



*Duluth Head Start Program  
Barnes Early Childhood Center  
2102 N. Blackman Avenue  
Duluth, MN 55811*

*Phone: 218-336-8815  
Fax: 218-336-8819*

February 23, 2011

Greetings,

Attached please find a copy of our revised SFY11 State Head Start grant, submitted February 18, 2011. This revision is a result of our federal enrollment reduction approval. Because our enrollment reduction implementation plan with federal Head Start allowed us to drop from our original enrollment of 298 to 270, we were also able to lower our state funded enrollment with this revision. The state must meet the federal cost per child in their funding formula. Our state funded enrollment went from our original 72 down to 64.

While on the face, this seems like a negative outcome, we view this as positive. This enrollment reduction allows us to maintain our same level of funding and serve fewer children, thereby raising our cost per child significantly. This insures our financial strength in being able to continue high quality programming. Cost savings we will see next year will allow us to increase the staffing formula for our Family Advocates, increase the hours of paraprofessionals and help pay for our mental health consultants.

Please feel free to contact me should you have further questions about this revision. Thank you.

Sincerely,

Pam Rees  
Duluth Head Start  
2102 N. Blackman Ave.  
Duluth MN 55811



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February 15, 2011

Lisa Boemer  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113-4266

Dear Lisa,

Enclosed please find 2 copies the revised Duluth Head Start SFY11 grant application, signed by our School District/Governing Board chair. I am forwarding an electronic copy as well.

As per the state enrollment reduction protocol, we have revised sections 2, 7, 8, 9, and 10 to document the changes that have occurred due to our federal enrollment reduction approval.

Additionally, our revised budget reflects some adjustments due to staff changes which under other circumstances may have been submitted as a separate document. We thank you for accommodating this request.

Should you have any questions, please feel free to contact me. Thank you in advance for your attention to this matter.

Sincerely,

Pam Rees  
Duluth Head Start  
2102 N. Blackman Ave.  
Duluth MN 55811  
218-336-8815 ext. 2985

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**SFY2011 Minnesota State Head Start Funding Application  
Part 1: Cover Page, Assurances, Narrative and Variation Proposal**

**Section 1: APPLICANT INFORMATION**

Legal Agency Name: **ISD 709 Duluth Head Start**

Address, City, Zip Code:  
**2102 N. Blackman Ave.  
Duluth MN 55811**

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

Fax: **218336-8819**

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

MN Tax ID: **80114301**

Grantee Website URL:

Federal Employer ID: **41-30003776**

Contact Name	Telephone	E-mail
Executive Director: <b>Keith Dixon</b>	<b>218-336-8752</b>	<b>Keith.Dixon@duluth.k12.mn.us</b>
Head Start Director (Primary Program Contact): <b>Pamela Rees</b>	<b>218-336-8815</b>	<b>Pamela.Rees@duluth.k12.mn.us</b>
Fiscal Contact: <b>Polly John</b>	<b>218-336-8717</b>	<b>Pauline.John@duluth.k12.mn.us</b>
Name of individual authorized to sign financial reports: <b>Pamela Rees</b>	<b>218-336-8815</b>	<b>Pamela.Rees@duluth.k12.mn.us</b>

**Section 2: STATE FUNDING INFORMATION**

Funding Period	State Head Start Funding Total	State Funded Enrollment Total
<b>07/01/10 - 06/30/11</b>	<b>\$450,464.</b>	<b>64</b>

**Section 3: APPLICATION CERTIFICATION**

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

<input type="checkbox"/> Program Variation Work Plan (if proposing a variation)	<input type="checkbox"/> Documented Approval of Parent Policy Council
<input type="checkbox"/> Copy of Current Federal Application/Workplan (if not sent previously)	<input type="checkbox"/> Documented Approval of Agency Governing Board

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

  
Signature of Identified Official with Authority to Sign

Chair of School Board ISD 709  
Position Title

2/15/11  
Date

**MDE Use Only**

MDE Office Review	PA&I Director	Deputy Commissioner
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**SFY2011 Minnesota State Head Start Funding Application**

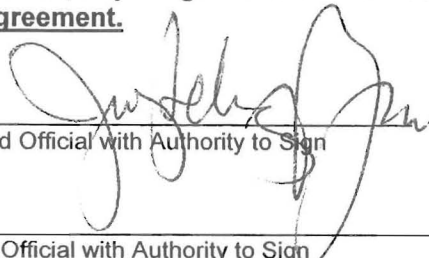
<b>Section 4: ASSURANCES</b>	Agency Name:	<b>ISD 709 Duluth Head Start</b>
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The undersigned, acting on behalf of the agency, agrees to

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 Statute 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.
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 the School Board ISD 709  
 Position Title

