-by-step procedure for vision and hearing screening.</i></li> </ul>
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**6. Family and Community Engagement**

<ul style="list-style-type: none"> <li>• Need to make greater efforts to insure all parents are informed about mental health consultants and their services.</li> </ul>	<ul style="list-style-type: none"> <li>• Include mental health consultants in family orientation during staggered start days at the beginning of school in the fall.</li> <li>• Invite mental health consultants to the first parent meeting and have them participate in the fall Parent Institute.</li> </ul>
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**7. Child Development and Education**

<ul style="list-style-type: none"> <li>• Early Head Start ongoing assessment, ASQ, needs to be set up in Child Plus database.</li> <li>• Need to beef up math and science awareness with materials, and trainings.</li> <li>• In process of continued training on the ongoing assessment in observation and documentation.</li> <li>• NOTE: we may need to re look at how we categorize our ongoing assessment/benchmark items to match our school readiness goals for the next year. This will make a very clear correlation of child outcomes and school readiness goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up EHS assessment tracking on Child Plus database system.</li> <li>• Include funds to purchase materials and train and support staff on fully incorporating science and math in their curriculum planning.</li> <li>• <i>Staff will receive training on observing and documenting children's behavior in March 2012.</i></li> </ul>
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**8. Child Development and Disabilities**

<ul style="list-style-type: none"> <li>• Issues with transportation for children with a disability.</li> <li>• Communicate with ECSE regarding time children receive during the Head Start day.</li> <li>• Staff awareness of inclusion, universal design and differentiated instruction in general and with ECSE collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with LEA/ECSE to address transportation needs within the Head Start day.</li> <li>• Work with the LEA/ECSE to address IEP minutes related to transportation issues.</li> <li>• Provide staff trainings in collaboration with ECSE and sister programs to address and clarify roles and responsibilities within partnership.</li> </ul>
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**DULUTH HEAD START SELF-ASSESSMENT ACTION PLAN**  
**February 28, 2012**

**Program Weaknesses:**

**Action Step:**

<b>9. Child Development and Mental Health</b>	
<ul style="list-style-type: none"> <li>• Some parents unaware of mental health consultant services.</li> <li>• Some staff confused about referral process.</li> </ul>	<ul style="list-style-type: none"> <li>• Include mental health consultants in family orientation during staggered start days at the beginning of school in the fall.</li> <li>• Invite mental health consultants to the first parent meeting and have them participate in the fall Parent Institute.</li> <li>• Include mental health referral process in pre-service training and follow-up at monthly staff meetings.</li> </ul>

# DULUTH HEAD START SELF-ASSESSMENT ANALYSIS

February 23, 2012

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## Program Strengths:

## Program Weaknesses:

<b>• Program Governance</b>	
<ul style="list-style-type: none"><li>• Governing Board participation is strong with ISD 709 Education Committee chair serving on Policy Council.</li><li>• Policy Council members are active on the council, understand their rights and responsibilities and serve on many program sub-committees.</li></ul>	<ul style="list-style-type: none"><li>• None noted.</li></ul>
<b>• Management Systems</b>	
<ul style="list-style-type: none"><li>• Strong Planning Team participation.</li><li>• Child Plus database continues to respond to our reporting needs.</li><li>• Strong fiscal support from grantee (ISD 709).</li></ul>	<ul style="list-style-type: none"><li>• Lack of males/fathers on Planning Team.</li><li>• Moving ongoing monitoring issues to action could be smoother.</li><li>• Advocates need technology upgrades to move to less paper.</li></ul>
<b>• Fiscal Integrity</b>	
<ul style="list-style-type: none"><li>• Excellent tracking of expenditures with our system of checks and balances.</li></ul>	<ul style="list-style-type: none"><li>• Need to notify State and Federal Head Start program officers of changes in positions: Superintendent, Assistant Superintendent, Executive Assistant and Policy Council Chair.</li><li>• Need to organize inventory of equipment.</li></ul>
<b>• ERSEA</b>	
<ul style="list-style-type: none"><li>• Using Child Plus database means less paperwork, better data management including ability to use reports for ongoing monitoring.</li><li>• Making recruitment process more streamlined.</li></ul>	<ul style="list-style-type: none"><li>• Expand community awareness of Head Start in places not typically serving Head Start eligible families.</li><li>• Work on sending recruitment flyer to all SLCSS for mailing to MNFIP recipients.</li><li>• Need to generate new enrollment point sheet to include type of income verified for eligibility and include a list of automatic qualifiers.</li></ul>
<b>• Child Health and Safety</b>	
<ul style="list-style-type: none"><li>• We have dedicated additional staff time to track and follow up on health requirements.</li><li>• Children's Dental Services has expanded their care to include a dentist to serve Head Start in our schools in Duluth.</li></ul>	<ul style="list-style-type: none"><li>• Current forms no longer ask for parent's hospital preference in case of an emergency.</li><li>• Diapering procedure needs updating.</li><li>• A separate vision and hearing screening procedure is needed.</li></ul>

# DULUTH HEAD START SELF-ASSESSMENT ANALYSIS

February 23, 2012

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## Program Strengths:

## Program Weaknesses:

### • Family and Community Engagement

<ul style="list-style-type: none"> <li>• Strength based Family Partnership process is in place.</li> <li>• Families report feeling welcome in Head Start.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to make greater efforts to insure all parents are informed about mental health consultants and their services.</li> </ul>
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### • Child Development and Education

<ul style="list-style-type: none"> <li>• Our data system and use of excel for charts and graphs makes accurate and efficient aggregated reports.</li> <li>• Our coordinator team, Planning Team and Education Advisory Committee comprises an effective system of analyzing child outcomes and using them in program planning.</li> <li>• Collaboration with Early Childhood Special Education.</li> <li>• Minnesota Reading Corps Tutors do frequent progress monitoring of children and adjust interventions accordingly.</li> <li>• All staff has had initial cultural competency training.</li> <li>• We hire interpreters as needed for dual language learners.</li> <li>• Alignment of school readiness goals, curriculum, assessment, state, LEA, Head Start child development and early learning framework is detailed and complete.</li> <li>• Literacy scores surpassed MRC state scores.</li> </ul>	<ul style="list-style-type: none"> <li>• In process of adopting and training on new curriculum for state funded program options.</li> <li>• Need to beef up math and science awareness with materials, and trainings.</li> <li>• In process of continued training on the ongoing assessment in observation and documentation.</li> <li>• NOTE: we may need to look at how we categorize our ongoing assessment/benchmark items to match our school readiness goals for the next year. This will make a very clear correlation of child outcomes and school readiness goals.</li> </ul>
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### • Child Development and Disabilities

<ul style="list-style-type: none"> <li>• Staff has an understanding and application of universal design/modifications to meet individual needs; timely follow-up on concerns; support from ECSE through collaboration; IEP goals addressed in lesson planning and daily schedule.</li> <li>• Parents involved with referral process. Good communication with Head Start and</li> </ul>	<ul style="list-style-type: none"> <li>• Issues with transportation for children with a disability.</li> <li>• Communicate with ECSE regarding time children receive during the Head Start day.</li> <li>• Staff awareness of inclusion, universal design and differentiated instruction in general and with ECSE collaboration.</li> </ul>
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**DULUTH HEAD START SELF-ASSESSMENT ANALYSIS**  
**February 23, 2012**

**Program Strengths:**

**Program Weaknesses:**

<p>ECSE staff receive progress notes; advocacy and support, attend parent meetings and trainings.</p>	
<p><b>• Child Development and Mental Health</b></p>	
<ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• In-services addressing mental health.</li> <li>• Availability of mental health consultants.</li> <li>• Second Step curriculum.</li> <li>• Social-emotional resources and materials.</li> <li>• Highly qualified and sensitive staff.</li> <li>• Family Advocate support.</li> <li>• Parent trainings by mental health consultants.</li> <li>• Pre-service on health.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents unaware of mental health consultant services.</li> <li>• Some staff is unclear about referral process.</li> </ul>

# Community Assessment

## Duluth Head Start Program

2011-2012



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# General Area Description - Demographics

## Geographic Boundaries (Size, Counties, Distinguishing Characteristics)

The Duluth Head Start program serves Minnesota resident families of birth to four-year-old children living within the Duluth city limits or enrolled in a day care situation within the city limits.

The city of Duluth is a geographically unique city with a population of 86,265. Population within a 30-mile radius is 184,134. It is located at the westernmost tip of Lake Superior, halfway between Minneapolis/St. Paul and the Canadian border. There are 2,342 freshwater miles from the Atlantic Ocean to Duluth via the Great Lakes/St. Lawrence Seaway. The city is built into a steep, rocky cliffside; almost mountainous for the Midwest. An extensive climate-controlled skywalk connects downtown facilities.

