

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 7, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. **CALL TO ORDER**

2. **ROLL CALL**

3. **AGENDA ITEMS**

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval

2) Resolutions

3) Other Action Items

B. Informational Items

1) Presentations

a. Office of Education Equity Achievement & Integration 2

b. Secondary Updates: Plans and Recommendations 36

c. Teachers on Call 49

d. FY25 Proposed Budget 60

e. ECFE 70

f. Check & Connect Update 86

g. Duluth Adult Education (DAE) Update 98

C. Other

4. **ADJOURN**

COW Agenda Cover Sheet

Meeting Date: May 7, 2024

Topic: Achievement and Integration Plan

Presenter(s): Nate Smith

Attachment (yes): There will be a PowerPoint presentation

Brief Summary of Presentation or Topic (no more than a few sentences): Presentation of program plan, implementation and strategies.

Office of Education Equity Achievement & Integration Plan

Nate Smith - Coordinator

What is the Achievement & Integration Program?

- This A&I program was established to:
 - Increase racial and economic integration
 - Reduce achievement disparities
 - Increase access to effective and diverse teachers
- 24-26 [Plan linked here](#)

How do districts get identified and receive revenue?

- **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
- **Adjoining:** District physically adjoins a racially isolated district.
- **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
- **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

What is a racially identifiable school?

- When the difference of enrolled protected students at a school is more than 20 percent when compared to the district's average for students in the same grade levels, the school with the higher percentage is considered a racially identifiable school (RIS).

**Districts that are racially isolated or have a racially identifiable school are required to be in the A&I program.*

What does the phrase “protected class students” refer to?

- When determining which districts are eligible for this program, protected class students means students who self-report as being in one of the race and ethnicity categories used by school districts and MDE to track student enrollment. These categories are African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, American Indian/Alaskan Native, and multi-racial.

Is Achievement and Integration revenue provided through a grant?

- Achievement and Integration revenue is not administered as a grant.
- It is a 70 percent aid, 30 percent levy appropriation.
- A&I aid payments are made to districts through the state's education IDEAS aid system.

How is A&I funding calculated?

$$\frac{\$350 \times \text{district's adjusted pupil units for the current year} \times \text{Ratio of district's enrollment of protected students (previous school year)}}{\text{Total Enrollment (previous school year)}}$$

What do districts need to spend funding on?

Strategies aligned with Minnesota Department of Education Achievement and Integration Program Goals:

- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers

Parameters for Achievement & Integration funding

- Alignment with Minnesota Department of Education Achievement and Integration goals
- Up to 80% Student Supports
- Up to 20% Professional Development
- Up to 10% Administrative Costs

A&I Plan Input

- Per state statute, the A / I plan developed through input from the community (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).
 - Community collaboration council
 - Education Equity Advisory Council
 - American Indian Parent Advisory Committee
 - Staff and families at Racially Identifiable School - Myers Wilkins Elementary School

Achievement & Integration

District Wide Strategies & Supports

- Coordinator & Administrative Assistant - Office of Education Equity
- 12 Integration Specialists
- Social Emotional Learning Specialist
- Family Engagement Programming
- Ojibwe Language Teacher & Coordinator
- Office of Education Equity Recruitment & Retention program
- Office of Education Equity Professional Development offerings

Strategy #1 - Integration Specialists

- Role and Responsibilities: Integral part of Duluth Public Schools' efforts in Cultural & Racial Integration, Increasing Graduation Rate, Academic Proficiency, and Family Engagement.
- Team Size: Twelve (12) full-time Integration Specialists to support elementary schools, middle schools, high schools, District Treatment Centers, Residential School sites, and Arrowhead Juvenile Center.
- Student Support: Each Specialist manages a roster of students, providing one-on-one check-ins (MTSS Tier 3) focusing on Attendance, Academics, Behavior, Goal Setting, and College/Career Readiness.
- Data-Driven Support: Develops student rosters based on assessment data (MCA, Benchmark), attendance rates, behavioral referrals, and staff/administrator input to reduce achievement disparities.
- Interventions and Enrichment: Conducts small group MTSS Tier 2 and 3 interventions focusing on Cultural and Racial Identity development, integrated learning sessions, and academic/behavioral support during intervention/enrichment periods.
- Family Engagement: Acts as a liaison between home and school, building intentional relationships with families/caregivers to support diverse family engagement based on site-specific needs.
- Programs and Initiatives: Provides culturally responsive after-school and in-school programs, supports college and career readiness, and develops Personal Learning Plans (PLPs) for each student.
- Cultural Learning Opportunities: Offers integrated cultural learning opportunities aligned with MTSS interventions/enrichments to promote increased racial and economic integration.
- Collaboration and Team Involvement: Participates in school leadership teams (e.g., Student Support Team, Continuous Improvement Team) and collaborates with students, families, and staff to facilitate the Family Engagement program.

Strategy #2 - Social Emotional Learning Specialist

- District-wide Programming and Supports: Contributes to developing culturally responsive resources and strategies for Social-Emotional Learning (SEL) across all grade levels, Ensures MTSS (Multi-Tiered System of Supports) interventions for Social-Emotional Behavior (SEB) are culturally responsive and tailored to individual student needs, Collaborates with community engagement initiatives and district committees focused on equity.
- Culturally Responsive Approach: Utilizes culturally responsive strategies, resources, and materials when working with students and staff & Provides Tier 1 SEL support for staff, coordinates co-located mental health services, and offers Mental Health Crisis support to students.
- Direct Supports to Schools: Primary support role at Lowell Elementary School, with additional support for other elementary schools as required, Embeds SEL opportunities in K-5 classrooms through consistent, meaningful learning activities, Offers short-term Tier 1 extension opportunities and Restorative Conflict Resolution as needed.
- MTSS and Team Collaboration: Leads Tier 1 activities within the school's MTSS Social Emotional Behavior Team, Provides guidance on Tier 2 SEB interventions and best practices, Partners with families and community providers to address attendance barriers for protected class students.
- Community Partnerships and Programs: Coaches the PBIS (Positive Behavior Interventions and Supports) Team and contributes to the school attendance team, Continues partnerships with community organizations to expand access to supportive services for families (e.g., Kid's Closet, Second Harvest Backpack Program).

Achievement & Integration Recruitment & Retention

Achievement & Integration Recruitment & Retention Program. Strategy #3

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

The focus of the Recruitment & Retention program is to assist in the racial diversification of our staff.

This will be done through the following strategies:

- The Office of Education Equity is currently working on identifying diverse staff through district wide self identification surveys to continue to develop and create Affinity groups, as well as share information/opportunities
- Affinity Group development and events/opportunities to discuss Climate dynamics and build a sense of community and networking for interested diverse staff within the district (currently staff of color and folks within the LGBTQIA+ community)
 - First one this year was on December 12, with 30 folks self identified and 17 participants
 - Second one was scheduled for Monday, March 25th but cancelled due to a snow day
 - Rescheduled to Monday, April 29th
 - 40 folks invited, who have self identified
- Provide Staff of Color with access to the Professional Development being offered each year
 - Information shared through affinity groups, Integration Specialist teams, American Indian Home school Liaisons, immersion teachers, and with teachers/staff as they have reached out to OEE
 - Hiring of the new professional development coordinator will support increased PD access for all staff

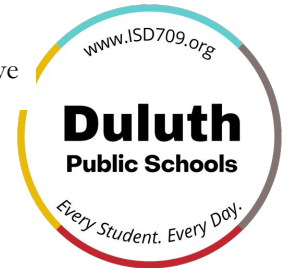


A&I - Recruitment & Retention - continued

Recruitment & Retention Program. Strategy #3

Continued

- Provide additional support and resources for Staff of Color throughout a year such as interracial conflict resolution
 - Case by case basis as staff reach out or get referred to the Office of Education Equity
- Offer Mentorship to interested Staff of Color
 - The plan is to identify interested participants and develop this program at upcoming Affinity group meetings
- Anti-bias training for Human Resource staff
 - Achievement Integration Goal of 90% of HR staff trained this year.
 - HR has reported that 100% of their staff has taken the 4 hours, self guided Kirwan Institute Implicit Bias Training ([LINKED HERE](#)) and received Implicit Bias Certifications
 - Goal is for the OEE to develop a Culturally Responsive Hiring Strategy training that HR staff can receive by the end of the 2023-2024 school year



A&I - Recruitment & Retention - continued

Recruitment & Retention Program. Strategy #3

Continued

- Continued the development of a “Racial Diversity Recruitment Team” that assists in job postings, serves on screening/interview teams, attends job fairs and sets up recruitment table at diverse community events, such as Juneteenth Celebration and area Powwows - Office of Education Equity will contract with individuals and/or offer compensation for current Staff of Color to serve on the team to ensure a diverse team.
 - There is currently 12 employees on the diverse screening/interview team.
 - There is a written directive for leaders to utilize this list for all hiring processes.
 - To date, the HR team has participated in five job fairs this school year attended by diverse candidates,.
 - The HR team is already scheduled to attend the Juneteenth Celebration with a job interest table..
- Staff using preferred name
 - HR has revised the badging process to allow for employees to use their preferred name and is working with the technology team to address preferred name related to email, computer logins, etc.



Other Equity R&R initiatives

- Applied for the Come Teach in Minnesota Grant
 - Teachers must immediately qualify for a Tier 2 or higher Minnesota license
 - Have moved to Minnesota from out of state
 - Belong to a racial or ethnic group that is underrepresented among teachers, compared to students in the district or school
 - Eligible employers may offer a hiring bonus up to \$5,000 for eligible teachers.
 - Additionally, if a teacher who received a hiring bonus successfully completes four years of service in the hiring district or charter school, that teacher can receive a retention bonus equal to their hiring bonus.
 - A teacher must have a Tier 3 or Tier 4 Minnesota teaching license to qualify for the second half of the bonus.
- Supported the district and HR department's application to Grow Your Own Grant by providing written narratives to identified questions
 - HR department facilitated the GYO application with limited support from OEE
 - Grant award notifications going out March, 2024
- HR Department, in partnership with CareerForce, applied for and received the Drive for Five grant.
 - Grant specifically intended for supporting individuals to work in educational services.
 - Focuses support for low-income households and BIPOC individuals.
 - Focuses on diversity, equity, inclusion and retention training of staff to increase the understanding of welcoming and retaining a diverse workforce.



