

SFY2012 Minnesota State Head Start Funding Application
Part A: Cover Page, Assurances, Narrative and State-Only Proposal

Section 1: APPLICANT INFORMATION

Legal Agency Name: **Duluth Public Schools/Duluth Head Start**

Address, City, Zip Code:

**2102 N. Blackman Ave.
Duluth MN 55811**

Main Telephone: **218-336-8815**

Fax: **218-336-8819**

Regular Business Hours: **8 am - 4 pm**

MN Tax ID: **80114301**

Grantee Website URL:

Federal Employer ID: **41-30003776**

Contact Name	Telephone	E-mail
Executive Director: I.V.Foster (as of 7-1-11)	218-336-8752	I.V.Foster@duluth.k12.mn.us
Head Start Director (Primary Program Contact): Pamela Rees	218-336-8815	Pamela.Rees@duluth.k12.mn.us
Fiscal Contact: Polly John	218-336-8717	Pauline.John@duluth.k12.mn.us
Name of individual authorized to sign financial reports: Pamela Rees	218-336-8815	Pamela.Rees@duluth.k12.mn.us

Section 2: STATE FUNDING INFORMATION

Funding Period	State Head Start Funding Total	State Funded Enrollment Total
07/01/11 - 06/30/12	\$458,900.	48

Section 3: APPLICATION CERTIFICATION

Required Attachments: Please indicate (check) the required documents which are attached to this application.

Copy of Current Federal Application/Workplan (if not sent previously)	x	Documented Approval of Parent Policy Council
		Documented Approval of Agency Governing Board

I, the undersigned, certify that the information contained in this application is accurate and complete.

Chair of School Board

Signature of Identified Official with Authority to Sign

Position Title

Date

MDE Use Only

MDE Office Review	Division Director	MDE Administration
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SFY2012 Minnesota State Head Start Funding Application

Section 4: A S S U R A N C E S	Agency Name:	Duluth Public Schools/Duluth Head Start
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The undersigned, acting on behalf of the agency, agrees to

1. Comply with all applicable federal, state and local laws, ordinances, rules and regulations in the performance of this project.
2. Deliver services and expend funds for allowable activities as stated in the approved funding application unless modified with the required approval or notification as specified in the following items:
 - a. Request and receive prior approval from Minnesota Department of Education (MDE) of any program changes to be implemented with state Head Start funds.
 - b. Provide notification to MDE of any program changes that are implemented with federal Head Start funds.
3. Submit to the MDE monthly enrollment reports and, if required, a corrective action plan to comply with Minnesota Statutes 119A.52(b) and the related enrollment policy and procedures. Financial consequences shall be imposed on an agency not meeting full enrollment after the period of corrective action.
4. Submit an annual report as specified by MDE on the implementation and outcomes of any approved innovative services program variation.
5. Report state-funded services on the annual Program Information Report (PIR) submitted to the federal contractor.
6. Provide information to MDE to measure progress in meeting full-day requirements of Minnesota Statute 119A.5411 and to supplement the PIR.
7. Provide MDE copies of the following documents:
 - a. The federal grant application and federal Interim Progress Reports (IPR) when submitted.
 - b. The program community assessment and annual program self-assessment when completed.
 - c. The action plan which results from the Risk Management Process conducted by the Federal Office of Head Start.
 - d. The annual audit summary and any federal monitoring reports when received and the agency/program response to such reports when submitted.
 - e. Policy council minutes when approved.
8. Submit Financial Reporting Form (FRF) as specified in MDE's payment instructions.
9. Notify MDE of any reimbursement payment not received within 30 days of submitting a reimbursement request in accordance with MDE's payment instructions.
10. Provide MDE with written documentation supporting reported expenditures within the time period specified by MDE and demonstrate a proper account system in accordance with generally accepted accounting standards.
11. Comply with the state desk and on-site monitoring process and allow MDE access to and the right to examine all records, books, papers, or documents related to the project. All records and books of account related to this application shall be preserved by the program for a period of six years from the date of submission of the final expenditure report. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings have been resolved.
12. Establish safeguards to prohibit employees from using their position for any purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

If the agency fails to comply with any of the above, MDE may take action to protect the interest of the state of Minnesota including withholding reimbursement of expenditures, disallowance of expenditures, refusal to disburse additional funds, requiring the return of all or part of the funds already disbursed, and possible termination of this agreement.