2/15/11

Signature of Identified Official with Authority to Sign

Date

**SFY2011 Minnesota State Head Start Funding Application**

<b>Section 5: N A R R A T I V E</b>	Agency Name:	<b>ISD 709 Duluth Head Start</b>
<b>Program Design [M.S. 119A.535(2)-(3)]</b>		
Which locations are new in the past year? <b>None</b>		
Which locations have been eliminated? <b>Little Treasures Child and Family Center Collaboration site. In our federal program, one classroom, located at Grant Elementary School will move to neighboring Nettleton Elementary School as Grant is closed and remodeled. This move will be in effect for two years.</b>		
Which locations and options have a different schedule? <b>None</b>		
What are the primary reasons for the changes? How do the program design changes meet the needs of eligible families? <b>With increases in expenses and low numbers of enrolled children at this site, we used our data to drive the decision to end our partnership with Little Treasures. Our collaboration with the YWCA Child Care Centers has been the most stable and consistent in terms of numbers. That along with our ability to serve infants, toddlers and preschoolers at the YWCA site made ending our work with Little Treasures the logical choice. Additionally, our Families in Transition program option has been documenting increases in the need for families to stay involved in Head Start longer as they start to move toward stabilization. This means we are keeping more families on the caseloads of the advocates.</b>		
What populations and/or parts of the service area are the most difficult to serve and what strategies are being used to ensure fair and equitable access to services? <b>We utilize a priority and point system to insure that we reach the target population and children and families most in need of our services. As an example, children and families who are homeless rise to the top of the waiting lists according to their points and priority.</b>		
What daily child transportation is offered? What is the program's transportation policy? <b>No transportation is offered.</b>		
<b>Full-Day Services [M.S. 119A.535(4)]</b>		
What is the estimated number of children eligible for all available HS and/or EHS services who need at least eight (8) hours per day of child care so that the parent(s) or guardian(s) can work, go to school or engage in job search? <b>48</b>		
What were the methods used to determine the estimate? <b>The numbers of families using childcare at our collaborative sites and the child-staff ratios they are licensed for determine our numbers. Our Childcare Collaboration staff and ERSEA coordinator work to determine if there are openings at childcare sites when a request for a childcare slot is made by a family who is not already attending the childcare. This is open to all perspective enrollees as an option. The numbers of people in need of full-time care vary and although some families could use full time care, they may opt for a half day classroom for a variety of reasons.</b>		
What are families doing to currently meet their need for at least eight (8) hours of daily care? <b>They are enrolled in childcare collaboration sites.</b>		
What is the program doing to help families meet the need for full-day/full-year services and improve child and family outcomes? <b>Children and families are able to be in the childcare collaboration sites for the full day, allowing families to work or attend school without having to move children from a part-day setting to a full day setting. We believe that this allows children to stay with their primary caregivers, optimizing opportunities to meet the needs of children and their families.</b> <b>We are collaborating with childcare, assisting families experiencing homelessness with obtaining childcare. In our federal program option, we collaborate with the school district's Kid Connection program to provide developmentally appropriate care for preschoolers after the Head Start day. We have shared materials, space and provided training and support to the Kid Connection staff and are assisting parents in completing the Kid Connection applications at Head Start recruitment.</b>		

## SFY2011 Minnesota State Head Start Funding Application

### Service Collaborations

Where (locations), with whom and how does the program collaborate with Early Childhood Family Education (ECFE) and School Readiness programs?

In our childcare collaborations we partner with ECFE for our bi-monthly parent meetings. ECFE provides a parent educator for one of the nights and Head Start staff facilitate the other night during the month. Head Start staff attends both nights and families are offered these two parent meetings each month.

With the Families in Transition program option, we are and will continue to share space with ECFE to offer a more formal parent meeting format we are developing with families experiencing homelessness. We also refer families to each other's programs as appropriate.

We have been working to combine resources for training days with School Readiness and ECFE for this year. As an example, we will combine resources to complete our yearly trainings on Mandated Reporting and Blood Borne pathogens in the fall of 2010.

Where (locations), with whom and how does the program collaborate with Early Childhood Special Education (Part B/Preschool and/or Part C/Infants and Toddlers)?

This is a natural collaboration as we are both school district programs. ECSE serves children at all of our sites, state and federal. In the federal program we have collaboration with ECSE that involves two Head Start rooms on either side of the ECSE room. Some children (6-8) are dually enrolled in both ECSE and Head Start. With support from ECSE staff, these children move from their Head Start room to the ECSE room as their needs dictate. This will be our third year of this collaboration.

What other collaborations or blending of resources result in services being funded and/or provided in a way different from the normal delivery of services?

We have received additional Mental Health consultation funds from the Family Services Collaborative in Duluth. We continue to develop and grow our connections to other community agencies to better serve Head Start families. Examples are the CHUM Shelter, Salvation Army, Lutheran Social Services and the University of Minnesota Duluth Unified Early Childhood program.

### Budget Explanation

How does the agency determine the division of shared Head Start/EHS costs between state and federal funds? between different program models (ex. HS and EHS) if applicable?

The Head Start Director and Management Team, or service area providers split their time between the federal and state program options. We serve 298 federal children and 72 state children or 370 total. The state portion of this total is 20%. We have determined that 20% of our director, Management Team and clerical time are directed toward the state programming. Additionally, we use state funds to pay the two childcare collaboration staff and two Families in Transition staff based on their caseloads.

What are the significant budget changes from last year?

We have eliminated a .5 staff position that was assigned to Little Treasures Child and Family Center. We have included funding for childcare workers to care for children in Families in Transition. This change is a result of the development of a more formal parent meeting with time for parents to be together without children.

What additional explanation is needed for the proposed budget items?

We will provide childcare workers to care for children in The Families in Transition program option while parents are involved in a parent group with the Families in Transition staff.

**SFY2011 Minnesota State Head Start Funding Application**

<b>Section 6: PROGRAM VARIATION PROPOSAL</b>	<b>Agency Name: ISD 709 Duluth Head Start</b>
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**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 form and attach a work plan focused on the program differences. Complete all sub-sections for new or existing variations except as noted. Each cell will expand as needed. If proposing more than one variation, insert a page break after this form/section, copy all of this section and paste it on the new page. [M.S. 119A.53 and 119A.535(5)]

<b>EHS (if not a Federal EHS prog.)</b>	<b>Innovative Variation # 1</b>	<b>Variation Name: Early Head Start/Head Start Childcare Collaboration</b>
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**Need for the Variation**

Provide a concise statement of the **community need** for this program variation. If an **EXISTING VARIATION**, how has the need changed?

