

September 15, 2015

Mr. Joe Everett
Program Director
Ordean Foundation
424 West Superior Street
Duluth, MN 55802

Subject: 2015-16 Funding for the Habitat Teen Parent Collaborative

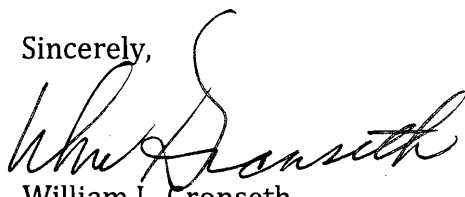
Dear Mr. Everett,

Attached is the Minnesota Common Grant Application requesting continued funding for the Habitat Teen Parent Collaborative for the 2015-16 school year. The Collaborative provides comprehensive services to pregnant and parenting teens and their children in the Duluth Public Schools by consolidating medical and mental health, social service and educational support, to the target population. Essentia Corporate Contributions also financially supports a nurse practitioner to staff Habitat Health Services, the school based clinic for pregnant and parenting teens and their children.

While education is a hugely important social determinant, we recognize that cognitive learning occurs successfully only if it's scaffolded on top of positive social-emotional development. With your ongoing support, Habitat continues to explore new collaborative opportunities in the larger community and works to incorporate into the program the findings reflected in leading research on infant mental health, attachment, and brain development.

Questions concerning this application should be directed to Deidre Quinlan at Habitat at 336-8700 ex 2015 or 591-4475. Thank you in advance for your consideration.

Sincerely,



William L. Gronseth
Superintendent of Schools

WLG/skt

Minnesota Common Grant Application Form

Date of application: September 15, 2015 Application submitted to: Ordean Foundation

Organization Information

Habitat Program

<i>Name of organization</i>		<i>Legal name, if different</i>	
215 North First Avenue East		Duluth, MN 55802	
<i>Address</i>		<i>City, State, Zip</i>	
218.336.8700 x 2028		218.336-8840	
<i>Phone</i>		<i>Fax</i>	
William Gronseth		Superintendent, Duluth Public Schools	
<i>Name of top paid staff</i>		<i>Title</i>	<i>Phone</i>
Deidre Quinlan, MSW, LICSW		Teen Parent Specialist	218.336-8700 x 2015
<i>Name of contact person regarding this application</i>		<i>Title</i>	<i>Phone</i>
Is your organization an IRS 501(c)(3) not-for-profit?			Yes <input checked="" type="checkbox"/> No
If no, is your organization a public agency/unit of government?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If no, check with funder for details on using fiscal agents, and list name and address of fiscal agent:			
Duluth ISD #709		41-6003776	
Historic Old Central High School 215N First Ave East, Duluth, MN 55802		<i>Fiscal agent's EIN number</i>	

Proposal Information

Please give a 2-3 sentence summary of request:
This is a request for funding for continued support services for pregnant and parenting students and their children in the district to be provided in partnership with community stakeholders. Our overall goal is to build protective factors through participation of parent and child in Habitat both on site and in community settings.

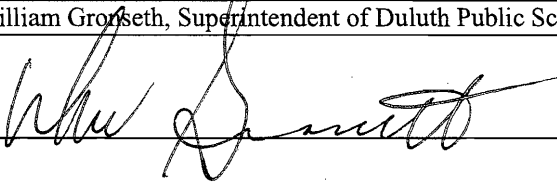
Population served: Pregnant and parenting teens and their children		Geographic area served: Duluth ISD #709 & surrounding areas.	
Funds are being requested for (check one) <i>Note: Please be sure funder provides the type of support you are requesting.</i>			
<input checked="" type="checkbox"/>	General operating support	<input type="checkbox"/>	Start-up costs
<input type="checkbox"/>	Project/program support	<input type="checkbox"/>	Technical assistance
<input type="checkbox"/>		<input type="checkbox"/>	Capital
<input type="checkbox"/>		<input type="checkbox"/>	Other (list)
Project dates (if applicable):	September 1, 2015 – August 31, 2016	Fiscal year end:	June 30

Budget

Dollar amount requested:	\$ 40,000
Total annual organization budget:	\$ 146,494
Total project budget (for support other than general operating):	\$ 40,000

Authorization

Name and title of top paid staff or board chair: William Gronseth, Superintendent of Duluth Public Schools

Signature: 

PROPOSAL NARRATIVE

I. Organizational Information

Brief summary of organization history, including the date your organization was established, mission and goals, current programs, relationship with other programs

The Habitat Program was established in 1982 through a community grant/school District partnership to serve pregnant and parenting students and their children in the Duluth Public Schools. Services include parent education, a school based health care clinic, advocacy, tutoring, counseling and social support services. Child care is also available for eligible families through a community partner. Almost half of our program participants represent communities of color, and all of the families in our program qualify for free and reduced lunch and are Title 1 eligible.