Judy Seliga-Punyko_____

Print Name of Identified Official with Authority to Sign

Chair of School Board_____

Position Title

Signature of Identified Official with Authority to Sign

Date

SFY2012 Minnesota State Head Start Funding Application

Section 5: N A R R A T I V E	Agency Name:	Duluth Public Schools/Duluth Head Start						
A. Program Design and Access [M.S. 119A.535(2)-(3)]								
Which locations were new in the past year (for all funding sources)? None.								
Which locations have been eliminated ? The Downtown YWCA Childcare Center was closed and consolidated with the Spirit Valley YWCA Childcare Center.								
Which locations and options have a different schedule from the last approved state funding application ? Both continuing variations will include year round services for infants and toddlers through Early Head Start.								
What are the primary reasons for the changes? How do the program design changes meet the needs of eligible families? The YWCA Downtown site was in need of costly renovations which combined with a budget deficit forced the YWCA board to make a decision to close. Families are being served at the Spirit Valley YWCA site and received assistance in locating care for their children if the move to Spirit Valley was not possible. We are responding to community needs with both of our innovative initiatives (Childcare and Families in Transition) for continued support for families throughout the summer. We know the need, especially for advocacy persists for families enrolled in the childcare collaboration and for families experiencing homelessness in the summer months. With school not in session, supports that families rely on are absent, children are with their parents full time and they miss the structure, meals and safe environment school provides. All of this results in high levels of stress. Our partners tell us families miss the support and staff misses the mentoring and coaching.								
Does the program make available enrollment opportunities to all populations and parts of the service area?				Yes	<input checked="" type="checkbox"/>	No		
What strategies are being used to ensure fair and equitable access to all populations and parts of the service area including those most difficult to serve? We recruit families from all areas of the community and take many referrals from our community partners, especially with families experiencing homelessness and the natural referrals from childcare staff.								
To what extent is daily child transportation offered?			To all	<input type="checkbox"/>	None	<input checked="" type="checkbox"/>	Some	<input type="checkbox"/>
If transportation is available to only some of the enrollment, briefly explain the policy.								
B. Service Collaborations								
1. Are there any classes (in partnership with another program) where HS/EHS enrolled children are a portion of the total class enrollment?				Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	
2. Are there any classes where some or all of the HS/EHS enrolled children are dually enrolled in another program which provides staff or other resources to support the operation of the class?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
3. If you answered "Yes" to questions A and/or B, identify the location name, schedule number, and all partners that apply in each case where this occurs. The locations and schedules must correspond to Part B of the application. Tab to add rows.								
Location name	Schedule Number (#)	Early Ch. Special Ed. (X)	School Readiness (X)	Early Ch. Family Ed. (X)	Other (specify name of partner)			
Piedmont Elementary School	1	x						
Nettleton Elementary School	1	x						
Barnes Early Childhood Cnt	1	x						
MacArthur Elementary School	1	x						
C. Full-Day Services [M.S. 119A.535(4)]								
Are there any locations where at least 8 hours of daily care are available within that location for HS/EHS enrolled children regardless of whether HS/EHS pays for all or part of the total daily hours? <i>If you answered "Yes," answer the following questions:</i>				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
1. Is the Child Care Assistance Program (CCAP) used to pay for some of the cost?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
a. If "Yes", is CCAP payment allowed for the all daily hours?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
2. Are these extended hour services provided through a partnership with another provider?				Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	

SFY2012 Minnesota State Head Start Funding Application

If you answered "Yes" about the partnership, identify the location name, schedule number, and the name of the partner in each case where this occurs. The locations and schedules must correspond to Part B of the application. Tab to add rows.

Location name	Schedule Number (#)	Name of partner
Spirit Valley YWCA Childcare Center	2	Spirit Valley YWCA Childcare Center

D. Budget Explanation

What are the **significant budget changes** from last year (new or eliminated items, large increases, etc.)?