**This is an existing variation established to meet the needs of parents who require full day care for their children. These two YWCA Childcare sites serve many of our community's working poor as well as young mothers who live onsite at the Spirit Valley site. Without this collaboration, those families would be unable to access Head Start services.**

What data substantiates the need? What is the source of the data?

**Our sites, located in areas of highest need according to our Community Assessment have had a consistent number of families using childcare at the YWCA sites who have not chosen to attend Head Start classrooms in nearby locations due to their need for full day care. These YWCA families are often single female headed households. The need for quality infant and toddler care remains in Duluth. Working with parents and children as early as possible continues to be a high priority for our program. Head Start's comprehensive model provides support to the childcare center's work to meet the community needs of families needing full day childcare.**

**Outcomes Evaluation**

this is an **EXISTING PROGRAM VARIATION**, to what extent was each outcome indicator or measure (in the last approved application) met this current program year?

- 1. Refining our work with the childcare partners, particularly around philosophical issues.**
  - a. We revised our collaboration agreement. Met 100%**
  - b. We expanded the role of the Head Start staff assigned to the childcare collaboration to that of coach, a role that both Head Start staff assigned to the YWCA sites have 3 years of training and experience developing that skill set. Met 100%**
  - c. While we do participate in training and coaching childcare staff, union rules do not allow us to take this step. Not able to meet due to union rules.**
  - d. We have had many successful meetings this past year, working to refine our work together. We have worked out details of trainings, screening and assessment schedules, procedures and responsibilities, parent/family night events and expectations, etc. These meetings have involved the YWCA Executive Director, Center Director, site managers, Head Start Childcare Collaboration staff, Head Start Management Team and Head Start Director. Met 100%**
- 2. Improve process to make Mental Health referrals.**
  - a. Our Disabilities and Mental Health Manager, along with the Mental Health consultant have worked with childcare center and Head Start Collaboration staff to understand and streamline the referral process for mental health concerns. Met 100%**
  - b. A flow chart, detailing the process of referrals has been developed and implemented. Met 100%**
  - c. Mental Health consultants have been introduced to childcare center staff and parents, their roles explained and have made themselves available for consultation and observations. Met 100%**
- 3. Improve education strategies in childcare.**
  - a-d. Head Start Collaboration staff and the Head Start Education Manager have worked together to expand and solidify the role of the Head Start Collaboration staff within the childcare setting. They have shared resources, strategies, tools and problem solved over the course of the past year. Center staff and management report improvements in the day to day work between Head Start and childcare staff evidenced by the increase in shared responsibilities for lesson planning and individualization. Head Start staff is seen as a resource to childcare staff, evidence of a trusting relationship. Met 100%**

**SFY2011 Minnesota State Head Start Funding Application**

<b>EXPECTED OUTCOMES:</b> Identify two or three benefits or changes for participants in the program variation. Outcomes should be knowledge, skills, behaviors or conditions, not services or activities. Include the number and/or percent (outcome target) of participants expected to achieve the outcome.	<b>OUTCOME INDICATORS:</b> For each outcome, identify at least one observable and measurable indicator of whether there is progress toward the outcome target. Clarify what information will be obtained to measure progress.
<b>Increased parent involvement of families of color.</b>	1. The number of parents of color who participate in parent meetings and other parent and family events will increase by 50% over the previous year's statistics. 2. At least one Policy Council (PC) representative and one alternate PC representative are people of color.
<b>75% of Head Start/Collaboration preschool children will progress toward specific literacy benchmarks consistent with preschool children in our federal classrooms and others across the state.</b>	Children enrolled from fall to spring 2010-2011 will be on target in the areas of letter and picture naming. Targets are consistent with those of Minnesota Reading Corps and other pre-K programs who use the Individual Growth and Development Indicators (IGDI) and Phonological Awareness Literacy Screening (PALS) Letter Naming three times a year (picture naming=26/min, letters=14).

**Proposed Variation**

How will the proposed variation be different from the agency's federal program design and work plan? How will these differences address the community need and achieve expected outcomes?

**Our federal Head Start dollars fund preschool classrooms 4 days a week, 3.5 hours per day. State Head Start dollars fund our childcare collaborations which allow parents who need full day childcare to access Head Start's comprehensive services.**

Through the childcare collaborations, Head Start staff serve a dual role as a teacher who assist childcare staff by modeling and coaching to best practices in early childhood education, supports compliance with Head Start performance standards and acts as the center's Family Advocate. As an advocate, Head Start helps connect families to community resources, works on goals with parents in the Family Partnership Agreement process as well as providing parent education and parent involvement by offering parent/family events in conjunction with our partners at the childcare center and ECFE.

Our childcare partners tell us that Head Start's comprehensive services, including developmental screenings, advocacy as well as support from and access to our service area managers adds to the center's ability to meet the family and community needs.

Childcare Collaboration staff have bachelor's degrees in early childhood education and many years of experience with young children and families. One staff has a parent education license as well. They are afforded many opportunities for staff development trainings and have access to community and school district staff and content area experts should particular concerns arise.

➤ **Attach a plan** which identifies activities and timelines for implementing these differences.

**WORK PLAN:**

1. Recruitment/Enrollment.
2. Home Visits.
3. Conferences.
4. Screening.
5. Parent/Family events.
6. Classroom Support.
7. Coaching.
8. Advocacy.
9. Health, wellness and nutrition.

**Timeline:**

1. Head Start Collaboration staff work in conjunction with our recruiter and ERSEA manager to identify, recruit and enroll any eligible childcare families.
2. Home visits are conducted with the first weeks of Head Start enrollment, as needed to support families and again at the end of the school year.