## Governing Structure

Duluth has a Mayor-Council form of government, with the City Administration making policy proposals to a nine member City Council. Duluth's five representational districts are divided into 36 precincts. Each of the five council districts elects its own councilor. There are also four at large councilors, representing the entire city.

## Population and Related Trends

According to the 2010 Census, the population of Duluth is 86,265 with a total of 200,226 in St. Louis County. This is a decrease of -0.8% from the previous census.

More than half of Minnesota's residents live in the 7-county Twin Cities region. It is one of the fastest growing regions in the Midwest and is predicted to continue rapid growth; adding nearly one-half million more residents by 2030.

## Racial and Ethnic Composition, Gender, Ages

The population of Duluth is 90.4% white, 2.3% African American, 2.5% American Indian, and 1.5% Asian. Of these persons, 5.6% are under the age of 5 years old, 18.5% are under 18 and 13.8% are 65 and over. 51% are female; 49% is male. 2.9% of the population is foreign born and 5.3% speak a language other than English at home.

While Minnesota is still not nearly as racially diverse as the nation, we are becoming more diverse. About 17 percent of our state's residents are now persons of color, compared to only about 1 percent in 1960. Between 2000 and 2010, the state's population of color grew by 55 percent.

Age trends are also transforming our state. By 2030, the number of Minnesotans over age 65 is expected to almost double and older adults will comprise about one-fifth of our population.

## Household Composition

59.9% of Duluth residents own their own homes, the average value of owner-occupied housing units is \$150,300 compared to \$207,000 for the state of Minnesota. There is an average of 2.16 of persons per household. Among Duluth's households, 26.6% had children under 18, 41.4% were married couples living together, 11.4% had a female head of household, and 43.9% were non-families. 34.5% of all households were one-person households, and 13.3% had someone 65 or older living alone. The average household size was 2.26 and the average family size was 2.90. In the city the age distribution of the population shows 21.3% under the age of 18, 16.2% from 18 to 24, 26.1% from 25 to 44, 21.3% from 45 to 64, and 15.1% 65 years of age or

older. The median age was 35 years. For every 100 females there were 93.4 males. For every 100 females age 18 and over there were 89.7 males.

## Economic Activities

Duluth is a major transportation center for the transshipment of coal, taconite, agricultural products, steel, limestone, and cement. In recent years it has seen strong growth in the transshipment of wind turbine components coming and going from manufacturers in both Europe and North Dakota and of oversized industrial machinery manufactured all around the world and destined for the tar sands oil extraction projects in northern Alberta. It is also a center for aquatic biology and aquatic science and a popular center for tourism. It is a convenient base for trips to the scenic North Shore and Canada.

According to Drew Digby, the northeast regional labor market analyst for the Minnesota Department of Employment and Economic Development, "The government and manufacturing jobs that put people solidly in the middle class are disappearing." In Duluth, about 19% of government jobs and more than 16% of manufacturing jobs have been lost since 2001, according to government numbers. Further, the long held perception that Duluth is a "welfare magnet" for people who don't work isn't really true, Digby said, and the 2010 census data shows that. "Only 15-20% of those in poverty don't work at all and the vast majority is probably dealing with some kind of disability."

JOBS NOW's Cost of Living research shows that in a Northeast MN family of 4 with both parents working, each worker must earn \$12.60 per hour (\$52,400 per year) to meet basic needs.

- 43% of jobs in our region (more than 61,000) pay less than \$12.60 per hour.
- If one parent stays home with the children in a family of 4, the other must find a job that pays \$14.47 per hour to cover basic needs. Half of the jobs in our region pay less.
- If the purchasing power of the minimum wage had kept pace with inflation since the late 1960's, it would be \$9.95 per hour. In NE MN, 27% of jobs – more than 39,000 – pay less than \$9.95 per hour.
- A single person with no dependents must earn \$10.79 per hour to meet basic needs. 1/3 of the jobs in our region pay less.
- The annual cost of basic needs for a single person with one child is about \$34,000 (nearly \$20,000 higher than the federal poverty guideline). To cover these costs a person must earn \$16.37 per hour.

## Future Trends

On January 16, 2012, it was announced that Kestrel Aircraft will be opening a new manufacturing plant in Superior, WI – our Twin Port neighbor. This plant will create up to 600 permanent jobs in our area by 2016. In addition, the company will be moving its headquarters to Superior. It is the biggest announcement of new jobs for Superior since WWII.

A ratio-trend analysis similar to the one used for projecting population growth was performed using the most current employment estimates available for the Duluth-Superior area. Employment projections done at the regional level were used as the basis for estimating the future numbers of retail, service and "other" jobs for the area. The results of this exercise suggest employment in the Duluth-Superior metropolitan area will increase by approximately 9,000 jobs by the year 2035. If trends concerning types of employment from the past decade continue, new jobs in the *Retail* and *Other* categories will increase at a faster rate than the *Service* jobs, even though *Service* jobs will still account for the vast majority of the area's employment. It is interesting to note that when comparing projected employment to the population projections, the ratio of people to jobs becomes smaller in the year 2035, which implies more jobs will be available to the population. Since more of the area's population is expected to be 65 or older, this smaller ratio would also seem to suggest that more people will be working longer into their "retirement" years, or more people will be commuting in from outside the area, or a combination of both.

### Median Income Level:

Duluth's median household income was \$33,766; median family income was \$46,394. Males had a median income of \$35,182, females \$24,965. The per capita income was \$18,969. About 8.6% of families and 15.5% of all residents were below the poverty line, including 15.4% of those under 18 and 9.5% of those 65 or over.

### **2012 Poverty Guidelines for the 48 Contiguous States and the District of Columbia**

<b>Persons in family/household</b>	<b>Poverty guideline</b>
1	\$11,170
2	15,130
3	19,090
4	23,050
5	27,010
6	30,970
7	34,930
8	38,890

For families/households with more than 8 persons,  
add \$3,960 for each additional person.

### Principle Source of Income

Northeast MN has three times more job openings than two years ago. With 14,000 unemployed workers competing for 4,800 unfilled jobs, job seekers outnumber job openings 3 to 1. Of these 4,800 openings, only 2,000 are full-time. Job seekers outnumber full-time openings 7 to 1.

The two largest occupational groups in St. Louis County are food preparation and serving, and sales. These two groups have a combined median wage of \$7.27 per hour. More than 35% of openings are temporary or seasonal and 58% of them are part-time. 73% of openings require no education or training beyond high school. The median wage for all openings is \$8.67 per hour.

### Number Below Poverty Level

Despite glimmers of positive economic news in late 2011, many Minnesotans still struggle every day to put food on the table, keep a roof over their heads and find steady employment. Our state's poverty rate is now 11.6 percent, up from 6.9 percent in 2000. And more than 15 percent of our children now live in poverty.

Fifteen percent of MN children, or about 190,000 of them, were living in poverty last year, an increase of about 18,000 from 2009, according to a new report from the US census Bureau. The share of MN children in poverty in 2010 was up from about 14% in 2009. The rate was uneven when examined by race. While about 10 percent of white children in MN were in poverty last year, about 46 percent of black children lived below the poverty line. The state's white child poverty rate was lower than the national average of 17%, while the rate for black children was much higher than the national average of 38%. Recent census data show 40 percent of American Indians in Minnesota live in poverty.

- The poverty rate was up sharply in 2009 to just over 25% of all Duluthians
- The poverty rate in Duluth has risen by almost 10% since 2006. The following is a look at the percentage of all Duluthians who were at or below 100% of Federal Poverty in the past 4 years:
  - 2009: 25.1%
  - 2008: 20.9%
  - 2007: 18.3%
  - 2006: 15.8
- MN as a whole had an 11% poverty rate in 2009. The poverty rate for Duluth is more than double the rate for the state overall.
- A family of one child and one parent is at or below the poverty guideline if they lived on less than \$14,560 annually
- In 2009, 47.2% of all Duluthians were at or below 200% of Federal Poverty guidelines. This was up from 40.7% in 2008.
- A massive percentage of single mothers in Duluth live in poverty. Families with only a woman present and a related child under the age of 5 had a poverty rate of 82.4%
- All families (1 or 2 parents in the home) with children under 5 have a poverty rate of 38.9%

## Head Start Eligible Children and Families

### General

The Duluth Head Start program serves Minnesota resident families of birth to four-year-old children living within the Duluth city limits or enrolled in a day care situation within the city limits.