One of the primary goals of Habitat is to build the parenting capacity of the participants. We recognize that many of the young parents served in our program have limited parenting skills because of their problematic history, not simply because they are adolescents. Research shows that adverse early childhood experiences can negatively impact outcomes in later life. Abuse and neglect, trauma, and parental substance abuse all negatively shape the adolescent psyche, behavior, and health, all culminating with a feeling of “disconnection” and a view that there are few positive connections to society. These are the teens who drop out of school; are involved in the juvenile justice, child welfare, substance use or mental health systems; are runaways or homeless; and who eventually become teen parents. Parenting cannot be taught to this population in a traditional classroom setting. Instead, adults mentors are needed to form healthy relationships, model effective parenting skills, and offer social and emotional support for both the parent and baby.

A second goal of Habitat is to increase high school completion rates for parenting teens. Higher parental educational attainment is linked to improved cognitive and behavioral outcomes among children and may work to reduce intergenerational cycles of disadvantage. Studies show that more than 80% of teen mothers who do not attend high school with their peers will not receive a high school diploma. Chances are that teen pregnancy derailed the parents’ education and life plans. In other cases the parents were already disconnected from the educational system. Supports such as adult mentors and parent education are important in order to break what could become a cycle of adverse outcomes for both parent and child. Indeed, teenage childbearing perpetuates the liability of poverty on both the mother and the child. The same set of socioeconomic factors that puts teenagers at risk of childbearing also contributes to the reality that teen parents continue to raise their children in poverty. However, more than 84% of Habitat participants complete high school (UMD statistics). Teen mothers are also more likely to end up on welfare – an estimated 80% of unmarried teen mothers rely on welfare at least some time in their lives. High school graduation greatly reduces the likelihood of the parents (and subsequent generations) becoming dependent on the welfare system.

The third and final goal of Habitat is to reduce additional unintended pregnancies. Nationally, twenty five percent of teen mothers will have a second child within two years of their first. Research shows that few programs have been able to effectively assist adolescent mothers to delay a subsequent pregnancy. Those that have been successful, like Habitat, provide intensive counseling services and on-site support with reproductive

health care. More than 95% of Habitat graduates have chosen to delay a second pregnancy until after completion of high school.

Your organization's relationship with other organizations working with similar missions. What is your organization's role to these organizations?

Habitat also coordinates with a network of community partners to create the Teen Parent Collaborative, a safety net of services for young parents and their children. All of these services exist autonomously in our community, and Habitat offers a central location where multiple services and clients intersect. These on-site partners include YWCA of Duluth, St. Louis County Social Services, Early Childhood/Family Education (ECFE), Early Childhood Special Education (ECSE), UMD Dept. of Social Work, UMD School of Medicine, UMD Speech/Pathology Department, UMD Early Childhood Education, and St. Louis Co Public Health. Habitat has been able to build and sustain these collaborative partnerships with funding from the Ordean Foundation.

UMD has been a strong collaborative partner over the years. UMD speech pathology graduate students facilitated the Interact Program, an interactive model designed to encourage language growth and communication between moms and babies. Supervised by American Speech Language Hearing Association certified speech language pathologists, UMD Speech/Pathology graduate students facilitated small group discussion, demonstrations, parent-child play times, and individualized sessions. Through these shared experiences, graduate students helped parents gain support and practical ideas for parenting children experiencing speech delays and encouraged language growth and communication between moms and babies.

In addition, UMD social work graduate students use Habitat for practicum experience. One student implemented a videotaping curriculum called Seeing is Believing© with a teen parent whose child is in the foster care system. Through guided self observation, this young parent was encouraged to build on parenting strengths in the context of a supportive, nurturing relationship with a UMD graduate student. Habitat has used Seeing is Believing© with young parents in the past in a partnership with UMD Early Childhood undergraduate students.