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3. Conferences are offered in November and March as well as when children transition from one age group to the next.
4. Screening is completed with the first 45 days of enrollment and follow-ups are coordinated by Head Start Collaboration staff and service area managers.
5. Parent/ Family events are held twice per month at a minimum. One night is co-sponsored by Early Childhood Family Education.
6. Head Start Collaboration staff work directly with childcare center staff on a daily basis, monitoring compliance with Head Start standards, supporting lesson plan development and implementation including individualization.
7. Head Start Collaboration staff have training and experience as literacy coaches and as such, coach childcare staff in the use of literacy based strategies.
8. Head Start Collaboration staff work with parents daily, building relationships that support their ability to work together as child issues arise and to continue to deepen the work on Family Partnerships which began at recruitment. Further advocacy may revolve around health care, childcare subsidy issues, housing and other basic needs, violence, employment and education.
9. Head Start Collaboration staff work with parents to insure their children are up to date on scheduled immunizations, physical and dental exams, creating a medical home including medical insurance coverage as needed. Staff focus on nutrition and wellness as a part of their work to educate and support teaching staff. Health, wellness and nutrition are topics in parent education offerings at each center.

If requesting a waiver from federal HS/EHS requirements in order to implement this variation, what are those requirements and why is a waiver needed? What alternative will be used to meet the intent of each requirement?

**We request a waiver of the full year programming requirement for early Head Start as we are currently unable to provide full year services at our childcare collaboration sites due to budget constraints. It should be noted that children enrolled during the school year in this option continue to be enrolled in the childcare during the summer months. The childcare staff and administration inform current, new and prospective families about the opportunity to be involved in Head Start and our comprehensive services during the school year. We follow current families, ensuring their ability to continue to meet the needs of their children and comply with enrollment requirements.**

Are you requesting an exemption from maintaining full enrollment to serve a high-risk population as allowed by M.S. 119A.52(c)?  
**No.**

What is the capacity of the program and community to successfully implement the variation? What existing resources, experience and partnerships are being used?

**We have a long history with the YWCA Childcare Centers. The Head Start and Childcare directors have a good working relationship and share a strong desire to build on our strengths and meet the challenges. The Head Start Management Team is directly involved with training and monitoring this collaboration and has been involved in strengthening our systems of tracking Head Start requirements. The Head Start Staff working with these collaborative sites have strong early childhood and parent education backgrounds along with demonstrated success in nurturing and refining these partnerships.**

**The YWCA Childcare centers serve a large population of families living in economic poverty in the downtown area where few options exist for childcare as well as the Spirit Valley (West Duluth) site where young parents with children also live on site in a YWCA sponsored program for young parents.**

**SFY2011 Minnesota State Head Start Funding Application**

<b>Section 6: PROGRAM VARIATION PROPOSAL</b>	<b>Agency Name:</b>	<b>ISD 709 Duluth Head Start</b>
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**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 form and attach a work plan focused on the program differences. Complete all sub-sections for new or existing variations except as noted. Each cell will expand as needed. If proposing more than one variation, insert a page break after this form/section, copy all of this section and paste it on the new page. [M.S. 119A.53 and 119A.535(5)]

<b>EHS (if not a Federal EHS prog.)</b>	<b>Innovative Variation # 2</b>	<b>Variation Name: Early Head Start and Head Start Families in Transition</b>
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**Need for the Variation**

Provide a concise statement of the community need for this program variation. If an EXISTING VARIATION, how has the need changed?

**Homelessness continues to be an issue in our community. Our community has identified ending homelessness as a goal yet no other programs serving families address the needs of homeless families with preschool children. Bringing awareness of this population to the community is a part of what we have been able to do with our collaborative efforts on behalf of families with preschool children. Our Community Assessment notes that 29% of Duluth Head Start families experienced homelessness at some point during the last school year.**

What data substantiates the need? What is the source of the data?

**Statistics from our Child Plus and Program Information Report show and increased need for services to families experiencing homelessness. In addition, our Community Assessment data finds consistent data in our community.**

**Outcomes Evaluation**

If this is an EXISTING PROGRAM VARIATION, to what extent was each outcome indicator or measure (in the last approved application) met this current program year?

- 1. Refine our role with Head Start families and establish partnerships in the community to meet this growing need.**

**a.-d. We have revised and refined the membership of the Families in Transition Advisory Committee which we have convened twice this year. Our first meeting helped us determine who should be at the table. From that meeting we developed a survey which was distributed to the membership. This survey was designed to give a comprehensive picture of what our community partners are doing to meet the needs of families experiencing homelessness, numbers of families they have had to turn away, agencies they have found to be most effective with this population and lastly how they envision deepening their work with Head Start.**

**At our next FIT Advisory Meeting we went over the results of the survey. What happened very naturally is the informal networking between agencies, sharing of resources and collaboration of services. Once all the members had a clear picture of what their sister agencies were offering, they found ways to cooperate. As an example, one agency was transporting families to an event and offered to transport families to other events, sharing resources and ensuring success.**

- 2. Look for ways to sustain and grow mental health services to children, families and support staff.**

**a.-c. Our Mental Health Consultants have, over the course of the year developed connections to private therapists who have set aside time to work with Head Start families, greatly decreasing the time between referrals and appointments. Further, one of our consultants has dedicated a few hours a week to work with FIT families as they meet as a group. This informal setting has brought together families with mental health needs with a skilled therapist creating a comfortable atmosphere to help parents in FIT reflect on what they are experiencing in a non threatening setting.**