### Racial and Ethnic Composition

Total	Black	White	Native American	Asian	Other/Unspecified	Multi/Bi Racial
321	33	177	17	3	11	80

### Education - Adult Educational Attainment

THE AMERICAN COMMUNITY SURVEY UPDATE OF 2010 provides us with the data in **EDUCATIONAL ATTAINMENT IN DULUTH**, which summarizes the educational attainment of residents of Duluth over the age of 25. Over 63 percent of the general population has taken college level classes or received advanced degrees.

### Information on Functional Literacy Levels

To date, 11 Head Start families have identified adult literacy concerns in their family.

EDUCATIONAL ATTAINMENT IN DULUTH		
Level of Education	Count	Percent
Less than High School Grad	4,453	13.1%
High school graduate/GED	15,605	28.7%
Some college,/Associate's degree	17,393	32
Bachelor's/Graduate/ Professional Degree	17,006	31.2

## Dropout Rates

The Duluth Public School District had a grades 9-12 dropout rate of 17% in 2010 and a sharp decrease down to 10% in 2011.

## Graduation Rates

According to the Duluth Public Schools office of Education Equity, the 2009 4 year on time graduation rates show a great racial disparity with 34% of Native American, 49% black and 80% white students graduating on time.

While issues of racial inequity persist, the disparity between children living in poverty and their middle-income peers is a growing concern. "Education was historically considered a great equalizer in American society, capable of lifting less advantaged children and improving their chances for success as adults. But a body of recently published scholarship suggests that the achievement gap between rich and poor children is widening, a development that threatens to dilute education's leveling effects.

## Preliminary Statistics on Families with Children Enrolled in the Program for the 2011-2012 School Year

HEAD START HOUSEHOLD EDUCATIONAL ATTAINMENT 2011-2012		
Level of Education	Count	Percent
Less than High School Grad	48	16.05
High School Grad or GED	120	40.13
Some College/ Associates	116	38.80
Bachelors or Higher	13	4.35
Unreported	2	.67

## Employment/Job Training Status of Head Start Parents During the 2011-2012 School Year To Date

	Two Parents	One Parent
	97	204
Employed	73	70
Unemployed	21	132

Of these families there are currently 26 parents enrolled in a job training program.

## Languages Spoken

**Head Start Program Primary Language Spoken at Home** - Preliminary data is largely consistent with these statistics:

LANGUAGE	09-10	10-11	11-12
English	99.7	99.5	97.17
Asian/Pacific Island (Hmong)	.3	2.5	1.57
Spanish	0	0	.63
European	0	0	.63
Hindi	0	.25	0

**Language Spoken at Home** is statistical information data taken directly from US Census Bureau, indicating a primary English speaking population.

<i>2009 City of Duluth LANGUAGE SPOKEN AT HOME</i>		
<b>Population 5 years and over</b>	<b>88,495</b>	<b>Percent</b>
English only	84,071	95
Language other than English	4,424	.5
Speak English less than 'very well	1,422	1.5
Spanish	1,235	1.4
Speak English less than "very well"	416	.5
Other Indo-European languages	1,947	2.2
Speak English less than "very well"	501	.6
Asian and Pacific Island languages	775	.9
Speak English less than "very well"	417	.5

**Transition Activities**

Duluth Head Start supports families as their children transition both from Early Head Start (Birth-3) and from Head Start to Kindergarten. Families with children birth – age 3 are eased into the new care setting with frequent visits to the new setting, transition conferences and parent input into the process. For children moving on to kindergarten, transition activities include visits to kindergarten rooms, lunch in the cafeteria and participation in district wide Kindergarten Round-Up activities. Round Up is a good opportunity for Head Start staff to introduce Head Start families to the greater school community. Head Start provides assistance with kindergarten enrollment paperwork, childcare for siblings and transportation to the spring Round Up events.

**Number of Enrolled Children with Disabilities and Types of Disabilities (By Diagnostic Category) of Enrolled Children**

Emotional/Behavior	Autism	Speech Language	Developmental	Multiple
1	1	11	29	1

Statewide .6% of the children 0-4 years old in Minnesota, living in households, are diagnosed with a disability, up from .5% in 2008. Including the populations living in group quarters would raise the rate significantly.

As a school district program, Duluth Head Start has a strong working relationship with the district's early childhood special education program. This relationship allows us to streamline our work with children and families in need of special education services. In addition, we are piloting a team teaching approach with ECSE this year in 4 Head Start classrooms.

**Resources Provided to Enrolled Children with Disabilities by Other Agencies**

**HELP ME GROW**

Help Me Grow is the initial point of contact in the city of Duluth for health and development questions about children ages birth to twenty-one. If the question is about a suspected developmental delay, Help Me Grow staff helps with appropriate referrals. They also help families access needed services for children who have

medically diagnosed conditions or have conditions with a high probability of resulting in developmental delay. Depending on the questions and the needs of the child, the initial request may result in developmental screening and/or in-depth evaluation. Special education services may be an option if the child meets the Minnesota state special education criteria. Services include speech, physical and occupational therapy, service coordination, special instruction, vision, hearing and nurse services. All services provided through the school system are free of charge.

### **Scottish Rite Clinic Childhood Language Disorders**

Provides families with the assessments and tools they need to successfully open up the world of communication to their child. The services they provide include:

- Hearing assessments
- Communication assessments
- Consultation with allied professionals
- Direct management of language disorders
- Referral to the medical and educational communities services
- Onsite outreach visits
- Intensive parent education

### **The Robert F. Pierce Speech-Language-Hearing Clinic**

The Robert F. Pierce Speech-Language-Hearing Clinic is the clinical teaching unit within the Department of Communication Sciences and Disorders. The Department is part of the College of Education and Human Service Professions at the University of Minnesota Duluth.

The goals of the Robert F. Pierce Speech Language- Hearing Clinic are to: assist people of all ages with speech language, and hearing disorders through comprehensive assessment and individually designed treatment programs; provide a practicum experience for students in the Department of Communication Sciences and Disorders who are supervised by professional speech-language pathologists and audiologists certified by the American Speech-Language-Hearing Association; and help clients, family members, and other professionals gain a better understanding of communication disorders advance knowledge of communication disorders through research. Therapy and treatment include:

- \*Treatment to improve speech and language skills through individual or group sessions
- \*Family Counseling & Education
- \*Parent Education (InterAct-A program for parent training to integrate activities from therapy at home)
- \*Group Therapy & Social Activities
- \*Individual & group interaction to enhance spoken English skills of non-native English speakers

### **Essentia Health–Polinsky Medical Rehabilitation Center**

Part of Essentia Health Children's Services, the Polinsky Center pediatric rehabilitation team offers physical therapy, occupational therapy, speech therapy and psychology services. They see children with a wide variety of conditions, from developmental delays to serious brain and spinal cord injuries.

### **Arc Northland**

ARC Northland exists to aid families through many supportive services. For over 50 years, they have been helping people with disabilities and their families overcome challenges and thrive in community life. They serve individuals in Southern St. Louis, Carlton, and Lake Counties. Arc Northland's mission is to create equal opportunity for quality living and to enhance dignity and respect for people with disabilities and their families.

### **Incidence of Drug and Alcohol Abuse**

A new report shows 7.5 million children under age 18 (10.5 percent of this population) lived with a parent who has experienced an alcohol use disorder in the past year. According to the report by the Substance Abuse and Mental Health Services Administration (SAMHSA) 6.1 million of these children live with 2 parents – with either one or both parents experiencing an alcohol use disorder in the past year. The remaining 1.4 million of these children live in a single-parent house with a parent who has experienced an alcohol use disorder in the past

year. Of these children 1.1 million lived in a single mother household and 0.3 million lived in a single father household. This study was done in conjunction with Children of Alcoholics Week, February 12-18, 2012. 30

Forty-two Head Start families have indicated there has been chemical dependency within their family.

### **Incidence of Abuse and Neglect**

St. Louis County reports that there were 781 reported cases of child maltreatment in Duluth in 2011.

In Minnesota, 2,742 children were abused and neglected in 2009; 44 suffered life-threatening injuries and 21 children died from maltreatment. Of these, the median age was 6 years old.

White children accounted for 51 percent of maltreatment victims; African American/black children, 23 percent; American Indian children, 10 percent; Asian and Pacific Islander children, about 1 percent. Children who identified with two or more races accounted for 13 percent. Of approximately 2 percent of the remaining cases, racial background was missing or unknown. Of victims, 11 percent indicated Hispanic ethnicity.