As Habitat evolves and grows, we continue to move our program in new directions that support evidence based research and best practice within the context of the community based collaborative. We are also working to build capacity in our community. We ask for your continued support in these efforts.

Number of Board members (please see attachment), full time paid staff, part time paid staff and volunteers (please see attachment)

Through the District, Habitat employs 1 position: The Clinical Social Worker (.3 FTE district funded, .3 FTE grant funded). This is a significant reduction from past years since the closure of the school sponsored childcare center and loss of funding for a classroom teacher.

In addition, our collaborative efforts bring together those agencies in the community who provide services specific to this population. Private programs, individual providers, and public agencies that work with adolescent parents and their children have a vehicle through which to come together and partner to meet the diverse needs of these families.

II. PURPOSE OF THE GRANT

Opportunities, challenges, and issues or needs currently facing your organization.

Almost half of all poor children in this nation are born to an adolescent parent; this population of children is at high risk for poor health and poor developmental outcomes. Children of teen mothers bear the greatest burden of teen pregnancy and childbearing, and are at significantly increased risk for a number of economic, social and health problems. These children are more likely to be born prematurely and at a low birth weight, have an increased risk of cognitive and developmental delays, pre-maturity, poverty, growing up in a single parent family, welfare dependency, poor school performance, insufficient health care, inadequate parenting, and suffer higher rates of abuse and neglect than would occur if their mothers delayed childbearing.

Being an adolescent parent does not in and of itself equal poor family outcomes. But for the adolescent faced with domestic violence, homelessness, physical and emotional abuse, school failure, mental illness, alcohol and drug abuse, and/or poverty, having a baby becomes a manifestation of these other contributing factors. The combination of these environmental stressors and/or maladaptive behaviors can have dire consequences on the development of the children of teen parents.

To ensure that these high risk children have an opportunity to achieve appropriate health and developmental outcomes, school readiness, and ultimate success in life, these young families need access to comprehensive support services for both the parent and the child. Effective services include health care, quality child care, mental health care, parenting education, social services, and case management.

The Habitat program, with support from both the Duluth Public Schools and community stakeholders, has provided many of these essential services for more than 30 years. During this time, we have seen our population change. Historically we have served young parents for whom adolescent parenting is an adaptive life course, meaning they were doing well and were side tracked for a period of time because of an unplanned pregnancy; they typically pulled their resources together and moved on. In recent years, our population has shifted significantly to represent young mothers for whom the pregnancy has been a manifestation of broader involvement in maladaptive behaviors and problematic relationships (i.e., mental illness, crime, domestic violence, school failure, poverty, homelessness). For the children of teen mothers who have a history of behavior and relationship concerns, there is particular risk to the children for emotional and behavioral problems. These young families need intervention services that focus on both the young mothers' needs and the building of a secure and stable relationship between the mother and the infant (the dyad).

The District offers classroom space, transportation, school credit for class participation, and district staff support (Teen Parent Specialist). The YWCA Early Childhood Center offers childcare to the children of Habitat participants. This partnership is a change from years past when childcare was provided by the school district. Historically, almost all of Habitat participants relied on Habitat for childcare. But at the YWCA, childcare spots are a limited resource since they are available not only for Habitat babies but for the community as well. As a result, there were only nine Habitat babies enrolled at the YWCA. The majority of the parents who participated in Habitat this past year used other resources for childcare (family members, home child care, partners, etc.).

During the 2014 school year, there were 76 students who self identified as a pregnant and/or parenting student. More than 90% of these students were enrolled in a non-traditional model of school. A total of 27 parents (and babies) received school based health services. All of the pregnant students who had regular contact (n=6) with staff through participation in the group went full term in their pregnancies. All of the students on track to graduate during the 2015 school year met their goal and graduated. All of the

children enrolled in Habitat showed improved rates of immunizations and scheduled physical examinations compared to national averages.