Strategy #4 - Family Engagement

- Designed to bring together staff, parents, caregivers, students, and community
- Objectives:
 - Gain access to district, school, and classroom resources
 - Increase communication with school staff
 - Enhance staff understanding of cultural differences
 - Foster educational learning environments at home
- Support provided:
 - Food
 - Childcare
 - Transportation support to increase access and participation from all communities

Strategy #5 - Professional Development

- Primary PD program: SEED - Seeking Education Equity & Diversity - training - 24 hours covering:
 - indigeneity and two-spirit persons
 - Racism, classism, ageism
 - race and culture studies
 - ethnocentrism vs holism
 - monolingualism
 - English-first language and how to meet various language needs in schools
 - inequity and inequality in education
 - class and housing, socioeconomics
 - sexuality and gender studies;
 - sexism, phobias, transgenderism
 - allyship and creating a safe, welcoming space
 - students with physical disabilities and/or neurodivergence
 - religious discrimination
 - reflection on -isms and their systemic relevance within education
- Incentives:
 - CEUs, Substitutes, Stipends, and/or Lane Change Credits, Cultural Competency requirements
- Participants to integrate principles into instruction, grading practices, and/or curriculum
- Expected outcomes:
 - Increased culturally responsive teaching and learning
 - Reduction of achievement gaps in classrooms and schools

Strategy #6 - Middle & High School Ojibwe Language Teacher/Coordinator

- Provide in person instruction in Ojibwemowin 1 and 2 & 3 CITS courses at East & Denfeld
- Goal: Boost enrollment and retention, collaborate with Fond du Lac Tribal and Community College.
- Conduct weekly WIN Enrichment sessions around Ojibwe language and culture
- Facilitate integration of Ojibwe Language programming in our high schools by working with school counselors and staff to reduce stereotypes.
- Promote courses to increase enrollment (target: 18+ students per class)
- Collaborate with principals, administration for Ojibwe Language revitalization sign project
- Serve students in grades 6-12.

Achievement & Integration

Strategies & Supports for Racially Identifiable School (RIS)

Myers-Wilkins Elementary School

- Enrichment Coordinator & Young Scholars Program Facilitator
- Social Emotional Learning Specialist
- Integration Specialist (1 of the 12)
- 3 Reading Interventionists (1 at Lowell to support Equitable Enrollment/School Choice)
- 1 Math Interventionist
- 2 KG classroom assistants
- Intervention Materials
- Professional Development
- In school learning opportunities and field trips
- Afterschool and summer school programming
- 2 Ojibwe Immersion classroom assistants (At Lowell to support Equitable Enrollment/School Choice)

RIS Strategy #1 - Reading Interventionists

- Role: Skilled teacher specializing in reading and literacy interventions.
- Target Students: Grades Kindergarten to 5th identified in "Strategic" or "Intensive" ranges of MTSS (Tier 2).
- Methods:
 - a. Utilizes culturally responsive strategies and materials that validates students' cultural and racial identities.
 - b. Uses data-driven decision-making to collaborate with teachers and support staff.
- Goal: Improve academic proficiency in reading and literacy through targeted interventions.

RIS Strategy #2 - Ojibwe Immersion Classroom Assistant

- Responsibilities: Assist teachers and staff in implementing the Ojibwe Language Immersion curriculum, support the achievement and integration goals of the program.
- Program Objectives: Improve academic performance based on national research on language immersion programs, address integration needs by providing Ojibwe Immersion programming in Duluth Public Schools.
- Collaboration: Collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS) to implement the Ojibwe Immersion program. Aim to decrease racial and economic enrollment disparities at RIS.
- Equity Measures: Ensure equitable access to educational resources and programming.

RIS Strategy #3 - In school learning opportunities and field trips

- Hands-On Learning: Provide students with hands-on learning experiences aligned with the curriculum and community service learning opportunities. Trips to out-of-school learning centers and visits from representatives of these centers in classrooms.
- Family Engagement: Hold Family Nights to connect school learning with families. Aim to strengthen the connection between school content and student families.
- Cultural Validation: Utilize culturally responsive strategies and curricular materials to validate students' cultural and racial identities.
- Accessibility: All Family Nights will be free of charge. Transportation will be provided for families who require it to attend these events.

RIS Strategy #4 - After school and summer programming

- Program Objectives: Provide culturally responsive, safe, nurturing, and enriching experiences for students. Build academic, creative, and life skills among students.
- Organizers: Programs are organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with school principal and staff.
- Inclusivity: Ensure intentional efforts to include Protected Class students in cooperation with RIS and MWCSC staff. Participation rates of Protected Class students will reflect the percentage of enrolled students at RIS.
- Focus Areas: Programs align with school goals; Academics, Cultural and racial identity, School pride, Engagement, Opportunity

RIS Strategy #5 - Professional Development

- Purpose: Improve student achievement and enhance culturally responsive teaching.
- Offerings: Workshops, training, and resources for district staff.
- Focus Areas: Culturally Responsive Practices, Undoing Racism, Curriculum Development & Integration, Racial Identity Development.
- Incentives: CEUs, substitutes, stipends, and/or lane change credits for participants.
- Outcomes: Integration of strategies into instruction, grading practices, and curriculum.
- Impact: Increase in culturally responsive teaching and learning, leading to reduced achievement gaps among students.

RIS Strategy #6 - Math Interventionist

- Role: Skilled mathematics teacher specializing in interventions.
- Target Students: Grades Kindergarten to 5th identified in "Strategic" or "Intensive" ranges of MTSS (Tier 2).
- Methods:
 - a. Utilizes culturally responsive strategies and materials.
 - b. Validates students' cultural and racial identities.
 - c. Uses data-driven decision-making to collaborate with teachers and support staff.
- Goal: Improve academic proficiency in mathematics through targeted interventions.

RIS Strategy #7 - Social Emotional Learning Specialist (SEL)

- Role: Full-time Certified School Counselor or Social Worker focusing on Social Emotional Learning (SEL).
- Intervention Model: Provides tiered support aligned with MN MTSS intervention model. Offers Tier 1 small-group therapeutic counseling, push-in SEL opportunities, and Restorative Conflict Resolution supports.
- Approach: Utilizes culturally responsive strategies and materials to validate students' cultural and racial identities. Leads SEL programming at Myers-Wilkins and conducts individual/small group check-ins for supplemental SEL support. Supports staff with SEL training and coordinates mental health referrals and crisis assessments for students.
- Responsibilities: Serves on the school MTSS Social Emotional Behavior Team as Tier 1 lead. Aims to reduce behavior referrals and suspensions while increasing consistent attendance rates for all students through SEL initiatives.

RIS Strategy #8 - Equitable Enrollment Option Transportation

- Purpose: Ensure equitable access to school enrollment choices and increase access to RIS for White, Non-FRP families from Lowell attendance area.
- Transportation Routes: Busing provided between RIS and neighboring Lowell Elementary to facilitate enrollment options.
- The district absorbed the costs for this strategy because it was having the opposite intended effect

RIS Strategy #9 - Intervention Materials

- Objective: Purchase reading and math intervention materials to support student learning in resource rooms and classrooms.
- Purpose: Ensure availability of culturally responsive, appropriately leveled resources. Increase student academic achievement, confidence, cultural identity, racial identity, and self-esteem.
- Components: Leveled books, manipulative materials, and web-based programs for individual and small-group instruction. Shared among interventionists and classroom teachers to support MTSS academic plans.
- Tools and Approaches: Utilization of Reading Diversity LITE (Teacher's Edition) to select diverse texts. Integration of diverse racial perspectives into core and intervention curriculums.
- Benefits: Supports diverse learning needs and interests. Facilitates personalized learning and accelerated interventions based on student levels and interests.

RIS Strategy #10 - Kindergarten Instructional Assistants

- Role: Address early learning disparities and kindergarten readiness measures in kindergarten classrooms.
- Objective: Utilize culturally responsive strategies and materials to validate students' cultural and racial identities.
- Approach:
 - a. Use data-based decision-making to collaborate with teachers and support staff.
 - b. Provide necessary interventions to improve academic proficiency and school readiness for kindergarten students.
- Staffing: Two full-time Instructional Assistants supporting three kindergarten classrooms.

RIS Strategy #11 - Site Enrichment Coordinator and Young Scholars Program Facilitator

- Role: Provide gifted and talented learning opportunities for accelerated academic growth for identified K-3 students at Myers-Wilkins.
- Objectives: Ensure equitable access and representation for Protected Class students in rigorous coursework. Collaborate with district-level and site staff to develop and implement the K-3 Young Scholars program.
- Approach: Use culturally responsive strategies and materials to validate students' cultural and racial identities. Facilitate Tier 1 and Tier 2 enrichment experiences for classrooms and the entire school.
- Collaboration: Work with district-wide gifted and talented staff to ensure successful transition of students. Coordinate STEM support and manage STEM resources at Myers-Wilkins.
- Community Engagement: Explore partnerships with community organizations and experts to provide enrichment opportunities. Collaborate with integration specialists, social workers, American Indian education staff, and community resources.
- Outreach: Share enrichment opportunities widely through district website, social media, and community engagement to attract new families and promote racial and economic desegregation at Myers-Wilkins.

Reflections & Questions?

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218-336-8714

COW Agenda Cover Sheet

Meeting Date: May 7, 2024

Topic: Secondary Updates: Plans and Recommendations

Presenter(s): Jen Larva and Danette Seboe

Attachment (yes): [Presentation](#)

Brief Summary of Presentation or Topic (no more than a few sentences): Presentation that provides updates on MS Model planning and 7-Period Day planning for the 2024-25 school year.