Seventy-six percent of all alleged offenders were victims' birth parents. Other relatives, including stepparents, adoptive parents, grandparents and siblings, accounted for 12 percent of offenders. Parents' companions accounted for 7 percent of offenders. Licensed child care providers, foster parents and facility staff accounted for 2 percent of offenders. Three percent were other nonrelatives. Some children were victims of more than one offender.

### **Domestic Violence**

Duluth has led the way in handling domestic abuse cases. This approach, known as the Duluth Model has been recognized locally, nationally and internationally for transforming the way the community addresses domestic violence.

The Women's Program at Safe Haven Shelter in Duluth provides battered women and their children with 24 hour emergency shelter, food and clothing, personal advocacy, and a safe environment to explore their options. Advocates work closely with the women, connecting them to available resources in the community including economic assistance, medical services, education and employment opportunities, and permanent housing. In 2010, our 39 bed shelter served 274 unduplicated women and 241 children. This year, Safe Haven Shelter experienced a 95.4 percent occupancy rate; meaning 95.4 percent of the year the shelter facility was full. This is the highest figure experienced in their 32 year history and attests to the crucial role we play in providing shelter for battered women in the greater Duluth Community.

The Lake Superior Regional Family Justice Center (FJC) continues to serve the greater Duluth Community as a one stop shop for women in abusive relationships. The FJC includes a wide range of services and programs available, serving victims of domestic violence community wide. In total, staff and professional partners at FJC responded to 1,164 new incidences of abuse, advocated and supported 948 unduplicated women, and completed over 6,700 activities. Services and programs include the Legal Advocacy Program. In 2010, the FJC Legal Advocacy Program served 758 clients. Staff assisted in 354 protection orders, followed up on 290 arrests, prosecuted 304 offenders, and attended 466 court hearing.

### **Infant and Child Death Rates**

During a period when little progress has been made on the national level to reduce disparities in infant mortality by race, the disparity with Whites has been decreased for Asian and Hispanic infants in Minnesota by 75.0 percent and 66.7 percent, respectively. However, efforts need to continue in order to maintain the gains made with Asians and Hispanics and to reach the target for American Indian and African American infants, where the disparity has been decreased by 26.3 percent and 37.7 percent, respectively. The data also show:

- The overall infant mortality rate in Minnesota is the lowest in the nation, and infant mortality rates for African American, Asian, and Hispanic infants are significantly lower than the national average. The American Indian rate is nearly the same as the national average (2003-2005).
- Relatively small numbers of annual births and infant deaths in some Populations of Color including American Indians mean that the prevention of even one infant death can significantly impact rates. Looked at within this context, the EHDI target could have been reached in the 2001-2005 reporting period if there had been five fewer infant deaths for African Americans per year and three fewer deaths for American Indians.

### **Number of Low-Birth Weight Babies**

Birth weight and early screening for potential learning and health concerns are two important measures for determining a child's long-term health and success:

During 2009, 1 in 20 babies (single births) born in Minnesota was low birth weight. Preterm birth is the leading cause of newborn death in the US.

### **Teen Pregnancy Rates**

The teen birth rate in Minnesota declined 27% between 1991 and 2008. The US Health and Services reports, from data collected in 2008, that the birthrate for teenagers across the US, 15-19 years is 41.5 per 1,000 women. Minnesota is among the 10 lowest states for teenage birth rates at 27.2. The highest rates are across the southern US states. While Minnesota ranks in the lowest states for overall birthrates, it ranks in the top ten for non-Hispanic black teenagers.

St. Louis county's birthrate at 18.2 is below the 2009 Minnesota birth rate of 24.3.

### **Immunization Levels Among School Children**

According to the Minnesota Department of Health, 60-79% of children 24-35 months in St. Louis County are up to date with their immunizations. To date, 89% of Duluth Head Start children are current, this includes homeless children enrolled in our FIT program.

### **Prevalent Health Problems**

The number of children without health insurance rose sharply in the past two years in Minnesota, making it the only state to see a significant increase since 2008. This is an increase from 5.8% to 6.6% or a total of 84,000 children. The national rate is 8%, down from 9% in the same period. MN has always had a higher rate of children and adults covered by employer-based health insurance, so the recession had a more dramatic impact here as businesses cut workers, raised premiums or dropped health plans altogether. To address chronic budget deficits MN lawmakers reduced adults' eligibility for subsidized health programs such as Medical Assistance and MinnesotaCare and eliminated the General Assistance Medical Care program. While enrollment standards haven't changed for children, they have been affected. When you cut parents' health care, you lose the children as well. Of the 312 children that have been enrolled in Duluth Head Start for the 2011-2012 school year, 300 have health insurance at this time; 284 of these children are covered by Medicaid.

### **Communicable Diseases**

No major disease outbreaks have been documented for St. Louis County. There are periodic cases of infectious disease, including influenza, chicken pox and whooping cough.

One of the big draws for people in this area is the air and water quality. We are fortunate to be located on the eastern shore of Lake Superior. Not only is Lake Superior the largest of the Great Lakes, it also has the largest surface area of any freshwater lake in the world. It contains almost 3,000 cubic miles of water, an amount that could fill all the other Great Lakes plus three additional Lake Eries. With an average depth approaching 500 feet, Superior also is the coldest and deepest (1,332 feet) of the Great Lakes. The lake stretches approximately 350 miles from west to east, and 160 miles north to south, with a shoreline almost 2,800 miles long. The drainage basin, totaling 49,300 square miles, encompasses parts of Michigan, Minnesota, Wisconsin and Ontario. Most of the Superior basin is sparsely populated, and heavily forested, with little agriculture because of a cool climate and poor soils. More on water and air quality information can be accessed at <http://www.pca.state.mn>

**Nutrition - Children Receiving Free Lunch and Breakfast**

Duluth Head Start Centers are located in Elementary schools with the highest percentages of children receiving Free and Reduced Lunch services.

2011-2012: 47.1% of Duluth school children are eligible for the Free and Reduced Price Lunch Program up from 42.9% just last year.

School Name	Enrolled	Percentage
Homecroft Elementary	397	29.0%
Lakewood Elementary	273	36.3%
Lester Park Elementary	547	26.5%
Lowell Music Elementary*	447	47.7%
Laura MacArthur Elementary*	466	78.8%
Nettleton Elementary*	430	84.4%
Piedmont Elementary*	440	66.4%
Stowe Elementary*	358	67.9%
Early Childhood Special Education	209	23.9%

\*Schools where Head Start classrooms are located.

**Food Support Recipients**

Our statistics show that 106 of our current Duluth Head Start parents are enrolled in the SNAP program.

**Participant in Food Distribution Programs, Availability of Low-Cost Food**

**Hunger Solutions MN**

Hunger Solutions MN is a comprehensive hunger relief organization that works to end hunger in MN. They support agencies that provide food to those in need, advancing sound public policy, and guiding grassroots advocacy. This year, thanks to donors, they have been able to get nearly a million pounds of fresh fruits and vegetables out to food shelves across the state. Through their HelpLine, they have helped thousands of families and seniors find emergency food and enroll in public nutrition programs. They have distributed more than one million dollars in grants to food shelves so far this year

## **Minnesota Nutritious Food Coalition**

Launched just this year, the MNFC is a public-private partnership whose goal is to raise awareness and increase participation in the federal Food Support program and provide guidance on means of better serving Minnesotans in need of health food. Their main charge is to address food access issues, increase participation in the federally funded Food Support program, identify barriers and areas for expansion, and develop a coordinated outreach effort to ensure all Minnesotans who are eligible for the program have an opportunity to apply for it. 33

More than 583,000 Minnesotans access food support benefits monthly, yet many more, particularly seniors are eligible for the program. Currently, only 65% of eligible Minnesotans and 41% of eligible seniors receive food support benefits. Minnesota's fifth and eighth Congressional Districts (which includes Duluth) have the highest rates of food insecurity, with both districts containing approximately 96,000 Minnesotans who are food-insecure. St. Louis County has a food insecurity rate of 13% or 27,110 individuals. Thirty-eight percent of St. Louis Counties food insecure individuals are NOT eligible for Federal Nutrition Assistance.

## **Second Harvest Northern Lakes Food Bank**

Second Harvest is a 501(c)3 nonprofit organization and the sole distributor of surplus food products to over 200 charitable food programs, including our region's soup kitchens, food shelves and shelters. As a food bank, their primary role is to provide food to the front-line charitable agencies that offer meals to the hungry. In addition, they provide food to over 1,000 people per month as part of their own direct service programming.