As in the past, the school district will continue to offer the support services through Habitat to full time seat based students including help with enrollment in the YWCA Early Childhood Center, transportation, advocacy, crisis intervention, and health services. Students will also be able to earn elective credit by participating in independent study coursework with the Habitat Teen Parent Specialist. But providing services to the seat based population only addresses the need of about 44% of the students enrolled in the school district. This year, in an attempt to reach out to independent study students, the Teen Parent Specialist will continue to offer services to adolescent parents in the community on site at the YWCA Spirit Valley Young Mother's Program and at the new Steve O'Neil Apartments.

With funding from the Ordean Foundation, we offered a psychoeducational group at the YWCA Young Mother's Program and a Circle of Security group to young parents at Steve O'Neill Apartments. The weekly psychoeducational group incorporated developmental theory, object relations, and neurobiology into an integrated model delivered through the lens of the Circle of Security®. The Circle of Security (COS) is a parent reflection program designed to shift patterns of care giving interactions in high-risk parent-child dyads to a more appropriate developmental pathway. Parents learn to increase their sensitivity and appropriate responsiveness to the child's signals; to increase their ability to reflect on their own and the child's behavior, thoughts and feelings; and to reflect on experiences in their own childhood that affect their current care giving patterns. The focus is always to learn how to use the Circle to think about the relationship.

The weekly psychoeducation groups at YWCA Young Mother's Program included parents and babies and were led by the Teen Parent Specialist with support from on-site staff. Mentoring has been shown to have positive effects on teen mothers and proves to be more effective than traditional therapy. Adult mentors can teach parenting skills and offer emotional support as needed. Each week, parents participated in a weekly group, and then were reunited with their babies for an evening meal and play time together. Interactions between parent and baby were videotaped and then edited for teachable Circle moments, that were then shared during the following week's group.

Circle of Security groups will continue this year at Steve O'Neill Apartments to young parents. On site staff continue to be key players in integrating new learning, but also need support in learning the model. This happens in weekly reflection meetings with the Circle of Security Reflective Consultant (Deidre Quinlan). This year, each Job Coach will identify two parents to refer to the Circle of Security parent weekly group. The Job Coaches will also be supported in weekly reflection groups where they will practice using the Circle of Security to bring meaning to observed behavior of both parent and child. In this way they can feel supported as they work to support the learning by parents of the protocol. In weekly meetings, the Job Coach will provide opportunities to reflect with parents on Circle moments with their children and to help them understand the meaning of their child's behavior. This model supports the integration of learning into daily interactions.

Another community partner is Essentia, who funds a school based clinic that provides health services to Habitat participants. Essentia Corporate Contributions financially supports this position. We recently received word that Essentia will once again provide funding for Habitat Health Services for the 2015-16 school year. Established in 1995, Habitat Health Services focuses on health promotion and risk reduction. The overall goal is to provide medical, mental health, and social support to parenting teens and their children to mitigate the potential negative health consequences of teen parenting and to raise overall quality of life. The clinic is staffed by a Nurse Practitioner who offers

preventive and urgent care, health maintenance, well child care, reproductive health, and health education.

In addition to the Circle of Security early intervention groups in the community, the Teen Parent Specialist (a clinical social worker) is available on site during the school day to provide counseling services, social and emotional support for both mothers and babies, and crisis intervention services. Young parents are also supported in accessing financial, medical, and housing assistance, mental health treatment, and other social, emotional, and parent support services. Over two thirds of the young parents in Habitat received mental health services during the past school year.

Once again, the St. Louis County Minor Parent Social Worker, Laura Brandt, will also be available onsite at Habitat. Any pregnancy that occurs before the age of 18 who receives government assistance works with the County Social Worker to comply with federal and state mandates. In addition, the St. Louis County Nurse Family Partnership public health nurse offers a group once a week on site at Habitat using the PIPE Curriculum (Partners in Parenting Education). This program targets young women who are having their first baby. The nurse visits begin during pregnancy and continue until the baby reaches two years of age. Benefits of home visits are both supportive and educational.

Overall goal of the organization

Our overall goal over the next year is to build on three protective factors through participation of parent and child in Habitat weekly Circle of Security classes and weekly play groups. The first protective factor is to strengthen the parent/child relationship. An adolescent mother's attentiveness to her infant is fostered when she is neither coerced into nor excluded from caring for her child. Responsive caregiving is anchored in relationships of trust and respect that foster a sense of self worth, acceptance, responsibility, and power to act on behalf of one's child.