**SFY2011 Minnesota State Head Start Funding Application**

<b>EXPECTED OUTCOMES:</b> Identify two or three benefits or changes for participants in the program variation. Outcomes should be knowledge, skills, behaviors or conditions, not services or activities. Include the number and/or percent (outcome target) of participants expected to achieve the outcome.	<b>OUTCOME INDICATORS:</b> For each outcome, identify at least one observable and measurable indicator of whether there is progress toward the outcome target. Clarify what information will be obtained to measure progress.
<b>75% of the families participating in the FIT program will meet the goal selected by the parent. Possible goals include sobriety, personal safety, housing, childcare, employment, training or education toward a credential or job qualification, etc.</b>	<b>Parents will make observable, documented progress toward achieving the self-selected goal.</b>
<b>Increased parent involvement in all aspects of Head Start.</b>	<b>The number of parents enrolled in FIT who participate in parent meetings and other parent and family events will increase by 50% over the previous year's statistics.</b>
<b>75% of families participating in FIT will utilize available community support services to meet family needs.</b>	<b>Staff will document that the FIT family has been actively and repeatedly engaged in at least one community support outside of Head Start which may include: Early Childhood Family Education, Community Action, First Year, Second Year, therapy/counseling and/or drug/alcohol addiction support.</b>

**Proposed Variation**

How will the proposed variation be different from the agency's federal program design and work plan? How will these differences address the community need and achieve expected outcomes?

**We address the family partnership needs and the child health and development needs through a "home visit" approach. We meet parents at shelters, transitional housing, at the library; or wherever else in the community they want to meet. Our expected outcomes are that families will stabilize their housing situation either with permanent housing of their own or long-term transitional housing; that we will help parents make a plan for meeting the needs of their children during the period of homelessness; children will be screened and referred on for needed services; and that a transition plan will address which program model the child will be permanently placed, if at all. When parents transition out of FIT with their children, they should be ready to enter the Childcare Collaborative center of their choice, or if age eligible, a Head Start classroom. We have noted over the past year that many FIT families are not able to easily move through this ideal plan toward stabilization. Issues facing FIT families are of greater magnitude and scope than when we began with this innovative option. Families tend to need supportive services for a longer period of time, have more barriers to overcome before they can qualify for stable housing, issues of child neglect and abuse have increased with this population and families with criminal, drug, alcohol and mental health issues are the norm. When families achieve their goals, such as finding housing, other supports drop off. Working with homeless families in Duluth Head Start requires more supports from our FIT staff and service area managers as these barriers to stabilization increase, much of which is beyond the scope of Head Start services.**

**Families in Transition staff have bachelor's degrees in early childhood education, one also holds a master's degree in education and both have well as over 20 years of experience with young children and families. They are afforded many opportunities for staff development trainings and have access to community and school district staff and content area experts should particular concerns arise.**

➤ **Attach a plan** which identifies activities and timelines for implementing these differences.

- WORK PLAN:**
- 1. Recruitment/Enrollment.
  - 2. Home Visits.
  - 3. Conferences.
  - 4. Screening.
  - 5. Parent/Family events.

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6. Advocacy.

7. Health, wellness and nutrition.

Timeline:

1. FIT staff work with the ERSEA manager to follow-up on referrals from shelters, the school district or other community agencies. This process is expedited because we require less paperwork to be in place to get started with families in crisis. FIT staff meet families in shelters or wherever they can.
2. Home visits are the major way FIT staff work with families. The number and intensity of these visits varies but generally involves 1-3 visits weekly when they are first enrolled.
3. Conferences occur regularly as the FIT staff and parents are monitoring the needs of the children in the family. As placements in Head Start classrooms, childcare, or other services occur, conferencing with all parties is part of the transition plan.
4. Screening is completed with the first days of enrollment and follow-ups are coordinated by FIT staff and service area managers. Should concerns emerge, FIT staff coordinate next steps
5. Parent/ Family events are held frequently and developed with FIT families to meet their needs and goals. Literacy Day at the public library is held weekly and includes attending storytime for infants and toddlers and preschoolers, a parent check-in with FIT staff, announcements, calendar reminders, etc. In addition, weekly fitness walks have emerged as a stable part of the FIT calendar. Other events or opportunities to meet as a group include a once a month parent meeting which is attended by our mental health consultant, Zoo trips, The Depot, Children's Museum, etc.
6. FIT staff work with parents intensely, building relationships that support their ability to work together as parent or child issues arise and to continue to deepen the work on Family Partnerships which began at recruitment. Further advocacy may revolve around housing and other basic needs, health care, violence, personal safety, addiction, employment and education. Coordination with multiple service providers involved with each family insures collaboration and avoids duplication of services.
7. FIT staff work with parents to insure their children are up to date with immunizations, medical and dental care and to establish a medical home including finding access to medical insurance coverage. Parental wellness is supported by weekly wellness walks and the establishment of a positive peer culture focused on wellness as a goal for many FIT parents.

If requesting a waiver from federal HS/EHS requirements in order to implement this variation, what are those requirements and why is a waiver needed? What alternative will be used to meet the intent of each requirement?

We request a waiver for the strict 1.5 hour weekly home visit. In order to meet the immediate needs of women and their children in the battered women's shelter, or the needs of families in other homeless shelters, we find that it is preferable to meet more than once a week, especially in the beginning. Our FIT teacher may spend several hours with parent and child during the first two or three weeks that families are housed in a shelter. One visit is more child-focused and lasts a minimum of one hour; the other visit(s) are family need focused and last as long as they need to. Thus, we most often split up a traditional Head Start home visit into two or more. As families begin to stabilize, we may back off so that parents can complete the requirements for securing permanent housing, reclaiming ID cards, securing orders for protection, etc. Further, we request a waiver from the requirement for Early Head Start's full year programming. We are unable to provide full year programming at this time due to budget constraints.