Secondary Updates: Plans and Recommendations

May 2024



Tonight's Agenda

Update on Secondary Schedule Plans

Recommend New Graduation Requirements


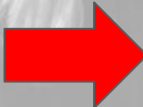
Recommend New Course Additions

Next steps





Ten Minnesota Commitments to Equity

- 
1. Prioritize equity.
 2. Start from within.
 3. Measure what matters.
 4. Go local.
 5. Follow the money.
 6. Start early.
 7. Monitor implementation of standards.
 8. Value people.
 9. Improve conditions for learning.
 10. Give students options.
- 

Updates: MS Model Planning 7-Period Day



MS Model Planning

- Purchased 9 book titles based on model for asynchronous learning
- Professional Development partnership with AMLE on June 6
 - Teaching in a block
 - Advisory
- Site based shared learning and teaming on June 7
- Curriculum writing
 - New course additions
 - Adjusting current courses
- Communication of plans
 - Video on website
 - Superintendent messages
 - Site messages



MS Schedule

M, T, F: Regular 7 period schedule

47 min	7 Pd Day	Period 1	Period 2	Period 3+ (52)	Periods 4 / 5 / Lunch			Period 6	Period 7
	6th	8:40-9:27	9:32-10:24	10:29-11:16	11:21-11:51 (L)	11:56-12:43 (4)	12:48-1:35 (5)	1:40-2:27	2:32-3:19
	7th	8:40-9:27	9:32-10:24	10:29-11:16	11:21-12:08 (4)	12:13-12:43 (L)	12:48-1:35 (5)	1:40-2:27	2:32-3:19
	8th	8:40-9:27	9:32-10:24	10:29-11:16	11:21-12:08 (4)	12:13-1:00 (5)	1:05-1:35 (L)	1:40-2:27	2:32-3:19

W, Th: Block schedule

78 min	Wed.	Pd 1	Advisory (32)	Flex (34)	Lunch and Period 3			Period 5	Period 7 (39)
	6th	8:40-9:58	10:03-10:35	10:40-11:14	11:19-11:49 (L)	11:54-1:12		1:17-2:35	2:40-3:19
	7th	8:40-9:58	10:03-10:35	10:40-11:14	11:19-11:55 (36)	12:00-12:30 (L)	12:35-1:12 (37)	1:17-2:35	2:40-3:19
	8th	8:40-9:58	10:03-10:35	10:40-11:14	11:19-12:37		12:42-1:12(L)	1:17-2:35	2:40-3:19

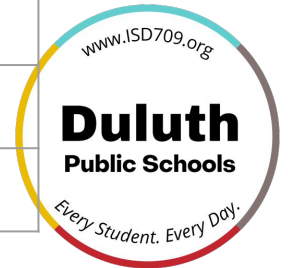
78 min	Thurs.	Pd 2	Advisory (32)	Flex (34)	Lunch and Period 4			Period 6	Period 7 (39)
	6th	8:40-9:57	10:03-10:35	10:40-11:14	11:19-11:49 (L)	11:54-1:12		1:17-2:35	2:40-3:19
	7th	8:40-9:57	10:03-10:35	10:40-11:14	11:19-11:55 (36)	12:00-12:30 (L)	12:35-1:12 (37)	1:17-2:35	2:40-3:19
	8th	8:40-9:57	10:03-10:35	10:40-11:14	11:19-12:37		12:42-1:12(L)	1:17-2:35	2:40-3:19

Recommendation: New Graduation Requirements



Current Graduation Requirements

	Grade 9	Grade 10	Grade 11	Grade 12	Totals
English	1.0	1.0	1.0	1.0	4.0 credits
Math	1.0	1.0	1.0		3.0 credits
Science	1.0	1.0	1.0		3.0 credits
Social St.	.5	1.0	2.0		3.5 credits
Health / PE	.5	.5			1.0 credits
Arts	1.0				1.0 credits
Electives	7.0				7.0 credits
*Note that WIN has been included in elective total					22.5

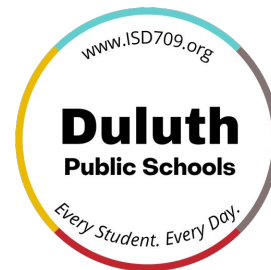


Graduation Requirement Proposal

Considerations:

- Step up graduation requirements each year
- Required courses designed to support our students and tied to World's Best Workforce Plan, includes CCR Requirements
- Computer Science and Personal Finance on the horizon at state level
- Require students in 9-11 to carry a course load of 6+ classes each semester
- Require seniors to carry a course load of 5+ /sem
- On par with area school requirements

This year's	Class	Credits	Required Course
11th	2025	22.5	(Personal Finance)
10th	2026	23.0	Career, College, & Life Readiness
9th	2027	23.5	Computer Science
8th	2028	24.0	9th Grade Futures



Recommendation: New Course Additions



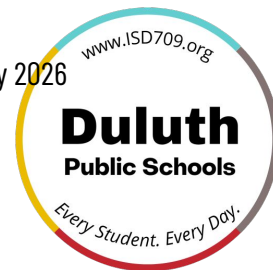
New Course Development

In support of students:

- **Academic Skills for Success (Repeatable)**
 - Designed to support credit deficient students incl. tutoring
 - Study skills & individual tutorials; job prep, readiness, application, and interview skills; comm skills; personal assessment and awareness activities; and small group seminars.
- **9th Grade Futures: Navigating High School and Beyond**
 - Exploring student strengths and passions, connecting to opportunities after high school
 - Teaches academic and professional skills for success through high school and into adulthood
- **11th Grade College, Career, and Life Readiness**
 - Post-secondary opportunity exploration and research
 - Professional Skill development
 - Preparation for Life Skills needed moving into adulthood
- **10th Grade Computer Science**
 - Teaches use of computer applications needed for educational, personal, and professional development
 - Digital Citizenship, Ethics, and Professionalism in Digital Communication

In support of diverse offerings:

- **Global and Indigenous Sports**
 - PE Elective
- **Diverse Perspectives in Literature**
 - ELA elective course, BIPOC and LGBTQ+ Authors, including local
- **African American Folklore and Storytelling**
 - ELA Elective
- **American Sign Language**
 - World Language Department
- **CITS Anishinaabeg of Lake Superior**
 - FDLTCC CITS Course
- **Ethnic Studies**
 - Social Studies elective
 - MDE Requires offering this elective by 2026
- **Anthropology**
 - Social Studies Elective



Next Steps

- Board approves new graduation requirements, including credit increases and new semester-based required courses
- Share new requirements with staff, students, families, community
- Adjust registration to include student interest in new diverse elective offerings
- Budget for summer curriculum writing needs
 - Hire teachers and any necessary consultants
 - Review curriculum resources
- Purchase any new curriculum resources or materials



COW Agenda Cover Sheet

Meeting Date: May 7, 2024

Topic: Teachers On Call

Presenter(s): Theresa Severance, Executive Director of Human Resources and Operations and Melanie Belavilas, Teachers on Call

Attachment (yes or no): Yes

Brief Summary of Presentation or Topic (no more than a few sentences): This presentation will provide a 2024 update of the substitute support we receive through our contract with Teachers on Call. Presentation will include data analytics, substitute statistics and recruiting updates, and general feedback from schools and substitutes.

Mid-Year Review 2024

4.2.2024



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Absence data

9.5.2023 – 3.22.2024

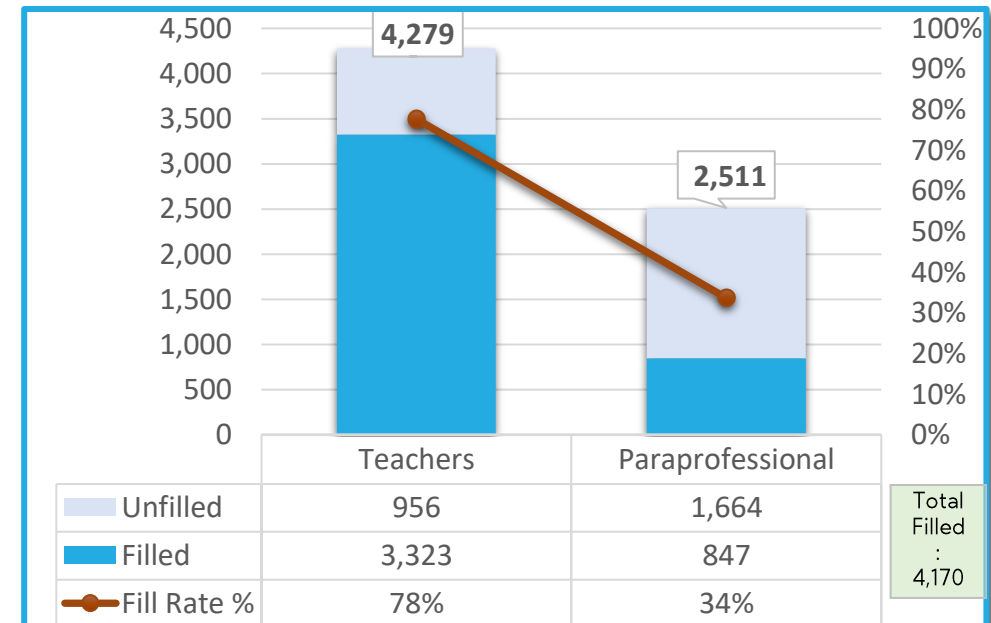
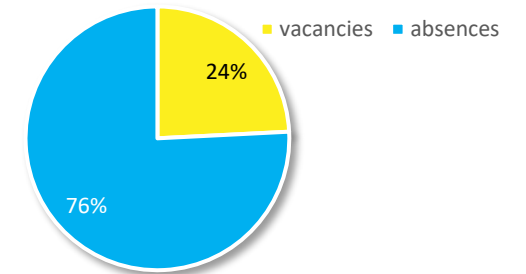


A Kelly® Education Company

Teacher Absence Data				
	Requested	Filled	Unfilled	Fill Rate
2022-2023	4008	3067	941	76.5%
2023-2024	4279	3323	956	77.7%

Para Absence Data				
	Requested	Filled	Unfilled	Fill Rate
2022-2023	1876	635	1241	33.9%
2023-2024	2511	847	1664	33.7%

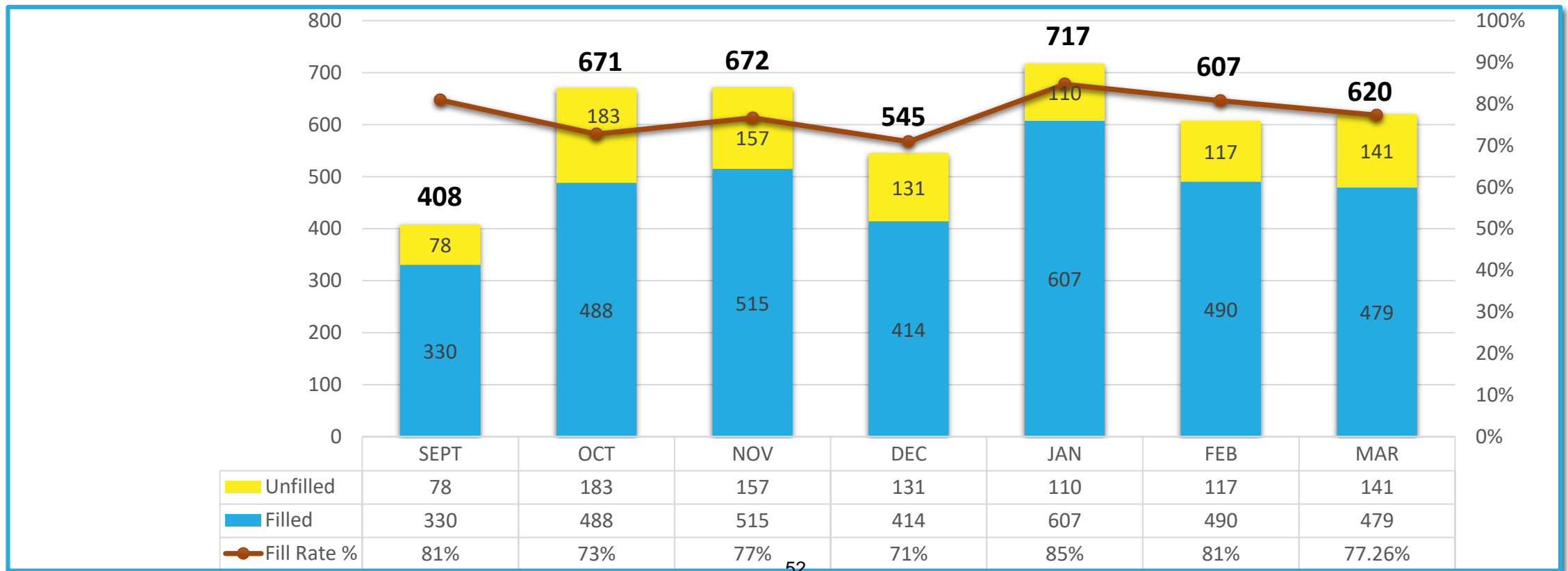
YTD (3/22/2024) Overall Sub Requests	Substitute Pool Size	Substitutes Added Since 8/1/2023	Absenteeism Rate
6790	195 (Para: 94 Teacher: 155)	116	4.7%