As part of Feeding America™, a national network of food banks, Second Harvest rescues food and non-food items from national and regional manufacturers, wholesalers, retailers, restaurateurs and growers. These products are temporarily stored in our 24,000 square foot warehouse, then quickly distributed to agencies and people in need throughout their service region.

In NE Minnesota/NW Wisconsin:

Eleven percent (11%) of our population, or 36,048 people, live in poverty

Thirty-two percent (32%) of households utilizing food shelves and soup kitchens report at least one working adult in the home making an average wage of \$8.39 per hour

Thirty-eight percent (38%) of those receiving food from food shelves are children

Forty percent (40%) of the food distributed by the food bank feeds children

Twenty percent (20%) of the food distributed by the food bank feeds senior citizens

In 2011 the Food Shelf processed 6,297 food orders for 5,370 unduplicated individual households. Of these 35% (2,148) were children. This represents 240,551 pounds of food that was distributed.

## **Churches United in Ministry's Emergency Food Shelves**

The food shelf provides a five-day food order for people without food or the resources to buy food and advocacy services connecting people to community resources (e.g. shelter, medical care, children's services, employment, clothing, and emergency monies). Staff, along with approximately 100 volunteers, distribute 230,000 pounds of food annually. An average of 460 households receive emergency food each month; roughly 35% of those fed are children. People using the food shelves have access to an advocate who provides information and referral service and short-term counseling

## **Damiano Center**

The Damiano Center operates the largest on-site meal program in the city of Duluth serving 7 hot meals each week, plus a continental breakfast 5 days a week. In 2010 the Soup Kitchen served 108,039 meals to people in need using salvaged food (food that is still usable but grocery stores, restaurants and other institutions can no longer use it). The Kids Café at the center serves health, kid friendly meals and food to take home on the weekends. They also provide nutrition education and a nurturing and fun place for kids to be afterschool and in the summer time. In 2010 Kids Café served 5,527 meals to 604 individuals.

The mission of WIC is to safeguard the health of low-income women, infants, and children up to age 5 who are at nutritional risk by providing nutritious foods to supplement diets, information on healthy eating, and referrals to health care. WIC accepts women, infants, and children who are at or below 185% of poverty. They receive a three-month voucher when they make an appointment. WIC has presumptive eligibility up to 275% when they sign up for medical assistance or Minnesota Care within two weeks.

Automatic Qualifiers for the WIC Program:

- Head Start
- Minnesota Care/Medical Assistance
- Food Stamps
- Reduced or Free School Lunch
- MFIP
- Fuel Assistance
- SSI-Client
- Ready Work

<b>WIC MONTHLY ENROLLMENT</b>	
2009	2,669
2010	2,650
2011	3,205

So far this year, 261 children enrolled in Head Start are receiving WIC services.

**Mothers and Children (MAC)**

MAC is a free food program for children age 5 and women who are postpartum 6-12 months and not breast feeding. To qualify you must:

- Meet income guidelines
- Live in Minnesota
- Provide proof of age
- Not be receiving WIC (One family member may receive WIC and another MAC but the same person cannot receive both.)

MAC distributes fruits, vegetables, juice, milk, cheese, cereal, meat, dry beans, peanut butter, rice and pasta. The four Duluth sites have served 549 people in 2010.

**Housing**

In 2010, about 71% of St. Louis County households owned their home and 29% were renters. With the foreclosure crisis, rental is becoming increasingly important. Statewide, home ownership rates have fallen to 73%, a significant drop since peaking at 76% in 2006. Minnesota homeowners owned an estimated 21,000 fewer homes in 2009 than in 2006.

In St. Louis County, approximately 8% of homeowner households pay at least half of their income on housing. In addition,

- The median sale price for homes (excluding foreclosures) was \$126,100 in 2010 in the county. Since 2006, median home prices have decreased by 8%, after adjusting for inflation. Compared to 2000, real median home prices have increased by 19%.
- Statewide, a drop in home prices as a result of the foreclosure crisis and recession has left many owing more on their home than it is worth. The median income for homeowners is \$55,325.10

**HUD Housing**

Section 8 Rental Housing Assistance is a program that makes market rate rental housing affordable for low-income families. Program participants pay a minimum of 30% of their monthly-adjusted income for rent and utilities. The current waiting list for Section 8 housing is 24 months.

In 2010, Duluth had the highest level of renters paying more than 30% of their income for housing of any of the major Minnesota metros. An alarming 56% of renters in the Duluth metropolitan area fell into this category. When families pay even 30% of their income for housing, housing is considered unaffordable. Families then often must choose between paying for their housing and other needs such as food, medications, and transportation.

Unfortunately, the Duluth area, like the state of MN as a whole, has seen a marked increase in both the number of homeless people and the number of foreclosures since the middle of the decade. There were 698 foreclosures in Duluth in 2010, up from 260 in the year 2005.

## **Homeless Count**

Compared to last year, both family homelessness and homelessness among children in Duluth, St. Paul and Minneapolis combined, increased by about 8%. Duluth has been hit particularly hard with the number up 56% since 2008.

Statewide data over time shows a steady increase in the number of children experiencing homelessness.

- 2006-07          6008
- 2007-08          8417
- 2008-09          8406
- 2009-10          9858
- 2010-11          11,276

## **Grade Levels of Students Identified in Duluth as Homeless:**

- Preschool            115    (27%)
- Kindergarten        28     (7%)
- Grades 1-5          104   (25%)
- Grades 6-8          69    (16%)
- Grades 9-12        92    (22%)
- Other                11    (3%)

In the 2011-2012 school year to date Duluth Head Start has served a total of 111 children experiencing homelessness.

## **Child Care Needs**

- An estimated 76 percent of Minnesota families will use child care while they work.
- In 2010 child care problems prevented 12 percent of parents from taking or keeping a job.
- Families earning low incomes devote 29% of their income to child care costs.
- Nearly a third of families report they use "whatever child care arrangement they could get" in order to work. This is up from 21 percent in 1999. Families earning low incomes are more likely to describe their child care arrangement this way (35 percent).
- In 2010, 29 percent of families surveyed were not able to find child care in their preferred area; 13% were not able to find quality child care; and 25% encountered problems paying for child care.

Early childhood screening is required for kindergarten entrance, but screening at age 3 or 4 provides more benefit to children and the schools who will receive them. Efforts to screen children at a younger age are improving 4 out of 5 of the children screened across the state in 2010 were under age 5.

## Names and Locations of other Child Development Programs, Estimated Number of Head Start Eligible Children Served by Each

### **SCHOOL READINESS**

School Readiness is a program offered through ISD #709 which serves three and four-year-olds. In 2010-2011, they served 85 children; so far this year they have 92 children. They provide service three times per week at three sites: Stowe, Piedmont, and Lester Park. School Readiness staff indicated that approximately 70 families attending their program last year; all qualified for free or reduced lunch.

### **EARLY CHILDHOOD**

ECFE is a program providing information and support for parents and their young children (from birth through age 3). In the 2010-2011 school year, they served 397 children ages 0-3, (362 parents). This year they anticipate the same. The ISD #709 program had 76 slots available for three-year-olds each year with options at Stowe, Piedmont, Lester Park and Washington Center. A sliding fee is paid determined by the family income however, no one will be turned away for inability to pay.

### **COMMUNITY ED PRESCHOOL**

Community Ed Preschool is based out of two Duluth locations, Homecroft Elementary School, and Laura MacArthur Elementary School. Homecroft has Monday/Wednesday/Friday AM and PM sessions as well as Tuesday/Thursday AM sessions. Laura MacArthur is open Monday – Friday for morning sessions. To date they have served approximately 83 students. The majority of the children are not living in poverty. Fees are \$15 registration, \$85 per 4 weeks for MWF classes and \$75 per 4 weeks for TTH classes.

### **Infant and Toddler Programs (0-3 yrs)**

According to Childcare and Referral, there are 168 daycares in Duluth and 20 centers.

#### TANF/MNFIP recipients

A family of three — a parent with two children — with no other income receives \$532 per month in financial assistance and Supplemental Nutrition Assistance Program (SNAP) benefits of \$473. That adds up to \$1,005, two-thirds of the poverty level of \$1,544 for a family of three. When parents work, and earnings increase, MFIP assistance phases out. Financial assistance phases out first at 66 percent of the federal poverty level. SNAP decreases gradually and ends when earnings and other income total 15 percent above the federal poverty level.

In St. Louis county MFIP had 1,413 cases which equaled 3,474 people where as the City of Duluth estimated 60% of the numbers. The City of Duluth had 848 cases with a total of 2,084 people. This year 53% of Head Start children are on MFIP.