Are you requesting an exemption from maintaining full enrollment to serve a high-risk population as allowed by M.S. 119A.52(c)?  
No.

What is the capacity of the program and community to successfully implement the variation? What existing resources, experience and partnerships are being used?

Duluth Head Start has gradually developed a wide circle of community partners both formal and informal. FIT staff is supported by the Head Start Director and Management Team with weekly meetings aimed at addressing the unique and continual challenges we face working with this most vulnerable population. Our FIT Advisory Committee serves as support to Head Start as well the sitting members in meeting the needs of families experiencing homelessness. Our recent addition of mental health consultation further enhance our ability to stay clear and focused on the complexities of the needs of the families while helping the staff maintain professional supportive relationships with families. We believe our focus on relationship building is the cornerstone of the work we do in this innovative variation.

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Part 2: Program Design, State Budget Plan, Projected Monthly Expenditures and Budget Certification

Section 7: PROGRAM FUNDING AND ENROLLMENT SUMMARY		Agency Name:		ISD 709 DULUTH HEAD START		
		Funding Amount	Funded Enrollment		Per Child Rate	
			Age 0-2	Age 3-4		
<b>FEDERAL FUNDING</b> including Base and T&TA Accounts (Do <u>not</u> include ARRA or other one-time funding.)						
Federal award start date (specify the month):		August				
Regular Head Start		\$ 1,863,426		270	\$ 6,902	
Early Head Start		\$ -	0		\$ 11,069	State Ave.
<b>STATE HEAD START FUNDING</b>						
Regular Head Start					\$ -	0
Early Head Start					\$ -	0
Innovative Variation #1: (Specify variation name)	Childcare Collaborative	\$ 337,848	23	21	\$ 7,678	
Innovative Variation #2: (Specify variation name)	Families in Transition	\$ 112,616	14	6	\$ 5,631	
<b>STATE HEAD START TOTALS</b>		<b>\$ 450,464</b>	<b>37</b>	<b>27</b>	<b>64</b>	State FE
State funds used as non-federal share for federal HS/EHS award		\$ -				
<b>ADDITIONAL NON-FEDERAL HEAD START FUNDING</b> to enroll and serve more eligible children in compliance with HS/EHS Performance Standards. (Specify each source, funding amount and additional funded enrollment)						
<b>TOTAL FROM ALL SOURCES</b>		<b>\$ 2,313,890</b>	<b>37</b>	<b>297</b>	<b>334</b>	Total FE

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Section 8: PROGRAM DESIGN LOCATIONS							Agency Name:		ISD 709 DULUTH HEAD START						
INSTRUCTIONS: List each program option and schedule at a location on a separate row. Include all funded enrollment regardless of funding source. Group schedules at the same location in succession. To add more locations and schedules, select a cell (but not in the first row) and insert a row. The program schedule number and option must correspond with the Program Design Schedules. Funded enrollment totals must match totals in other sections. [M.S. 119A.535(2)-(3)]															
Mixed(M), Federal (F) or State(S) Funded	LOCATION NAME, CITY (If services are provided through a partnership and the partner is not identified in the location name, please identify the partner in parenthesis.)	Medically Underserved Area (X)	COUNTY	SERVICE AREA Identify the name of each school district or portion of the school district (instead of or in addition to the school district number) served by the location and schedule.	Program Schedule Number	PROGRAM OPTION (CB, HB, Combo, FCC, CCC)	Start Date (00/00)	End Date (00/00)	Number of Classes / Groups	EHS (0-2) Funded Enr.	REG.HS (3-4) Funded Enr.	Number of children who will receive 8+ hours of care at this location.	Full-day services at one location in partnership with another provider (Y/N)	Child Care Assistance used (Y/N)	CCAP payment allowed for all service hours (Y/N)
F	BARNES EARLY CHILDHOOD CENTER	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-CENTRAL DULUTH	1	CB	9/21	6/7	2	0	30	0	N	N	N
F	LINCOLN PARK ELEMENTARY	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-WEST DULUTH	1	CB	9/21	6/7	4	0	60	0	N	N	N
F	LAURA MACARTHUR ELEMENTARY	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-WEST DULUTH	1	CB	9/21	6/7	4	0	60	0	N	N	N
F	NETTLETON ELEMENTARY	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-EAST DULUTH	1	CB	9/21	6/7	6	0	90	0	N	N	N
F	STOWE ELEMENTARY	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-WEST DULUTH	1	CB	9/21	6/7	2	0	30	0	N	N	N
S	YWCA CHILDCARE-DOWNTOWN	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-CENTRAL DULUTH	2	CCC	9/21	6/7	3	11	10	21	Y	Y	N
S	YWCA CHILDCARE-SPIRIT VALLEY	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-WEST DULUTH	2	CCC	9/21	6/7	3	12	11	23	Y	Y	N
S	FAMILIES IN TRANSITION	N	ST LOUIS	DULUTH PUBLIC SCHOOLS-CITY WIDE	3	HB	9/21	6/7	2	14	6	0	N	N	N
<b>TOTALS:</b>									<b>26</b>	<b>37</b>	<b>297</b>	<b>44</b>			