Teacher fill rate

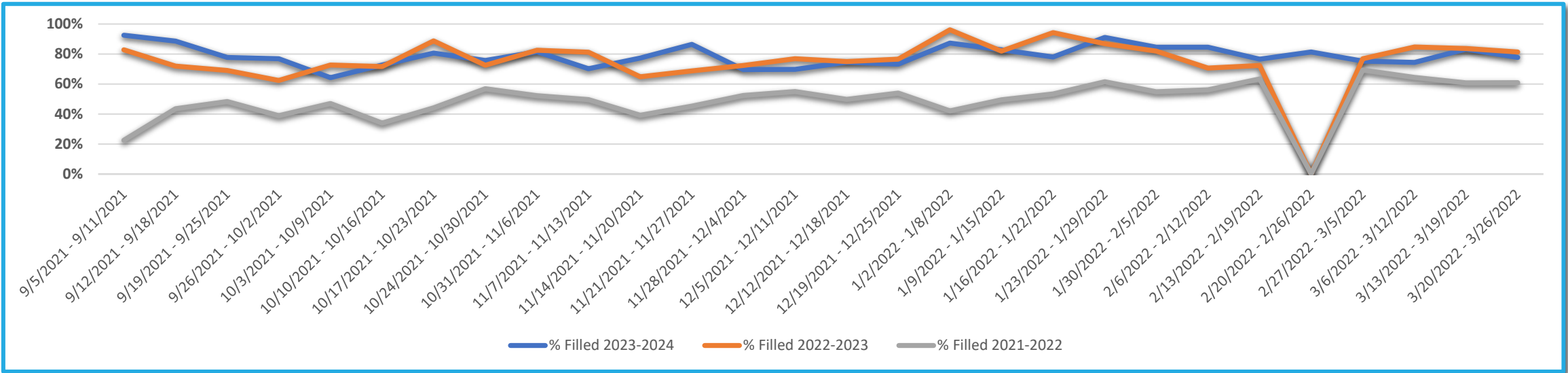


A Kelly® Education Company

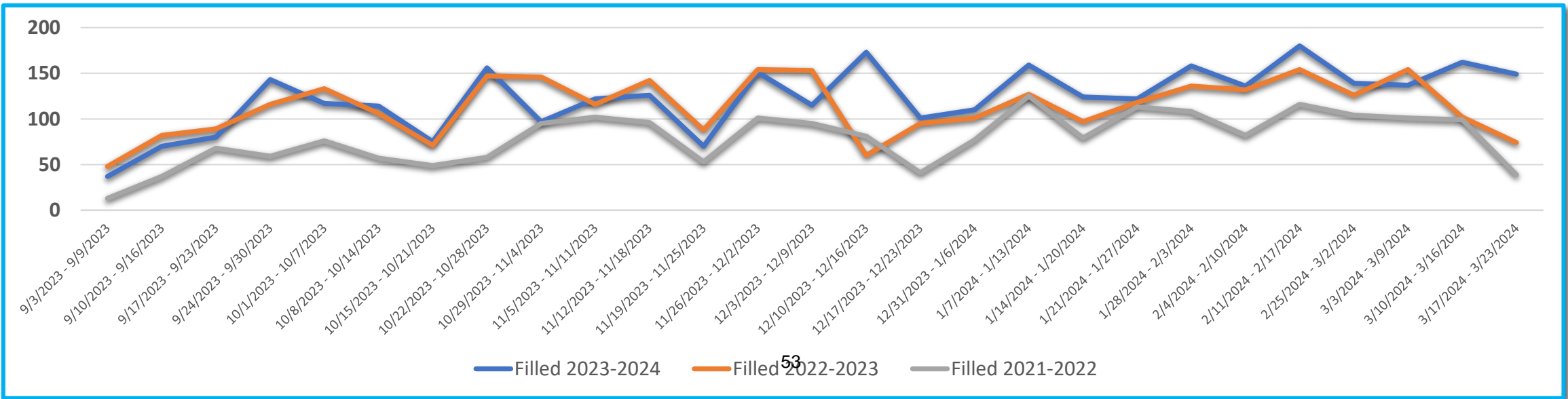


52

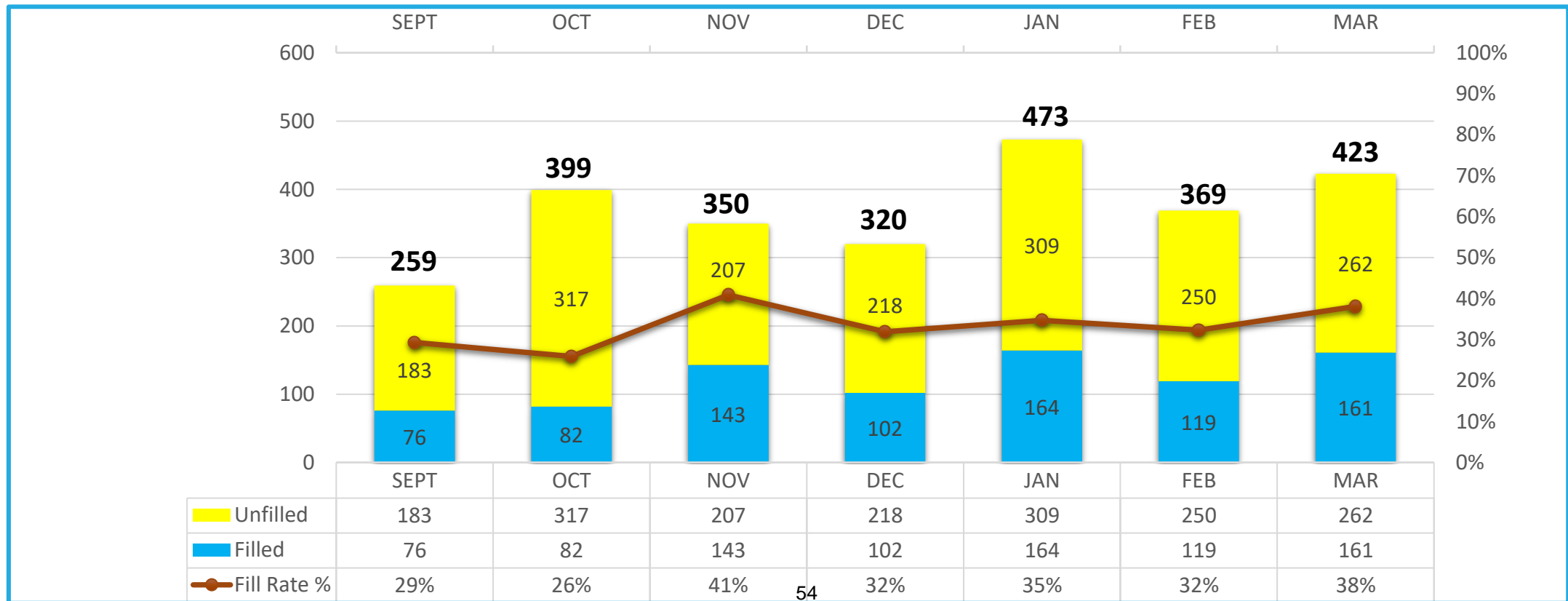
Teacher fill rate % trendline



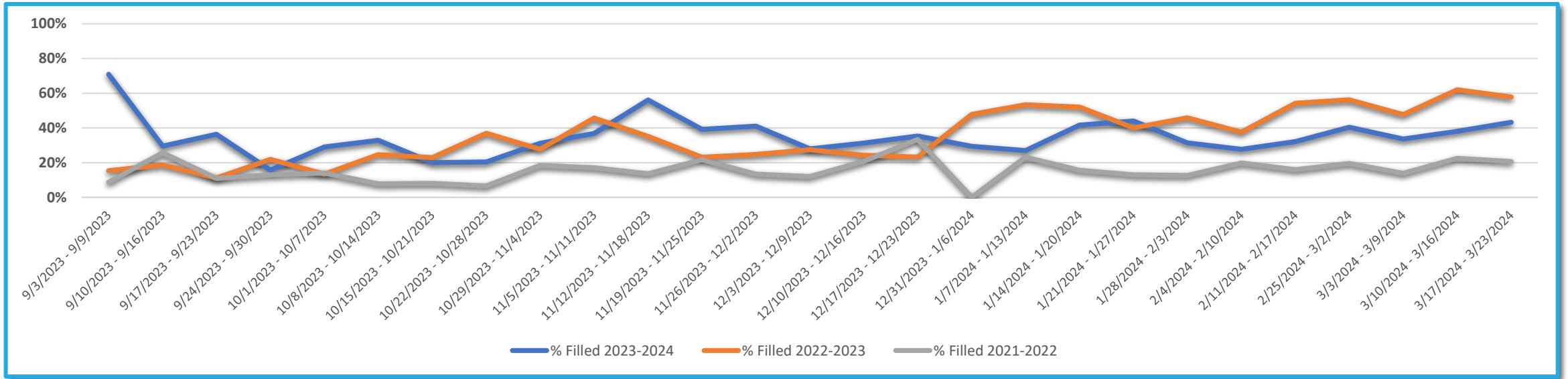
Number of filled teacher positions



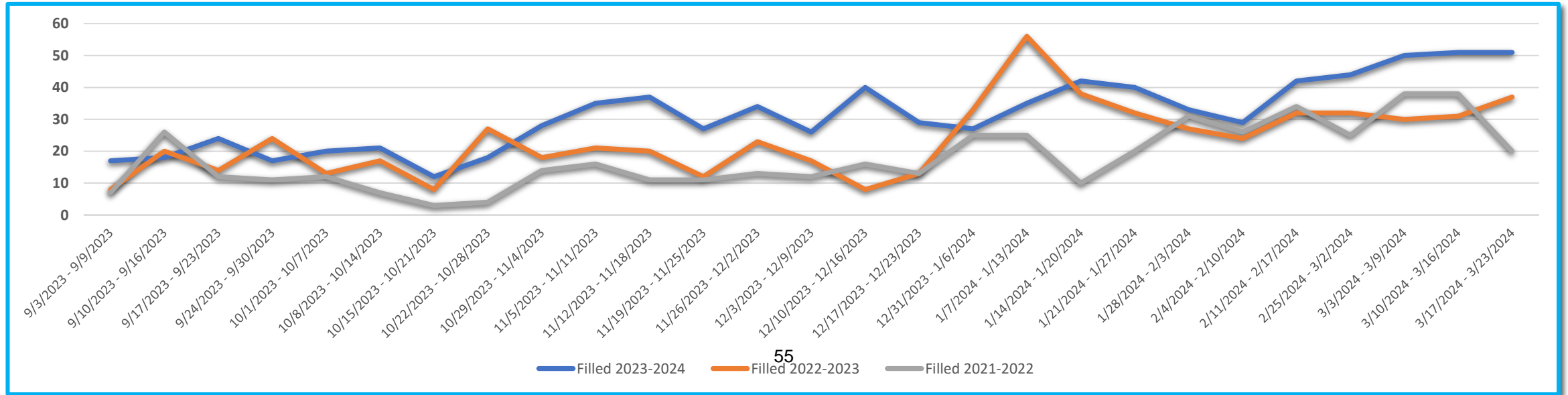
Paraprofessional fill rate



Paraprofessional fill rate % trendline

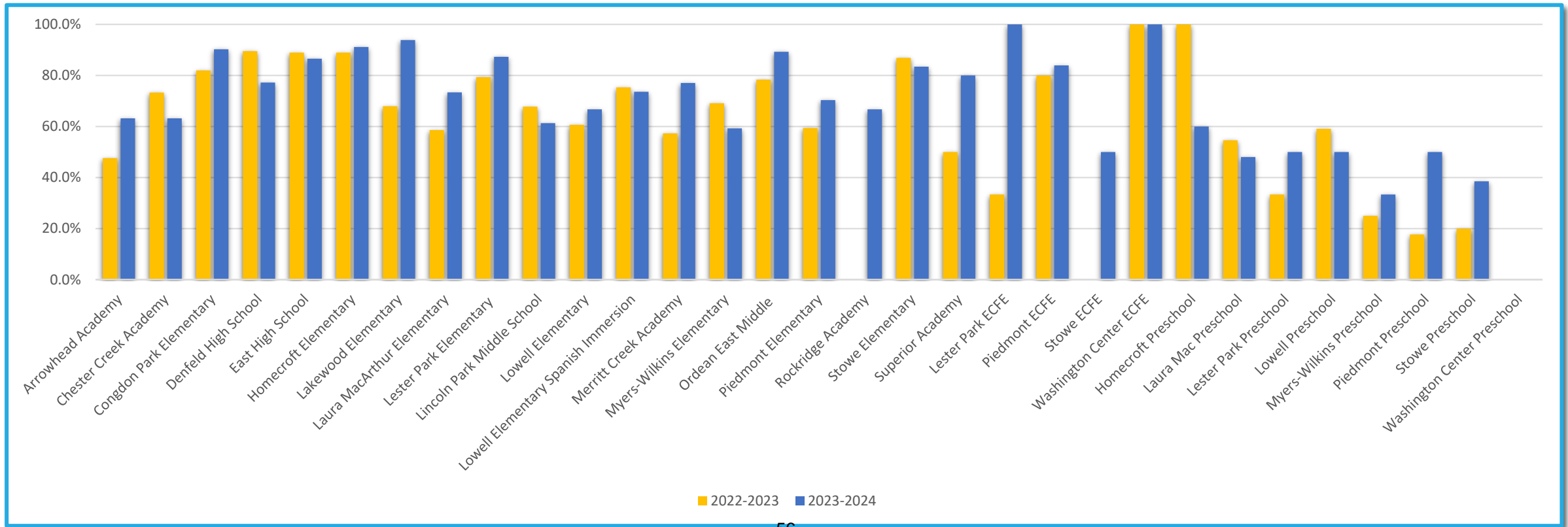


Number of filled paraprofessional positions