### **Availability of Public Transportation Services**

The location of low-income residents is important to transportation planning because individuals in this subset often face challenges similar to mobility-limited populations. They often lack the means to transport themselves to/from work and other destinations, and often they're reliant on public transit or other services that do not always provide the flexibility they need to effectively chain different trips together (work, daycare, shopping, etc.).

These concentrations are near the downtown districts of Duluth and Superior, the Central Hillside and Lincoln Park neighborhoods of Duluth, as well as Duluth's university district (full-time students are included in the low-income subset). It is important to note that significant distances (two miles in Superior, and greater than

four in Duluth) exist between these concentrations and the area's major retail centers, which represent the greatest number of low-skilled or entry level employment opportunities in the area.

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As with areas of concentrated poverty, it is also important to consider the impacts of public transportation decisions as they relate to neighborhoods with a high representation of racial or ethnic minorities. Racial minorities make up less than 6% of the Duluth-Superior population while individuals of Hispanic or Latino ethnicity made up only 1% of the metro area population. The largest concentrations overall exist in Duluth's Central Hillside neighborhood near the downtown, which also represents a high concentration of people living below the national poverty line.

The average travel time to work in Duluth is 19 minutes; 17.4% less than the MN average. 10.3% of workers carpool, 4.2% takes public transportation and 5.0% walk to work. Duluth International Airport serves the city and surrounding areas with daily flights to Minneapolis, Detroit, Chicago, and weekly flights to Orlando, Phoenix and Las Vegas. Greyhound and Jefferson Lines offers daily bus service to Minneapolis/St. Paul.

The local bus system is run by the Duluth Transit Authority, which serves Duluth and Superior. Ridership for 2010 surpassed the 3 million rider mark for the 3<sup>rd</sup> consecutive year and is up 21.6% since 2005. Transit use is up by all segments of the general population but U-Pass ridership for the local colleges has shown the most consistent gains; 4.5% over 2009. DTA Bike & Bus ridership for 2010 also surpassed the previous year's total by 2.5%. In the year 2009, the DTA began providing the Bike & Bus service on a year-round basis. The DTA extends and/or adds service routes during festivals, parades, New Years Eve and various events in Duluth.

Current public transportation routes and schedules do not cover all the geographic areas where jobs are located. Travel is difficult or impossible during the late night and early morning hours that job schedules may require. Even when the bus is an option, the time required to wait for transfers to get to their destination is prohibitive. The Duluth Transit Authority (DTA) works to plan routes and schedules to accommodate the higher concentration work places. They recently added new routes to accommodate employees at United Health Care which did not previously have access to public transportation

### **Proportion of Population with Telephones/Cell Phones/Televisions/Computers**

Communication with Head Start families is accomplished in a number of ways. Because most parents and family members transport their children to Head start classrooms, we have an opportunity to connect face to face twice a day. In addition, teachers send home newsletters and make phone calls as needed. Family Advocates make frequent contacts with families in person and phone calls and increasingly with text messaging. We are updating our website and will soon be on FACEBOOK as we know families increasingly use technology and social media as their main mode of communication.

## **Head Start Enrolled Children and Families**

### **Recruitment Area**

The Duluth Head Start program serves Minnesota resident families of birth to four-year-old children living within the Duluth city limits or enrolled in a day care situation within the city limits. Our recruitment area and service area are the same, the Duluth city limits.

**Center Location**

CURRENT PROGRAM INFORMATION FOR DULUTH HEAD START	
Site Name	Site Address
Barnes Early Childhood Center	2102 N. Blackman Avenue, Duluth, MN 55811
Families in Transition (FIT)	2102 N. Blackman Avenue Duluth, MN 55811
Laura MacArthur Elementary	727 North Central Avenue Duluth, MN 55807
Nettleton Elementary	108 East 6th Street Duluth, MN 55805
Piedmont Elementary	2827 Chambersburg Avenue, Duluth, MN 55811
Stowe Elementary School	715-101st Avenue West Duluth, MN 55808
YWCA Childcare- Spirit Valley	411 North 57th Avenue West Duluth, MN 55807

**Number and Location of Currently Enrolled Children**

Barnes	MacArthur	Nettleton	Piedmont	Stowe	YWCA	FIT
31	64	64	64	32	30	18

**Ages of Children at the Time of Enrollment, (Includes Those Who Have Left the Program During the Year)**

0-3	3	4	5 & Older	Males	Females
53	77	248	19	200	197

**Tribal/Racial/Ethnic Composition of Enrolled Children**

Race/Ethnicity	Percent 09-10	Percent 10-11	Percent 11-12
American Indian	10.20	10.24	4.14
Asian/Pacific Islander	.68	.24	1.03
Hispanic	.23	0	0
Black/African American	12.70	11.90	9.66
White	47.39	51.66	56.90
Multi Racial	24.04	21.90	25.17
Unspecified/Other	4.76	3.80	3.10

**Attendance/Waiting Lists/Over-Income Children**

**Average Daily Attendance**

September	October	November	December	January
91.84%	88.12%	84.92%	83.41%	82.21%

As of 3/1/12, Head Start has a waiting list of 97 children/ 17 of these children are over income.

## Parent Involvement

Parent involvement is and always has been part of Head Start's success. We believe parent involvement in Head Start is the beginning of a parent's advocacy for their children throughout their school careers. In Duluth, parents can choose to serve on the Policy Council, a decision making board made up of current and former Head Start parents and community members. The majority of Policy Council members are elected representatives from parent committees formed at all Head Start building sites, our childcare collaborations and Families in Transition. Policy Council, along with the ISD 709 School Board, our Governing Board, makes up the decision making body of Duluth Head Start.

Parents participate in their child's education in number of other ways as well. Here are a few examples: home visits, conferences, parent and family events, Head Start service area committees, national, state and local community advocacy and involvement, ensuring their child's regular attendance and supporting their child's health and development by all they do at home to support school readiness and success.

## Duluth Head Start Staff

<b>Staff Ethnicity</b>	
Non-Hispanic/Non-Latino	45
<b>Staff Race</b>	
Asian	1
White	44
<b>Tribal Composition</b>	0
<b>Languages spoken</b>	
East Asian Languages	1
Spanish	1
English	45
<b>Educational Attainment</b>	
<b>Advanced Degree</b>	
Teachers	5
Home-Based Supervisor	1
<b>Baccalaureate Degree</b>	
Home Visitors	5
Teachers	10
<b>Associates Degree</b>	
Assistant Teachers	3
<b>Child Development Associate</b>	0

## Relevant Opinions of Community Needs

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A sample of Head Start parents, staff and community members completed these survey questions.

### Opinions of parents - 15 responses

1. Prevalent community problems  
***Jobs, housing, transportation and lack of family activities.***
2. Knowledge of existing resources  
***Yes, often with support from family advocates.***
3. Accessibility of available resources  
***Yes they are accessible but sometimes people have to dig for them.***
4. Adequate service provision by existing resources  
***Yes, but lack Teen Closet, similar to Kid's Closet.***
5. Additional resources needed  
***Housing, food support, programs for kids, money for unexpected expenses***

### Opinions of community members - 5 responses

1. Prevalent community problems  
***Poverty, health and health care, living wage jobs.***
2. Knowledge of existing resources  
***Yes.***
3. Accessibility of available resources  
***Yes, for the most part.***
4. Adequate service provision by existing resources  
***Yes but not enough.***
5. Additional resources needed  
***Free and low cost health care, programs for families, family activities.***

### Opinions of Head Start staff - 20 responses

1. Prevalent community problems  
***Homelessness, transportation, housing (affordable, quality), lack of living wage jobs, services for families with mental health issues***
2. Knowledge of existing resources  
***Good understanding of community resources that address basic needs.***
3. Accessibility of available resources  
***Yes, but people may need support to access them.***
4. Adequate service provision by existing resources  
***Yes, but needs of working poor is growing.***
5. Additional resources needed  
***Shelters, housing, jobs, transportation***

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## **Bibliography**

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## Duluth Head Start Federal Grant Budget Proposal

August 1, 2012 through July 31, 2013

Anticipated Federal Program Operations Grant Funding: **\$1,880,664.**

Training and Technical Assistance: **\$28,958.**

Total Federal Grant: **\$1, 909,622.** (includes a .72 % cost of living increase)

Funded Enrollment: **255 children**

### **Program Option:**

**Half day Classrooms:** Federal Head Start funds will pay for **8 full-time teachers, 8 full-time paraprofessionals and 8 part-time paraprofessionals and 4 part-time Family Advocates.**

The federal budget funds all the Head Start classrooms in our elementary schools. Head Start staff who work program-wide have their wages paid **20% state and 80 % federal funds.** They include: **clerical staff, director, education, disabilities/mental health, nutrition, health and enrollment coordinators.** In addition, our **2 mental health consultants/contractors** are partially paid with Federal Head Start funds. **We also may interpreters for children/families who are dual language learners or deaf/hard of hearing.**

Federal Program Goals are developed by using child outcome data, Community Assessment Data and Self Assessment data and federal mandates. These goals become part of the Federal Head Start grant application that is due May 1, 2012.