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Section 9: PROGRAM DESIGN SCHEDULES				Agency Name:		ISD 709 DULUTH HEAD START					
<p>INSTRUCTIONS: Use one column to identify each program option and schedule operated in program locations. Include all funded enrollment regardless of source. An identical program schedule used at different locations with the same age group and funding should be combined in one column. Use separate columns for differences in any items such as funding, age group, hours per day, etc. To add more schedules/columns, select a cell in the last column before the totals and insert columns as needed. Number all schedules in sequence. Identify only those services which HS/EHS funds (in full or part). The schedules must correspond with Program Design Locations. The total funded enrollment and total classes, groups, etc. must equal those identified in Program Design Locations. [M.S. 119A. 53; 119A.535(2)-(3)]</p>											
Program Schedule Number	1	2	3	4	5	6	7	8			TOTALS
Funding: Mixed (M), Federal (F) or State (S)	F	S	S								
Innovative Variation Number (if applicable)	N/A	1	2								
Age Group: Reg.HS, EHS or 0-5	3-4	0-4	0-4								
Program Option: CB, HB, Combo, FCC, CCC, etc.	CB	CCC	HB FIT								
Funded Enrollment	270	44	20							334	
Number of classes, HB groups or family child care homes	18	6	2							26	
Double session - a.m. and p.m. (Yes/No) – CB option only	YES	NO	NO								
No. of class hours per day inc. FCC or HB socializations	3.5	3.5	1.0								
No. of class days per week not applicable to HB option	4	5	N/A								
No. of class days per year inc. HB socializations	128	128	38								
No. of home visits per year	2	2	38-76								
<p><b>Clarifications (if needed):</b>                      In schedule 3, the number of home visits for the Families in Transition (FIT) variation can vary and range from 38-which is 1 per week to 76 which is 2 home visits per week depending on the needs of the family and the goals they are working on with the Head Start staff.</p>											

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Section 10: STATE BUDGET PLAN		Agency:	ISD 709 DULUTH HEAD START			
<p>INSTRUCTIONS: Enter budget items for <b>State Head Start funds only</b>. Use a separate column for each proposed state-funded program model listed in the Program Funding and Enrollment Summary. Provide the justification or basis for each proposed use of funds including calculations for major costs such as personnel. Round all costs to whole numbers. To add more line items in a cost category, select a cell under a cost category (but not in the first line) and insert rows as needed.</p>						
Line Item	Justification and Calculations	Regular Head Start	Early Head Start	Innovative Variation #1	Innovative Variation #2	
<p><b>Salary and Fringe:</b> Indicate the number of staff paid with state funds by position, the hours to be worked, the estimated hourly/yearly rates, and what portion of their time is paid with state funds. Identify the taxes and benefits for staff paid with state funds and the rates that apply for each.</p>						
Salary (Examples)	1 Head Start Director: $\$55,120 \times 18\% = \$9,922$ 2 Teachers x 36 hrs wk x 42 wks x \$15.25 avg. x 12% = \$5,534 1 EHS Teacher x 36 hrs wk @ 52 wks x 15.70 = \$29,390	3,274 5,534	6,648 29,390			
Fringe (Example)	Social Security/Medicare: $\$68,460 \times 7.65\% = \$5,237$ Health Insurance: 1.6 FTE x \$10,500 = \$16,800	1,728 5,544	3,509 11,256			
Salary	FULL TIME EQUIVALENCIES ARE BASED ON UNION NEGOTIATED CONTRACT. ALL SALARIES REFLECT NEOGTIATED CONTRACT INCREASE OF 1%					
	1 HEAD START DIRECTOR: 8 HRS/WK @ 42 WKS X 42.35= 14230			10,673	3,558	
	1 HEALTH COORDINATOR: 5.8 HRS/WK @ 38 WKS X 40.77= 8986			6,740	2,247	
	1 EDUCATION COORDINATOR: 8 HRS/WK @ 38 WKS X 41.53 + 340 (LONGEVITY)=12,943			9,725	3,242	
	1 DISABILITIES COORDINATOR: 8HRS/WK @ 38 WKS X 30.92 = 9399			7,049	2,350	
	1 ERSEAT COORDINATOR: 8 HRS/WK @ 38 WKS X 41.53 = 12626			9,470	3,157	
	EXECUTIVE AA CLERICAL: 8 HRS/WK @ 43 WKS X18.28 + 41.28 (LONGEVITY) = 6,177, CLERICAL LEVEL C : 5 HRS/WK @ 43 WKS X 16.40=6068			9,298	3,099	
	HRLY CLERICAL 5.6 HRS/WK @ 38 WKS X 9.00 = 1,1915			1,437	479	
	2 CHILDCARE TEACHERS:80 HRS/WK @ 38 WKS X 35.45 (AVG) = 107,778			80,834	26,945	
	1.5 FAMILIES IN TRANSITION: 60 HRS/WK @ 38 WKS X 35.20 (AVG) =86402			64,802	21,601	
	CHILDCARE FOR FAMILIES IN TRANSITION ACTIVITIES , SUMMER STIPENDS: 80 HRS 1 FIT, 80 HRS 1 CHILDCARE, 40 HRS 1 DIRECT, 40 HRS 1 CLERICAL			5,010	3,521	
Fringe	FICA, WORKERS COMP, UNEMPLOYMENT, SEVERENCE =36345			27,259	9,086	
	HEALTH INSURANCE: RETIREMENT, LIFE INS, DENTAL INS, ETC=87660			65,745	21,915	
<b>SALARY AND FRINGE TOTALS</b>		<b>0</b>	<b>0</b>	<b>298,042</b>	<b>101,200</b>	<b>399,242</b>