Teacher Fill Rate Comparison 2022-2023 vs. 2023-2024

(9.5.23– 3.22.24)

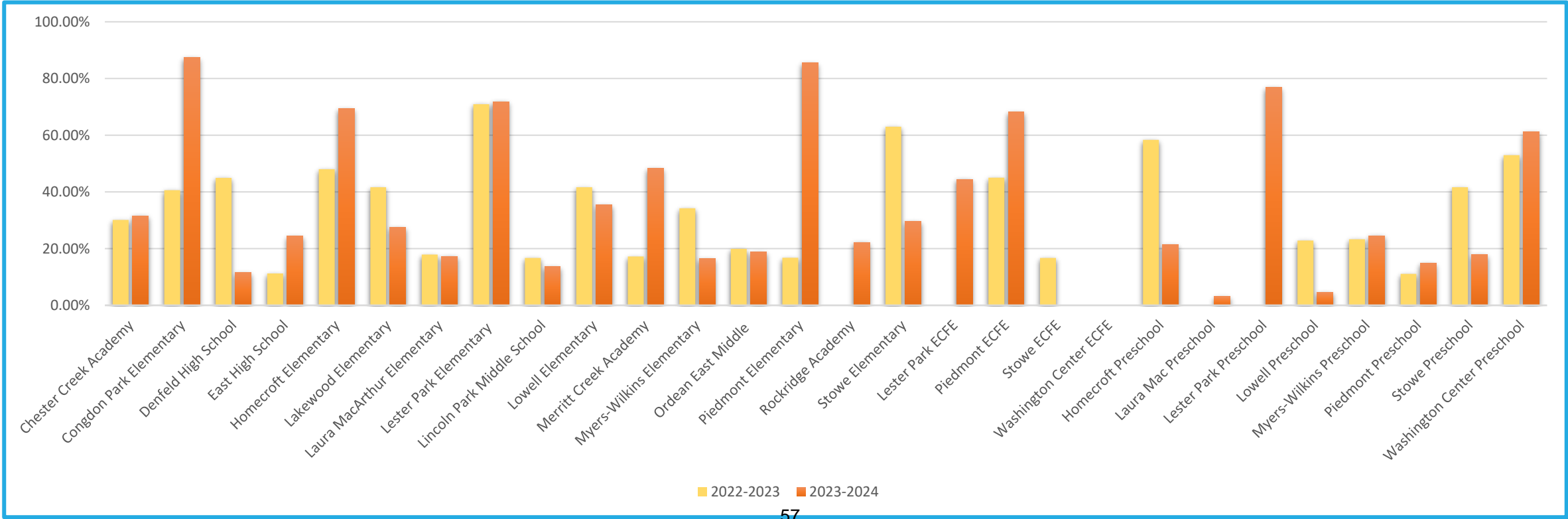


Paraprofessional Fill Rate Comparison 2022-2023 vs. 2023-2024

(9.5.23– 3.22.24)



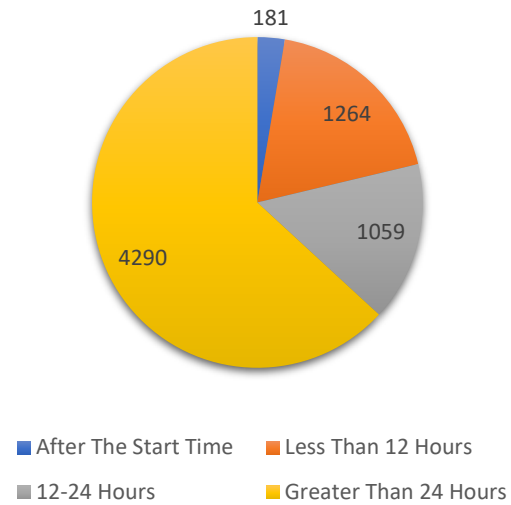
A Kelly® Education Company



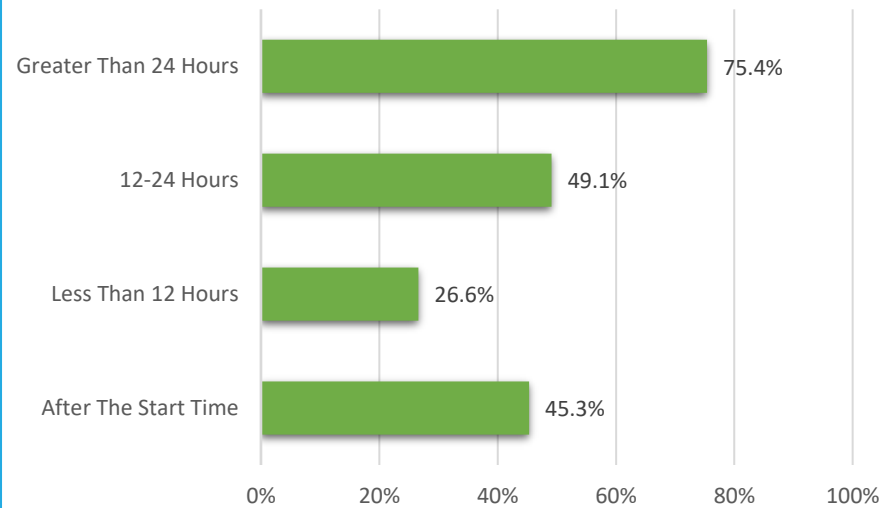
Absence lead and fill time



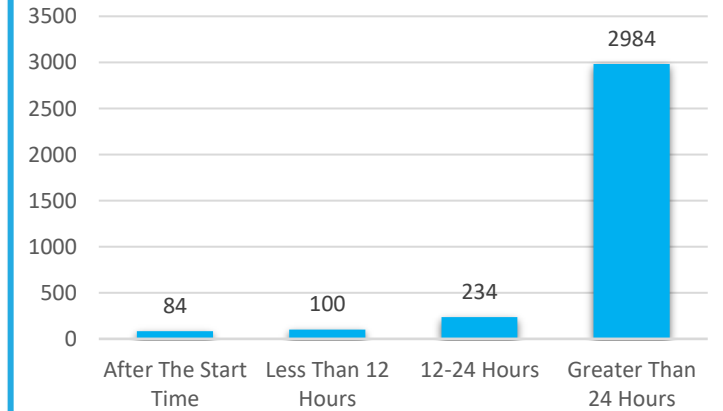
Requests by lead time



Fill rate by lead time



Number of absences & vacancies, excluding sick days, by lead time.