Secondly, to demonstrate "good enough" knowledge in the parent of each child's developmental needs. Adolescent mothers are less knowledgeable about child development than are adult mothers. They generally underestimate social, cognitive, and language functioning and overestimate the attainment of developmental milestones. These young mothers are generally aware of the order of developmental abilities, but are less aware of the timing (age onset) of abilities. Also, adolescent mothers are better at estimating first year abilities than estimating second and third year abilities. In general, their knowledge of cognitive, language, and motor development is significantly stronger than their knowledge about play and social development.

The third protective factor is to build the reflective functioning capacity of the parent. We do not learn from our experience, we learn from standing back and reflecting on our experience. The Circle teaches parents to reflect on their experience by utilizing video review and reflective dialogue. When we first engage parents in reflecting on their experience (or the experience of their children) it is not unusual for them to reply, "I've never thought about that before." Because video review is, by its very nature, reflective, the weekly utilization of increasingly specified review supports and enhances the parents' competence for reflective functioning. As the parent group continues, we hope to see an increase in their capacity for reflection. Current attachment research shows a direct correlation between a caregiver's capacity for reflective functioning and the security of her/his children.

Objectives or ways in which you will meet the goals, activities and who will carry out these activities; time frame in which this will take place.

Please refer to the following work plan spreadsheet.

GOAL: The goal over the next year is to activate three protective factors in adolescent parents and children through participation in Habitat weekly Circle of Security groups and weekly community groups: 1) strengthen parent/child relationship, 2) Demonstrate 'good enough' knowledge; and 3) build the reflective functioning capacity of the parent.

OBJECTIVE(S)	No. of Participants	Activity	Frequency	Start/End Date	Person Responsible
1. Provide space for school based clinic and support services to Essentia Nurse Practitioner on site at Habitat	Up to 80 infants/toddlers Up to 80 pregnant and parenting students	Provide necessary daily record keeping, keep inventory of clinic meds and supplies; maintain contact with primary care doctors, purchase necessary supplies, monitoring and scheduling of well baby exams, prenatal visit, and OB/GYN follow up care; transportation to medical appts	Two days a week throughout school year	Sept 15 June 16	Nurse Practitioner (Essentia funds) Teen Parent Specialist
2. Strengthen parent/child relationship	Up to 30 students (pregnant and parenting) and 30 infant/toddlers	Adult mentors can teach parenting skills and offer emotional support to pregnant and parenting teens. Provide case management and support implementation of clinical social work services including best practice models Seeing is Believing, Circle of Security, Interact Program	Twice weekly in groups and as needed throughout school year	Sept 15 June 16	Teen Parent Specialist Nurse Practitioner St Louis County Social Worker UMD students/partners Community Partners
3. Demonstrate "good enough" knowledge in each parent of child's developmental needs	Up to 30 students and up to 40 infants/toddlers	Provide parenting and child development curriculum during weekly groups that includes both parent and baby in the learning; utilize Morning Glory Press, Creative Curriculum, PIPE, Learning Games, PTIC and NCAST curriculums	Twice weekly in groups and as needed throughout school year	Sept 15 June 16	Teen Parent Specialist Community Partners
4. Build the reflective functioning capacity of each parent.	Up to 30 students and up to 30 infants/toddlers	Videotape interactions between parent and child and review in weekly parent groups through the lens of the Circle	Twice weekly in groups and as needed throughout school year	Sept 15 June 16	Teen Parent Specialist St. Louis County Social Worker Community Partners
5. Coordinate services with YWCA and Steve O'Neil Apartments as well as other community agencies; Maintain necessary record keeping, work with St. Louis County Minor Parent Social Worker; partner with St. Louis County Family Nurse Partnership (public health nurses)	Up to 80 students and up to 80 infants/toddlers	Coordinate service delivery and facilitate Circle of Security groups; facilitate enrollment of babies in YWCA childcare; help to facilitate county approval for child care reimbursement by providing necessary documentation; provide contact time for public health nurses and make referrals when appropriate	As needed throughout school year	Sept 15 Aug 16	Teen Parent Specialist St. Louis County Social Worker St. Louis County Public Health Nurses (Nurse Family Partnership) YWCA Steve O'Neil Apartments