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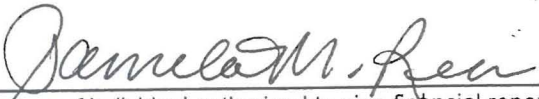
<b>Contracted Services:</b> Indicate the purpose (such as contracted child transportation, health services, meal/nutrition services, family child care agreements, training agreements, etc.), the projected rate, any travel expenses and, if known, the service provider.					
<i>Example</i>	<i>ABC Dental, Dental Exams and follow-up: \$7500 x 18% = \$1,350</i>	1,350			
	MENTAL HEALTH 2 HRS/WKX 38 WKS @ \$57.=4332			3,249	1,083
	CHILDCARE COLLABORATION-YWCA-DOWNTOWN AND SPIRIT VALLEY			11,223	
	PAYER OF LAST RESORT, FIRST AID/CPR, ETC			2,100	700
<b>CONTRACTED SERVICES TOTALS</b>		<b>0</b>	<b>0</b>	<b>16,572</b>	<b>1,783</b>
<b>Staff Development:</b> Identify projected costs associated with program staff receiving in-state training through courses, conferences or workshops.					
<i>Example</i>	<i>Conference – 3 staff x \$100 reg. x 18%</i>		54		
<b>STAFF DEVELOPMENT TOTALS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Travel / Transportation:</b> Identify projected costs for child transportation operated by the program, staff travel reimbursement, vehicle gas and maintenance, etc. Any out-of-state travel requires specific prior approval and must identify the description of activity, projected number of staff, anticipated travel dates if known, and projected costs.					
<i>Example</i>	<i>Staff travel on home based visits 2000 miles @ .505</i>	606	404		
	CONFERENCES, LODGING, MEALS= 1000; MILEAGE 1500			2,250	750
<b>TRAVEL / TRANSPORTATION TOTALS</b>		<b>0</b>	<b>0</b>	<b>2,250</b>	<b>750</b>
<b>Equipment:</b> Identify items with an acquisition cost of \$5,000 or more and a useful life of at least one year. (Must have prior approval from MDE)					
<b>EQUIPMENT TOTALS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Office Expenses:</b> Identify operating costs such as rent, utilities, phone, internet, postage, copying, office supplies, etc. Provide monthly rates whenever possible.					
<i>Example</i>	<i>Rent and Utilities: 4 sites @ avg. \$897.50/mo. x 10 months x 19%</i>	5,116	1,705		
	PHONES 1498; POSTAGE 100; PRINTING 600; GENERAL SUPPLIES 1500; COPY MACHINE MAINTENANCE 251			2,963	986
<b>OFFICE EXPENSES TOTALS</b>		<b>0</b>	<b>0</b>	<b>2,963</b>	<b>986</b>
<b>Program Expenses:</b> Identify service delivery costs such as curriculum materials and supplies, parent activities, etc.					
	CURRIUCLUM MATERIALS/SUPPLIES			4,875	1,625

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	INSURANCE			169	56	
	CONTRACT TRANSPORTATION-PARENT MEETINGS, APPOINTMENTS, ETC			1,875	625	
	FIELD TRIP ADMISSIONS			188	62	
	MHSA MEMBERSHIP DUES			1,875	625	
	<b>PROGRAM EXPENSES TOTALS</b>	<b>0</b>	<b>0</b>	<b>8,982</b>	<b>2,993</b>	<b>11,975</b>
<b>Other Expenses:</b> Identify miscellaneous costs not associated with the above categories.						
<b>Indirect Cost</b>	Approved rate (3.2%), if school district or tribal agency: 13942			10,457	3,486	
	<b>OTHER EXPENSES TOTALS</b>	<b>0</b>	<b>0</b>	<b>10,457</b>	<b>3,486</b>	<b>13,943</b>
	<b>STATE BUDGET TOTALS</b>	<b>0</b>	<b>0</b>	<b>339,266</b>	<b>111,198</b>	<b>\$ 450,464</b>

\$0

<b>Section 11: PROJECTED MONTHLY EXPENDITURES</b>		Agency: <b>ISD 709 DULUTH HEAD START</b>
<p>INSTRUCTIONS: Indicate the State Head Start share of projected monthly expenditures. Consider prior state and federal financial reports, number of payrolls in a month and significant budget changes.</p>		
<b>July</b>		<p><b>Financial Reporting Schedule:</b>                      Indicate your intended financial reporting cycle:</p> <p><b>Monthly</b> (by the 15th of each month): <input type="checkbox"/></p> <p><b>Quarterly</b> (by 15th of Oct., Jan., April, July) <input checked="" type="checkbox"/></p> <p>All final reports must be submitted within 45 days of the end of the fiscal year.</p>
<b>August</b>		
<b>September</b>	\$ 35,000	
<b>October</b>		
<b>November</b>		
<b>December</b>	\$ 115,000	
<b>January</b>		
<b>February</b>		
<b>March</b>	\$ 100,000	
<b>April</b>		
<b>May</b>		
<b>June</b>	\$ 200,464	
<b>TOTAL</b>	\$ 450,464	

<b>Section 12: CERTIFICATION OF STATE BUDGET PLAN AND PROJECTED EXPENDITURES</b>	
<p>This is to certify that I have prepared and/or reviewed the budget plan and projected expenditures being submitted. All costs included in the proposal are allowable and allocable to Federal and State funding awards on the basis of a beneficial or causal relationship in accordance with applicable requirements including OMB circulars. Similar types of costs have been applied consistently and, if an indirect cost has been applied, the same costs have not also been claimed as direct costs.</p>	
<p>I declare that the above statement is true and correct.</p>	
	<p>2-17-11</p>
<p>Signature of individual authorized to sign financial reports</p>	<p>Date</p>
<p>Position Title: <u>DIRECTOR</u></p>	