Substitute Updates



116

Substitutes
Hired

175

Substitutes
Worked

195

Active
Substitutes



COW Agenda Cover Sheet

Meeting Date: May 7, 2024

Topic: FY25 Budget Update

Presenter(s): Simone Zunich

Attachment (yes): There will be a PowerPoint presentation

Brief Summary of Presentation or Topic (no more than a few sentences): Presentation of the preliminary FY25 budget.

Head Start Self Assessment: PDF

Head Start Federal Grant: PDF

Head Start Transportation Waiver: PDF

FY25 Preliminary Budget Review

Committee of the Whole
First Reading
May 7, 2024



Timeline

- April 2024 | Individual board member meetings occurred to review the 5-year analytics and the FY25 preliminary budget
- April 25 | Board work session at Denfeld High School
- May 7 | Committee of the Whole – First reading
- June 11 | HR/Business Services
- June 13 | Committee of the Whole – Second reading (include categorical aid breakdown and final basic formula aid)
- June 18 | Regular Board Meeting – Adoption
- July 2024 | Guiding change document will be presented with timeline dates to address the FY26 budget reductions
- Smaller group meetings are possible within this timeline

Summary

Overview/Definitions:

General Fund includes General (01), Transportation (03), and Operating Capital (05). Within the General and Operating Capital funds, certain revenues will have reserve requirements.

Additional funds include Food Service Fund (02), Community Service Fund (04), Construction Fund (06), Debt Service Fund (07), Trust Fund (08), Internal Service Fund (20).

The process for General Fund Revenue budgeting will include projecting and analyzing current Federal, State, and Local revenues along with forecasting legislative or local district changes to revenues.

Summary

- Revenue has increased slightly.
- Basic formula allowance is based on 2% over FY24.
- Expenses have increased due to the lack of ESSER funding and increased cost associated with salaries, benefits and operations.
- Overall, the FY25 budget will be balanced using assigned fund balance and internal operational budget adjustments.

FY25 Revenue Projections

	FY24 Revenue	FY25 Revenue	Dollar Change
General Education Aid	\$73.9M	\$74.5M	\$1.3M
Special Education Aid	\$21.3M	\$22.6M	\$1.3M
Property Tax Levy	\$39.2M	\$45.1M	\$5.7M
Federal Funds	\$22.7M	\$13M	(\$9.6M)
Non-Federal Grants	\$2.3M	\$2.3M	\$0.0M
Funded Programs	\$8.4M	\$8.8M	\$424K
Other Revenue	\$7.9M	\$7.9M	\$21K
<i>Debt Service</i>	<i>\$23.6M</i>	<i>\$28.0M</i>	<i>\$4.4M</i>
Food Service	\$6.0M	\$6.1M	\$100K
Community Education	\$8.4M	\$8.5M	\$100K

65

- FY25 General Fund revenue is lower than the current year's revenue budget with the loss of ESSER funding.

Additional Factors:

- The district has increased funding due to the Property Tax Levy and the passing of Question 1 on the November 2023 ballot.
- Special Education Aid has increased due to Cross-Subsidy Aid.
- Debt Service had an increase in revenue due to the passage of Question 1 on the November 2023 ballot.

FY25 Expense Projections

	FY24 Expense	FY25 Expense	Dollar Change
Salaries and Wages	\$85.5M	\$86.1M	\$538K
Employee Benefits	\$40.5M	\$41.6M	\$1.0M
Purchased Services	\$12.5M	\$12.3M	(\$118K)
Supplies and Materials	\$12.4M	\$8.1M	(\$4.3M)
Capital Expenditures	\$6.4M	\$3.3M	(\$3.1M)
Other Expenditures	\$427K	\$427K	\$0
Debt Service	\$23.6M	\$27.3M	\$3.7M
Food Service	\$6.0M	\$6.1M	\$100K
Community Education	\$7.6M	\$7.7M	\$100K

- FY25 Salaries and Benefits expense has a slight increase over FY24 due to the retention of 28 ESSER funded staff and the implementation of the middle/high school scheduling models.
- Purchased Services expense remains stable over FY24 due to the anticipation of no reductions to transportation and operating costs.
- Supplies and Materials expense were reduced by \$4.3M with the loss of ESSER funding.
- General Fund Capital Expenditures reduced by \$3.1M due to the passage of Question 1 in November 2023.

Comparing Revenue to Expense

PROPOSED FISCAL YEAR 2024/2025 BUDGET

REVENUES	Proposed FY 2025 Budget	EXPENDITURES	Proposed FY 2025 Budget	Dollar Change
01 General Fund	130,317,920	01 General Fund	136,758,474	(\$6,440,554)
02 Food Service	6,000,000	02 Food Service	6,080,202	(\$80,202)
04 Community Service	8,580,500	04 Community Service	7,780,783	\$799,717
06 Construction		06 Construction		
07 Debt Service	28,067,285	07 Debt Service	27,393,530	\$673,755
08 Trust	276,100	08 Trust	263,733	\$12,367
20 Internal Service	950,000	20 Internal Service	929,564	(\$29,564)
79 Student Activities	276,264	79 Student Activities	276,264	
Subtotal - Revenues	174,468,069	Subtotal - Expenditures	179,482,550	

67

Projected Enrollment

- Analysis completed 6 months prior
- Due to FY23 final counts of 8,120, we are using the ADM count of 8,074

	PROJECTED ENROLLMENT					
	2024	2025	2026	2027	2028	2029
EARLY CHILDHOOD (EC)	120	115	115	111	106	102
VOLUNTARY PRE K	35	35	35	35	35	35
HANDICAP (K)	131	127	121	117	113	108
Grades K-5	3,411	3,352	3,301	3,219	3,140	3,029
Grades 6-8	1,685	1,721	1,802	1,791	1,769	1,769
Grades 9-12	2,607	2,505	2,383	2,393	2,421	2,448
Area Learning Center	0	0	0	0	0	0
TOTAL ENROLLMENT	7,989	7,855	7,757	7,665	7,584	7,491
Change		(134)	(98)	(92)	(81)	(93)
% Change		-1.68%	-1.25%	-1.18%	-1.06%	-1.23%

Questions?

COW Agenda Cover Sheet

Meeting Date: May 7, 2024

Topic: Early Childhood Family Education

Presenter(s): Jen Jaros

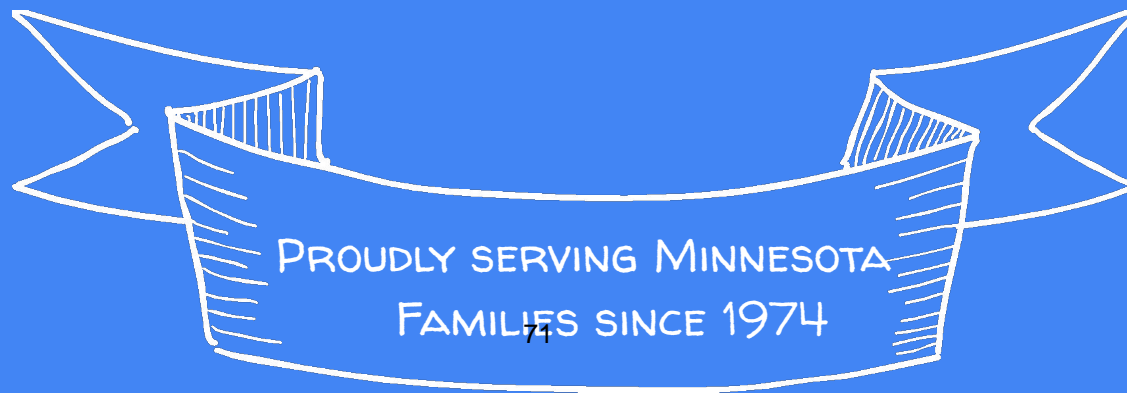
Attachment (yes): Slides sent to Shannon

Brief Summary of Presentation or Topic (no more than a few sentences): ECFE Overview, Updates and Invitation to ECFE's 50 Anniversary & Reunion on May 18th at Chester Park

DULUTH PUBLIC SCHOOLS



**EARLY CHILDHOOD
FAMILY EDUCATION**



PROUDLY SERVING MINNESOTA
FAMILIES SINCE 1974

EARLY CHILDHOOD FAMILY EDUCATION- ECFE

MISSION

TO STRENGTHEN FAMILIES THROUGH THE EDUCATION AND SUPPORT OF ALL PARENTS TO PROVIDE THE BEST POSSIBLE ENVIRONMENT FOR THE HEALTHY GROWTH AND DEVELOPMENT OF THEIR CHILDREN.



~ IN ECFE, WE RECOGNIZE THAT PARENTS ARE A CHILD'S FIRST AND MOST IMPORTANT TEACHER. ALL FAMILIES ARE WELCOME. ~

MN & DULUTH PUBLIC SCHOOLS HAS A RICH HISTORY OF VALUING EARLY CHILDHOOD PROGRAMMING.

EARLY CHILDHOOD PROGRAMS OFFERED IN ISD709

- **EARLY CHILDHOOD FAMILY EDUCATION** (1974 LEGISLATION PASSED, 1979 IN DULUTH)
 - CLASSES, HOME VISITS, PARTNERSHIPS/OUTREACH, CONNECTING TO RESOURCES
 - PARENTING EDUCATION, EARLY CHILDHOOD EDUCATION
 - LICENSED TEACHERS
- EARLY CHILDHOOD SPECIAL EDUCATION (1986)
 - B-2 YRS, 3-5 YRS
 - HELP ME GROW
- EARLY CHILDHOOD SCREENING (1977)
- DULUTH PRESCHOOL
 - HEAD START (1965)
 - SCHOOL READINESS (1991) -PARENT FEE/SLIDING SCALE
 - VOLUNTARY PRE K (2016)
 - EARLY LEARNING SCHOLARSHIPS



● ECFE FUNDING

- COMMUNITY EDUCATION & SERVICES UMBRELLA
- STATE AID, LOCAL LEVY, HOME VISITING LEVY, GRANT FUNDING, PARTICIPANT FEES ON SLIDING SCALE
- FORMULA BASED ON B-4 CENSUS (5352 - 23/24)
- SLIDING FEE SCALE: WE DO NOT TURN ANYONE AWAY DUE TO INABILITY TO PAY (MANY OFFERINGS ARE FREE)

● PROGRAM LEADERS

- JEREMY RUPP - COMMUNITY EDUCATION COORDINATOR
- JEN JAROS - ECFE COORDINATOR
- MUST



EARLY CHILDHOOD FAMILY EDUCATION- ECFE

MISSION

TO STRENGTHEN FAMILIES THROUGH THE EDUCATION AND SUPPORT OF ALL PARENTS TO PROVIDE THE BEST POSSIBLE ENVIRONMENT FOR THE HEALTHY GROWTH AND DEVELOPMENT OF THEIR CHILDREN.