**Proposed Federal Grant Goals:** We are in year 2 of a 3 year grant cycle.

- 1) **We will redesign our approaches to our developmental screening process in order to better serve families and enable our staff to have more timely information about children's needs.**

**Year 2:** We will move to providing more screening opportunities for children and parents prior to the starts of the school year and help parents who come in to complete applications for Head Start schedule concurrent appointments with Early Childhood Screening, located in the same building as Head Start.

- 2) **We will pilot a team teaching model of service delivery in our classrooms which will include Early Childhood Special Education staff working directly with Head Start staff, children with special education needs and children receiving regular education.**

**Year 2:** During the second year of teaming with Early Childhood Special Education, we intend to broaden the number of teams involved, including more of our Head Start classroom staffs. Trainings will continue as we move toward including more teams, however, currently, there are not significant enough numbers of children receiving early childhood education services at some Head Start locations. We will monitor and forecast where it makes sense to expand this collaboration.

**3) We will focus on professional development opportunities to meet upcoming Head Start Act requirements for paraprofessionals, strengthen our use of OWL curriculum and SEEDS literacy strategies and build our capacity to meet the challenges of children with social-emotional needs.**

**Year 2:** We expect to make significant progress toward meeting the paraprofessional credential requirements this year, guiding our staff through this process and supporting them as they make a case for moving into a protected class of employees within the school district. This move will help insure that we are able to maintain the highly trained and CDA qualified staff we have.

**Budget adjustments made due to COLA which is to be used for wage increases and operational cost increases:**

- additional 5 hours of mental health time per week
- increase in taxi/transportation
- increase in mileage and conferences fees
- increase in classroom supplies for 2 rooms where teachers are retiring
- Planning Team requests a slight increase in food /nutrition budget for classrooms

**Training and Technical Assistance Grant will include:**

- increase in food budgets for parent meetings
- staff and parent training funds, including paraprofessionals working on CDAs
- CLASS rater to score classrooms 2 x a year

Duluth Head Start  
Budget/Wages 2012-13  
April 17, 2012

		FIN 503 PA22
		FEDERAL GRANT FUNDS
Total Salary...		1,171,139
Total Fringe...		520,444
Total Comp...		1,691,583
<b>TOTAL GRANT &gt;&gt;&gt;</b>		1,880,664
<b>BASE&gt;&gt;&gt;&gt;</b>		1,842,192
<b>INDIRECT COSTS at 4.6% &gt;&gt;&gt;</b>		86,511
		<b>NON LABOR</b>
Contract Services Mental Health Consult	1303/1305	54,950
Contracted Serivces-Printshop	1303/1398	1,710
Telephone	1320	5,800
Postage	1329	300
Insurance	1340	900
Machine Maintenance	135002/6	750
Contract Transportation-taxi	1360	7,000
In/ Out District Travel-Mileage	1366.01	4,000
In/ Out District Travel-Conference fee, meals	136602	9,000
Fed/Out of State Travel	136800/02	0
Rent	1370	0
Rent-Equip	137001	0
Fees-admissions	1394	
General Supplies	1401	5,000
Classroom Supplies	1430	10,360
Food	149001	2,000
Building Improvement	1520	0
Equipment/Software	1530.00/.02	0
Tech Equipment	1555	0
Memberships	1820	800
ndirect	1895	86,511
Visc	1899	
<b>Total</b>		<b>189,081</b>
<b>Total Compensation</b>		<b>1,691,583</b>
<b>Total grant</b>		<b>1,880,664</b>
<b>Total funds less Comp.</b>		<b>189,081</b>
<b>Total non labor</b>		<b>189,081</b>
<b>Balance</b>		<b>0</b>

**RESOLUTION**

**Acceptance of Grant Awards to Duluth Public Schools**

WHEREAS, Minnesota Statute 465.03 requires a school district to accept grants by resolution expressed in the terms prescribed by the donor in full; and,

WHEREAS, acceptance of the grant in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described grants from said organizations in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to these various organizations.

	Organization	Author/Contact	Project Title	Award Amount	Terms
1	Flint Hills Resources	Stephanie Heilig	2012 Flint Hills Resources Grant	All costs associated with May 8-9, 2012 field trip to St. Paul, Minnesota ~ Nettleton fourth grade students	Funds from this grant award will cover the costs associated with an overnight field trip that Nettleton Elementary fourth grade students will participate in (transportation, meals, tours, lodging, etc.)
2	Duluth Superior Area Community Foundation – Scott D. Anderson Leadership Foundation Fund	Rory Johnson	Scott Anderson Leadership Forum – Year X	\$24, 285	Funds from this grant award will be used to support the Tenth Annual Scott Anderson Leadership Forum this summer.



BOARD OF TRUSTEES

- Jennifer L. Carey, *Chair*
- Howard Klatzky, *Vice Chair*
- LeRoy T. Kolquist, *Treasurer*
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- Claudia Scott Welty
- James Zastrow

Holly C. Sampson, *President*

March 30, 2012

Mr. William Gronseth  
Superintendent  
ISD#709 - Duluth Public Schools  
215 North First Avenue East  
Duluth, MN 55802

Dear Mr. <sup>Bill</sup>Gronseth:

I am pleased to inform you that the Board of Trustees, at its meeting on 3/28/2012 approved a grant of \$24,285 from the Scott D. Anderson Leadership Foundation Fund for your project/program - "Scott Anderson Leadership Forum - Year X."

Enclosed please find our Grant Agreement. If these conditions are acceptable to you, please return the signed and dated document to us as soon as possible. Once the agreement has been received, a check in the amount of \$24,285 will be mailed to ISD#709 - Duluth Public Schools.

As we understand the term of this grant to be through 12/31/2012, please submit a Final Project Report, including all requested materials, by 2/28/2013. The form is available on our web site ([www.dsacommunityfoundation.com](http://www.dsacommunityfoundation.com)). The report will help us determine the effectiveness of this grant.

We also request that the Community Foundation be credited for this grant in all related publicity materials and that you forward copies of those materials to us for our files. Credit lines should read, "Funded (or Funded in part) by the Scott D. Anderson Leadership Foundation Fund of the Duluth Superior Area Community Foundation."

We are very pleased to be able to help you with your project and wish you continued success.

Sincerely,

Holly C. Sampson  
President

Enclosures

C: Polly John

*Private giving for the public good.*

**"Fostering generosity, civic engagement, and inclusiveness"**

Zeitgeist Arts Building • 222 East Superior Street, Suite 302 • Duluth, MN 55802

P: 218.726.0232 • F: 218.726.0257

[info@dsacommunityfoundation.com](mailto:info@dsacommunityfoundation.com) • [www.dsacommunityfoundation.com](http://www.dsacommunityfoundation.com)



**DULUTH SUPERIOR AREA COMMUNITY FOUNDATION  
GRANT AGREEMENT**

The undersigned hereby agrees to the following grant conditions:

1. To use the funds only for the designated purpose as described in the grant application and subsequent grant notification letter; to notify the Duluth Superior Area Community Foundation of and obtain its consent to any substantial deviation from said grant application; and to not use the funds for any purpose prohibited by law.
2. To maintain its books and records to show, and separately account for, the funds received under this grant, and to maintain records of expenditures adequate to identify the purposes for which, and manner in which, grant funds have been expended.
3. To permit the Duluth Superior Area Community Foundation, at its request, to have reasonable access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant, and to maintain such files and records for a period of at least four years after completion or termination of the project.
4. To return to the Duluth Superior Area Community Foundation any unexpended funds or any portion of the grant which is not used for the purposes specified herein.
5. To recognize the Duluth Superior Area Community Foundation in all publicity materials related to the funded project or program, as specified in the grant notification letter.
6. To submit the Final Project Report, including all requested materials, by 2/28/2013 as specified in the grant notification letter.