Due to the YWCA Childcare Centers combining, we will staff the Spirit Valley site a little differently. Rather than two full time Head Start staff there we will have one staff who works full-time on a flex calendar to cover summer and one staff who works part-time to cover the 9-month calendar. They will work together a great deal which we see as an improvement in our service delivery.

What **additional explanation** is needed for proposed budget items including those which require prior approval such as equipment, out-of-state travel, advertising, etc.?

We have allocated funds for training opportunities for coordinators to attend a conference on leadership and for YWCA Childcare staff to take part in training that will support their training needs and enhance their skills in working with children.

SFY2012 Minnesota State Head Start Funding Application

Section 6: PROPOSAL FOR STATE-ONLY EARLY HEAD START OR INNOVATIVE INITIATIVE	Agency Name:	Duluth Public Schools/Duluth Head Start
<p>INSTRUCTIONS: If proposing to use state Head Start funds in a manner different than adding enrollment to the program's existing federal program design, complete this section. Complete all sub-sections for existing, new or expanded services except as noted.</p> <p>A. Statement of Need: Why is this initiative needed?</p> <p>B. Outcomes Evaluation: What do you expect to accomplish?</p> <p>C. Proposed Services: How will you do it? What services will be provided and how will you manage these?</p> <p>D. Requests for Exemptions: What flexibility is needed to provide these services?</p> <p>E. Capacity/Preparation for New or Expanded Services: What is required to be successful?</p> <p>F. Start-up Plan for New or Expanded Services: What steps must be completed in advance of starting services?</p> <p>Each cell will expand as needed. If submitting more than one proposal, insert a page break after this form/section, copy all of this section and paste it on the new page. [M.S. 119A.535(5)]</p>		
EHS (if not a Federal EHS prog.)	Innovative Initiative # 1	Initiative Name: Childcare Collaboration
A. Statement of Need		
<p>What is the specific community need for this proposed use of state funds? (If an EXISTING VARIATION, how has the need changed?) What data substantiates this specific need? What is the source of the data? <i>DO NOT EXPLAIN PROPOSED SERVICES HERE.</i></p> <p>This is an existing variation, initially established to meet the needs of parents and families who need full-day childcare. This site continues to serve many working poor families including some of the young mothers who live on-site in a supportive housing program at Spirit Valley. Without this collaboration these families would not be able to access Head Start services. Over the years with this collaboration, quality childcare, especially for infants and toddlers has become scarce and the quality is questionable. This collaboration located on the same site as the young mother's program is an ideal setting to blend quality childcare with Head Start's comprehensive services. Now, adding summer programming and support, families will have seamless services year round.</p>		
B. Outcomes Evaluation		
EXPECTED OUTCOMES: What do you expect to accomplish? What difference do you expect to make as a result of the provided services? - Identify two or three benefits or changes for participants. - For each, include the targeted number (#) and/or percentage (%) of participants expected to achieve the outcome. Outcomes should be knowledge, skills, behaviors or conditions, not services or activities.	OUTCOME INDICATORS: How will staff determine if the participant is making progress toward the outcome? - Identify at least one observable and measurable indicator for each outcome. In addition to the tool(s) being used, be specific about the criteria staff will use to determine if the participant met the indicator. How will staff know?	
<u>Increase support and advocacy to all YWCA collaboration parents with year round services.</u>	<ol style="list-style-type: none"> 1. Parents will attend summer program offerings provided by the YWCA/Head Start collaboration. 2. Parents will report greater satisfaction with advocacy and support from both Head Start and childcare staff on a survey to be administered in the spring of 2012. 	
<u>Increase skills and knowledge of all YWCA Childcare staff in child development and respectful care giving for young children.</u>	<ol style="list-style-type: none"> 1. Staff will attend and participate in training opportunities on child development and respectful care giving for young children. 2. Staff will receive and accept coaching from Head Start staff to support their trainings. 	
<u>Increase skills and knowledge of all YWCA Childcare staff in behavior management.</u>	<ol style="list-style-type: none"> 1. Staff will attend and participate in training on objective observation of children and behavior management strategies. 2. Staff will receive and accept coaching and support to implement observation skills and new behavior management strategies. 	