STATUTE 142D.13

- **PURPOSE** IS TO PROVIDE PARENTING EDUCATION TO SUPPORT CHILDREN'S LEARNING AND DEVELOPMENT.
- MUST APPOINT AN ADVISORY COUNCIL

*IN ECFE, WE RECOGNIZE THAT PARENTS ARE A CHILD'S FIRST AND MOST IMPORTANT TEACHER.
ALL FAMILIES ARE WELCOME.*



COMMUNITY EDUCATION PROGRAMMING...

YOUTH PROGRAMMING

- ★ **EARLY CHILDHOOD FAMILY EDUCATION**
- ★ SCHOOL-AGE CHILDCARE
- ★ YOUTH ENRICHMENT
- ★ YOUTH SERVICES
- ★ DRIVERS EDUCATION
- ★ SAFE ROUTES TO SCHOOL COORDINATION
- ★ PROJECT ACCESS

ADULT & ADDITIONAL PROGRAMMING

- ★ **EARLY CHILDHOOD FAMILY EDUCATION**
- ★ ADULTS WITH DISABILITIES
- ★ ADULT ENRICHMENT
- ★ SENIOR ENRICHMENT
- ★ ADULT BASIC EDUCATION (DAE)
- ★ FACILITIES-USE



CLASS LOCATIONS

FOR FAMILIES WITH CHILDREN BIRTH TO PREK

- PIEDMONT ELEMENTARY
- WASHINGTON CENTER
- LESTER PARK ELEMENTARY
- STOWE ELEMENTARY



- FOR ALL CAREGIVERS, REGARDLESS OF AGE:
CIRCLE OF SECURITY PARENTING AT MYERS-WILKINS,
LESTER PARK & PIEDMONT FOR ANY
PARENT/CAREGIVER/STAFF/COMMUNITY MEMBER



COMPONENTS OF A TYPICAL CLASS

- PARENT/CHILD ACTIVITIES & CHILD LEAD PLAY, LARGE GROUP STORIES AND SONGS
- PARENT EDUCATION & DISCUSSION
- EARLY CHILDHOOD EDUCATION
- FAMILIES ATTEND WEEKLY, FOR 1.5 HRS
- DAYTIME & EVENING CLASSES OFFERED
- 0-4 MIXED AGES CLASSES OR SIBLING CARE OFFERED FOR FAMILIES WITH MORE THAN ONE CHILD

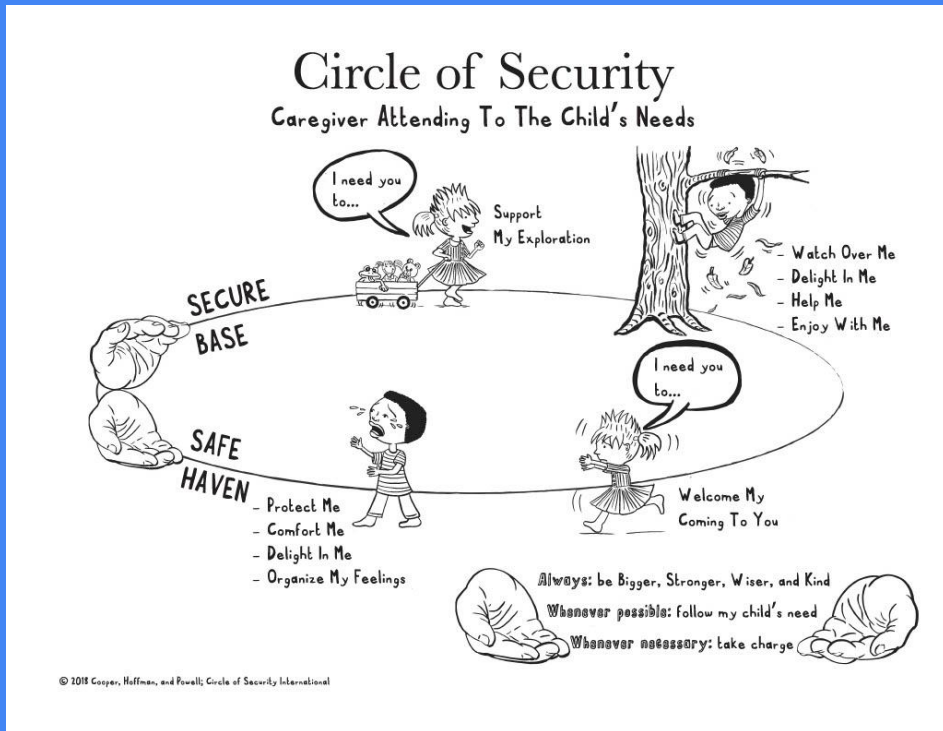
TAUGHT BY:

- LICENSED EARLY CHILDHOOD TEACHERS
- LICENSED PARENT EDUCATORS
- PARAPROFESSIONALS ASSISTING CHILDREN IN CLASS/SIBLING CARE



CURRICULUM

- MN'S PARENT EDUCATION CORE CURRICULUM FRAMEWORK
- MN'S EARLY CHILDHOOD INDICATORS OF PROGRESS (ALIGNED WITH K12 STANDARDS)
- CIRCLE OF SECURITY PARENTING (SECURE ATTACHMENT SETS THE FOUNDATION)
- RESEARCH BASED INFORMATION & RESOURCES
- PARENTING LESSONS DEVELOPED WITH EACH CLASS TO FIT THE NEEDS & INTERESTS OF EACH GROUP
- CONNECT FAMILIES TO DISTRICT & COMMUNITY RESOURCES



MN'S PARENT EDUCATION CORE CURRICULUM FRAMEWORK DOMAINS

Parent Development

Parent-Child Relationships

Early Childhood Development

Family Development

Culture & Community

PARTNERSHIPS (NO FEES CHARGED TO FAMILIES)

- AMAZING NEWBORN @ ST LUKE'S & ESSENTIA – BIRTHING UNITS AND PRENATAL CLASSES
- LIFEHOUSE – WITH PARENTING YOUTH/YOUNG ADULTS
- NERCC (NORTHEAST REGIONAL CORRECTIONS CENTER) – WITH INCARCERATED FATHERS
- HOME VISITS – IN HOME, CLASSROOM, OUTDOORS, PHONE, VIRTUAL
- FAMILY FRIEND & NEIGHBOR CAREGIVER (FFN)
- CHILD CARE PROVIDER MENTORSHIP (CIRCLE OF SECURITY)
- COMMUNITY RESOURCE NAVIGATOR
 - A ONE ON ONE VISIT USING HELP ME CONNECT AND BRIDGE TO BENEFITS WEB BASED TOOLS
- DULUTH CHILDREN'S MUSEUM – TEEN PARENTS, FIELDTRIPS
- SALVATION ARMY – CIRCLE OF SECURITY PARENTING GROUP
- YWCA, ANNIE'S HOUSE, EVERY CHILD READY DULUTH, DULUTH PUBLIC LIBRARY AND MORE...



NEW NEXT YEAR...

- ★ EMPOWERING TEEN PARENTS
 - ECFE/ALC – TEEN PARENTING COURSE FOR CREDIT
 - HYBRID ONLINE/IN-PERSON – GATHERINGS ARE AT & IN PARTNERSHIP WITH DULUTH CHILDREN'S MUSEUM



- ★ CAREGIVER CONNECTIONS – ECFE/ECSE COLLABORATION
 - FOR FAMILIES WITH CHILDREN RECEIVING SPECIAL SERVICES, HELD WEEKLY AT WASHINGTON CENTER



JOIN US!

ECFE'S 50TH ANNIVERSARY AND REUNION

MAY 18TH, 10AM-NOON

CHESTER PARK

BUS SHUTTLE FROM UMD MAROON LOT

PLAY, RESOURCES, ENTERTAINMENT
BY TERRENCE SMITH,
FOOD TRUCKS, COMMUNITY AND MORE...

**CELEBRATING
50
YEARS**

EARLY CHILDHOOD FAMILY EDUCATION
**ANNIVERSARY
AND REUNION**

ENTERTAINMENT
BY TERRENCE SMITH

BOUNCY HOUSE
CREEKSIDE HIKING
FOOD TRUCKS
LOCAL ARTISTS
OUTDOOR PLAY

**PAST AND PRESENT
ECFE FAMILIES
JOIN US** RAIN OR SHINE!

**MAY 18TH 10:00 AM - NOON
CHESTER PARK**
1800 EAST SKYLINE PARKWAY

WE WILL ALSO BE...

- » COLLECTING DONATIONS FOR THE FOOD SHELF
- » PROVIDING A VARIETY OF RESOURCES AND ACTIVITIES FROM COMMUNITY PARTNERS
- » TAKING A STAFF ALUMNI PHOTO AT 11:00 AM

THANK YOU



FACEBOOK: DULUTH ECFE – EARLY CHILDHOOD FAMILY EDUCATION

[HTTPS://WWW.ISD709.ORG/ACADEMICS/EARLY-CHILDHOOD](https://www.isd709.org/academics/early-childhood)

[JENNIFER.JAROS@ISD709.ORG](mailto:jennifer.jaros@isd709.org)

EARLY CHILDHOOD OFFICE: 218-336-8815

ADMIN ASSISTANT SHARIE BLEVINS



COW Agenda Cover Sheet

Meeting Date: May 7, 2024

Topic: Check & Connect

Presenter(s): Sarah Laulunen

Attachment (yes): There will be a PowerPoint presentation – sent to Shannon

Brief Summary of Presentation or Topic (no more than a few sentences): Update of Check & Connect 23-24 along with testimonials from students/families about how Check & Connect has supported them.

Duluth Public Schools Check and Connect Program Update May 2024

Sarah Laulunen, LICSW
Check + Connect Coordinator

87

The Evolution of Check & Connect in the Duluth Public Schools

What is it?

Check & Connect is an intervention used with students who show **warning signs of disengagement** with school and who are **at risk of dropping out**.

- Check - Mentors **systematically monitor student performance** (e.g., absences, tardies, behavioral, grades)
- Connect - Mentors provide **personalized, timely interventions** to help students solve problems, build skills, and enhance competence. Mentors work students and families for **at least two years**, functioning as liaisons between home and school and **strive to build constructive family-school relationships**. See the [Components and Elements of Check & Connect](#).

How It Started

US Department of Education, Office of Special Education Program (OSEP) charged states to develop a multi-year plan that would improve high school graduation rates for Black and/or American Indian and youth with disabilities.