**Name of Organization:** ISD#709 - Duluth Public Schools  
215 North First Avenue East  
Duluth, MN 55802

**Payee:** ISD#709 - Duluth Public Schools  
215 North First Avenue East  
Duluth, MN 55802

**Project Title:** Scott Anderson Leadership Forum - Year X

**Grant Amount:** \$24,285      **Fund:** Scott D. Anderson Leadership Foundation Fund  
Grant Number: 20120045

William Gronseth  
Printed Name

  
Signature

Superintendent of Schools  
Title

April 2, 2012  
Date

~**Please remember** that in order to promptly process your agreement and distribute funds, this form must be signed and returned to the Community Foundation by 12/31 of the year in which the grant was approved. A one month extension may be approved if necessary.

## DISTRICT 709 FIELD TRIP REQUESTS

48

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

**DIRECTIONS:** All staff are required to submit a Field Trip Request **prior** to the field trip being finalized with the involved students and to:

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

### DEFINITIONS:

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

#### INSTRUCTIONAL TRIP ACTION

Principal:  Approved  
 Not Approved

Name: Stephanie Heilig  
Date: 3/26/12

#### SUPPLEMENTAL TRIP ACTION

Principal:  Approved  
 Not Approved

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Instructional/Supplemental Trips need not be sent to District office.**

#### EXTENDED TRIP ACTION

Principal:  Recommended  
 Not Recommended

Name: Stephanie Heilig  
Date: 3/26/12

Assistant Superintendent:  Recommended  
 Not Recommended

Name: \_\_\_\_\_  
Date: 4/11/12

School Board:  Approved  
 Not Approved

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.**

# FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip:       Instructional     ~~Supplementary~~     Extended

1. Organization/Grade/Course Planning Trip: Nettleton 4<sup>th</sup> grade

2. Contact Person (Responsible for Checklist Completion): Jim Olson

3. Field Trip Date(s): May 8-9      Destination: Minnesota Capitol, Zoo, History center

4. Field Trip Overview (Include events, establishments and locations): History center, Minnesota Capitol, Minnesota Zoo

5. Field Trip Departure from School (Date and Time): May 8, 2012 9:15

Field Trip Return to School (Date and Time): May 9, 2012 2:15

6. Objectives of Field Trip: Learn about state government, history and animal biology

7. Relationship to Curriculum or Student Learning: Civics, state history and life forms

8. Planned Follow-up Field Trip Activities: None - these activities are the culminating activities for the year

9. Field Trip Budget Request - none funds from a grant

Estimated Expenses	
Total Admission/Fees	\$
Total Meals	\$
Total Lodging	\$
Total Transportation	\$
<input type="checkbox"/> School District Vehicle(s)	
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____	
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____	
Total Additional Stipends:	\$
Other:	\$
<b>Total</b>	<b>\$</b>

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$
Total Additional Stipends:		\$
<b>Total</b>		<b>\$</b>

11. Reviewed/Completed Request Checklist:     Yes       No

**RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL**

## FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

50

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).  
**Guide:** May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)  
**Reminder:** Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)  
**Guide:** Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)  
**Guide:** One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations  
**Example:** Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME

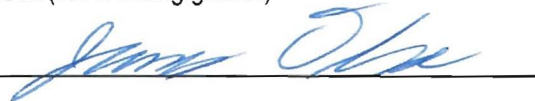
~~9:45~~ 11:45  
2:30  
4:30

LOCATION

History center  
Capital  
200

- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: \_\_\_\_\_



## FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians  
**Note:** Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip
- Arrange Meal Plans
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students  
**Example:** Home phone numbers, emergency contacts, medical information
- Additional Information  
**Note:** Provide any additional information.

Signature of Contact Person: \_\_\_\_\_





### Request and Charge Ticket for Bus Transportation

(School retains gold copy and forwards all remaining copies to the Transportation Department 5 working days prior to the date of trip)

School Nettleton Date of Request 3-26-12  
Minnesota Minnesota Minnesota  
Trip Date 5-8-12 Destination History center, state capital, zoo  
Address \_\_\_\_\_

Name of Group 4th grade Accurate No. of Passengers 55

Purpose of Trip Educational No. of Wheelchairs 0

Departure Time From School 9:15 on May 8th Pickup Time From Destination 1:00 from zoo

Loading Location circle Return Loading Location zoo

Budget Code: school tournament special ed other (circle choice) Request by Jim Olson

Mode of Travel: bus coach van trailer (circle choice)

Code: See attached - please fax us (Nettleton) estimate

Approved by [Signature]  
Principal/Designee

See attached schedule

#### TRANSPORTATION DEPARTMENT

Trip No. 51544

#### DRIVERS REPORT

Name of Driver \_\_\_\_\_ Bus No. \_\_\_\_\_

Beginning Time \_\_\_\_\_ Ending Time \_\_\_\_\_

Beginning Mileage \_\_\_\_\_ Ending Mileage \_\_\_\_\_ Trip Mileage \_\_\_\_\_

#### ACCOUNTING DEPARTMENT

Charge for Driver Time \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_  
Hours Rate

Mileage Charge \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_  
Miles Rate

Other Charge \_\_\_\_\_ = \_\_\_\_\_ TOTAL CHARGES \_\_\_\_\_  
Description

WHITE - Accounting GREEN - Transportation Dept  
CANARY - School with charges determined PINK - Bus Driver GOLD - School

TYPE OR PRESS HARD

<b>Animal Explorers Overnight</b>
-----------------------------------

**Day 1 - May 8, 2012**

9:15	Depart School
11:45	Arrive at Minnesota History Center
2:15	Depart Minnesota History Center
2:30pm	Arrive at Minnesota State Capitol
3:00pm	Tour of the MN State Capitol
4:00pm	Depart Capitol
4:30pm	Arrive at MN Zoo; Welcome and Introductions
5:00pm	Meet an aquarist-Behind the Scenes tour
6:00pm	Dinner-pizza
6:45pm	Shark and dolphin activities/ behind the scenes tours
10:00pm	Bed time

**Day 2-May 9, 2012**

7:00am	Breakfast and T-shirts
8:00am	Pack up belongings. Exclusive Gift Store shopping. Journal reflection time
9:00am	Admission to MN Zoo; self guided tour of trails
9:30am	Depart for IMAX
9:45am	IMAX movie-Under The Sea-3D
10:30am	Re-admission to MN Zoo-self guided tour continues
11:30am	Bag Lunch pick-up-Call of the Wild Café
1:00	Depart Zoo

Thank you to our sponsor



**FW: Minnesota Zoo - Flint Hills School Overnight**

53

james g. olson

**Sent:** Tuesday, March 27, 2012 8:45 AM  
**To:** james g. olson  
**Attachments:** Nettleton program timeline~1.doc (77 KB)

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As for the bus—yes please arrange your busing. You are more familiar with the bus companies available in your area. Give them your dates, times and pick up/drop off location and please get a cost estimate from them. When you have your bus logistics arranged, forward me the company's information (name, address, phone, and contact person) as well as the estimate they quoted you. I will then contact them to arrange the payment. So you can get started on this, I am attaching the timeline again. IMAX is at the Zoo property in case you didn't realize that.

Gina

Gina.Goralski@state.mn.us



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

March 23, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

**CENTRAL DIPLOMA**

**Benjamin Robert Prestidge**

3/19/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

March 5, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

CENTRAL HIGH SCHOOL

NICKOLAS ALAN VIELE

3/6/12

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

March 5, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

**DULUTH PUBLIC SCHOOLS**

Erick Jerome Kimball

3/5/12

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

March 5, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

**DULUTH PUBLIC SCHOOLS**

Bocephus Wise Pauna

3/5/12

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

March 14, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

MARENDA CECELIA BOWMAN

1/30/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

March 14, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

DULUTH PUBLIC SCHOOLS

CHRISTOPHER PAUL MORAN

1/20/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv



ALC/UNITY HIGH SCHOOL  
 INDEPENDENT SCHOOL DISTRICT 709  
 215 NORTH FIRST AVENUE EAST  
 DULUTH, MINNESOTA 55802  
 PHONE: (218) 336-8756  
 FAX: (218) 336-8770

March 28, 2012

William Gronseth  
 Ind. School Dist. 709  
 215 N. 1<sup>st</sup> Ave. E.  
 Duluth, MN 55802

Dear Mr. Gronseth,

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from Duluth Public Schools.

Name of Graduate / School

Graduation Date

LAKE SUPERIOR HIGH SCHOOL

JAMES EUGENE MILLS

3/26/2012

Please send diploma to Brenda at Unity

William Crandall  
 Principal; Unity ALC

bmv