SFY2012 Minnesota State Head Start Funding Application

If this is an EXISTING INITIATIVE, to what extent was each outcome indicator or measure (identified in the last approved application) met during the most recent operating period?

1. **Increase the involvement of families of color.** This outcome was partially met. While we were able to recruit parents of color to serve as representatives to the Policy Council and we believe more parents of color are attending program offerings, we are still interested in finding a non-intrusive way to measure this outcome. We will continue with this work in 2011-2012.
2. **75% of Head Start collaboration preschool children will progress toward specific benchmarks consistent with preschool children in our federal classrooms and others across the state.** We will continue to work on this outcome. As gains we recorded on childcare children fell short of gains recorded on federal classroom children. We believe there are too many variables to make a valid comparison; smaller sample, YWCA site closing early and the differences in skills and abilities of staff to help move the children toward benchmarks. We anticipate better results next year with two Head Start staff at one YWCA site, and 2 part-time professional Reading Corps members and one full-time Community Corps member.

C. Proposed Services

What is the proposed approach for meeting this need and achieving the outcomes? Be concise but identify all distinct elements of the proposed services, particularly those which are different from the agency's federal program design and work plan. How will these differences address the community need and achieve expected outcomes identified below?

We understand the difference between caring for children in a part-day and a full day setting. Most glaring is our childcare partners have less training and experience than their counterparts in our federal classrooms. We propose to implement an intense training calendar combined with hands-on coaching and support to build the capacity of the childcare staff. We will work with childcare administration to create a culture within the childcare setting that is respectful, collegial and professional. Our partners will start with raising the wages of the childcare staff. We will look at how scheduling changes may best utilize staff and create the fewest disruptions and changes for children in the daily schedule.

D. Requests for Exemptions

Are you **requesting an exemption from maintaining full enrollment** to serve a high-risk population as allowed by Minnesota Statutes, section 119A.52(c)?

Yes

No

x

If yes, what is the reason for the requested exemption?

Are you **requesting an exemption from any federal HS/EHS requirements** in order to implement an innovative initiative as allowed by Minnesota Statutes, section 119A.53?

Yes

No

x

If yes, identify (a) each federal standard, (b) the reason for the requested exemption, and (c) what alternatives will be implemented to meet the intent of the requirement.

Standard

Standard

E. Capacity and Preparation for New or Expanded Services

What is the **capacity** of the program and community to successfully implement the variation? What existing resources, experience and partnerships are being used? What are the **qualifications and training** of the staff to implement the proposed services?

We are well poised to take this collaboration to a new level of service as we move to year round services for infants and toddlers. Our Head Start staffs assigned to this innovation hold early childhood licensure, four year degrees in early childhood and parent education, one with a master's degree in education, both with years of Head Start experience and both with training and experience as literacy coaches. These two staff are supported by service area coordinators with college degrees, licensure in their areas and many years of early childhood, parent education and Head Start experience. We have allocated state dollars to boost the training schedule for YWCA childcare staff which research suggests, combined with the support of the Head Start staff assigned to the YWCA, will increase the likelihood that skills and knowledge gained in training will be implemented.

SFY2012 Minnesota State Head Start Funding Application

It should also be noted that in our most recent State monitoring review, we were asked how we will insure our childcare partners are meeting the Early Head Start staff qualifications. In response to that, we have met with our local university's early childhood department associate department head. We have agreed to submit documentation of training and education records for each staff person who does not meet the strict measure of CDA but who may have equivalent coursework and training sufficient to meet this standard. The UMD Early Childhood staff will review these records and make recommendations as to whether or not staff meet the standards.

F. Start-up Plan for New or Expanded Services

ACTIVITY	TIME FRAME	RESPONSIBILITY
No further planning is needed as this is an existing variation.		
Secure location		
Select staff		
Orientation and training		
Recruitment and selection (for enrollment)		
Intake and enrollment		