- In 2015, the Minnesota Department of Education identified Duluth Public Schools as one of four districts that accounted for approximately 30% of the population group
- MDE partnered with districts to implement an evidence-based practice to impact graduation rates
- According to the U.S. Department of Education's [What Works Clearinghouse](#), Check & Connect **is the only program** found to have strong evidence of positive effects on staying in school.

Where We've Been

- Started slow and small, focused on building internal capacity. See: [District Capacity Assessment Results Over Time](#)
- Improved graduation rates of Black and American Indian students with disabilities. See [Graduation Rates Over Time](#)
- Wrapped up initial grant in Spring 2021, sought external funding, and began planning for expansion
 - Were [awarded \\$1.6 million](#) to add mentors to each secondary school; later obtained additional funding to add a position at ALC and to expand data use
 - Modified mentor job description to better align with heightened post-pandemic student needs

Where We Are

Students Enrolled



Total Schools



Total Mentors



Average Caseload



Average Weekly
Minutes 



Program Impact

Decrease in Absences 



Decrease in Suspensions 



Where We Are Going

- Continue to increase the percentage of historically underserved students receiving a Check & Connect mentor

Student Group	Receiving Check & Connect 23-24	Receiving Check & Connect 22-23	Enrollment in District
Students of color	52.1%	39.2%	22.5%
Students receiving special education services	15.7%	21.3%	20.7%
Students receiving free or reduced price meals	57.8%	64.1%	43%

- Provide Check & Connect training and support to other staff across the district .

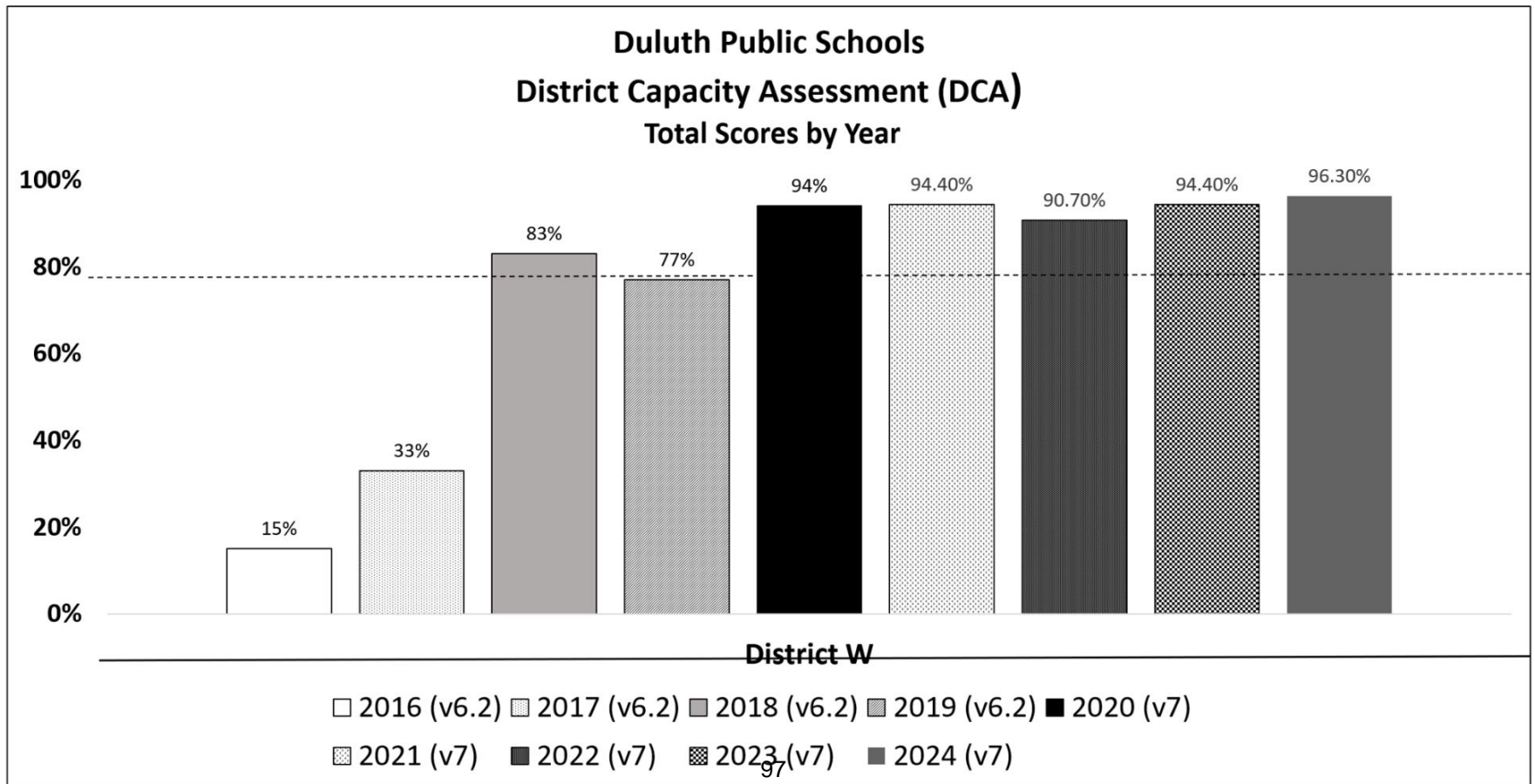
Where We Are Going

- Utilize 2 more years of partial funding from SLC to continue programming.
- Continue the things that are working, such as:
 - Partnering closely with MDE staff
 - Providing ongoing professional development and support to mentors
 - Delivering the evidence-based practice with fidelity
- Transition away from district-driven leadership by continuing to building capacity at school-level
- Provide additional training and support on using data to identify students, monitor progress, exit students

Student & Family Testimonials

Additional Data

District Capacity Assessment Results Over Time



COW Agenda Cover Sheet

Meeting Date: May 7, 2024

Topic: Duluth Adult Education (DAE) Update

Presenter(s): Angie Frank

Attachment (yes): There will be a Google Slide presentation – will be sent to Shannon.

Brief Summary of Presentation or Topic (no more than a few sentences): Presentation to give an overview of the Duluth Adult Education program.



Overview of DAE Programs

FREE CLASSES *for* ADULTS AGES 18-99+



Get your GED
or Diploma



Learn English



Build Core Skills



Prepare for College



Start a Career Path



Improve
Computer Skills

+ St. Louis County Jail

ONLINE AND IN PERSON // DAY AND EVENING // TRANSPORTATION ASSISTANCE // CHILDCARE OPTIONS

START YOUR FUTURE TODAY! *Register Online.*



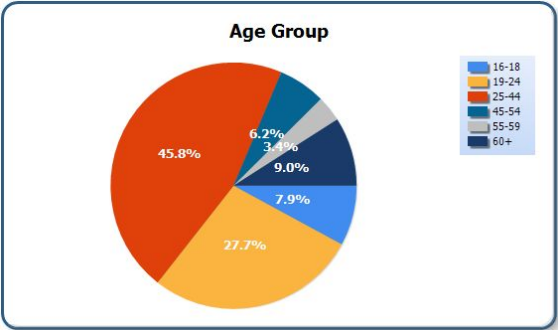
DULUTH
ADULT
EDUCATION



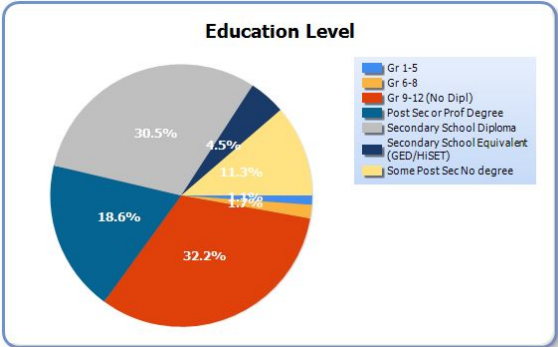
180
60N
Duluth
Public Schools

325 W. 1ST STREET, ARVIG BUILDING, 3RD FLOOR, DULUTH, MN 55802
218-336-8725 // DAE@ISD709.ORG // DAE.ISD709.ORG

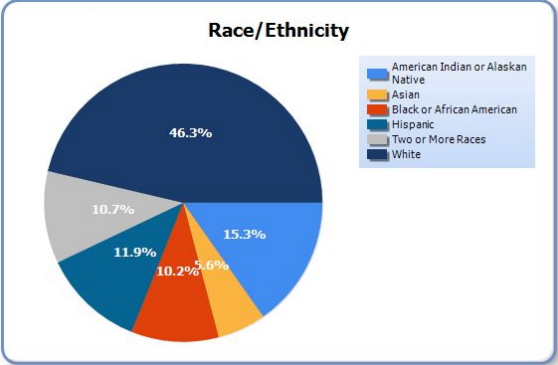
DAE Demographics 2023-2024 - Who are DAE students?



74% ages 19 - 44

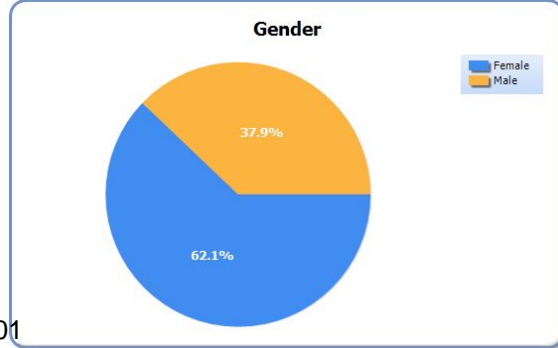


35% have no high school diploma



54% students of color

> This is an increase from 48% last year



62% female students

> State database does allow for "Other gender identity" to be selected

Understanding DAE student experience

- New student surveys implemented this year

How do you hope to feel at DAE?
(incoming survey)

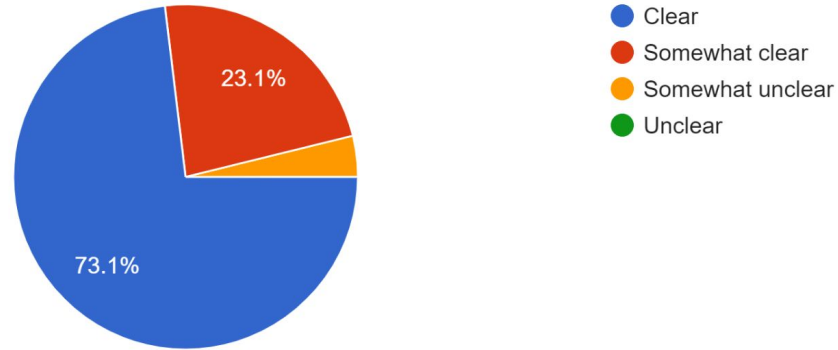


How do you feel at DAE?
(post-survey at 40 + hours)



8. How clear is the path to reaching your goal?

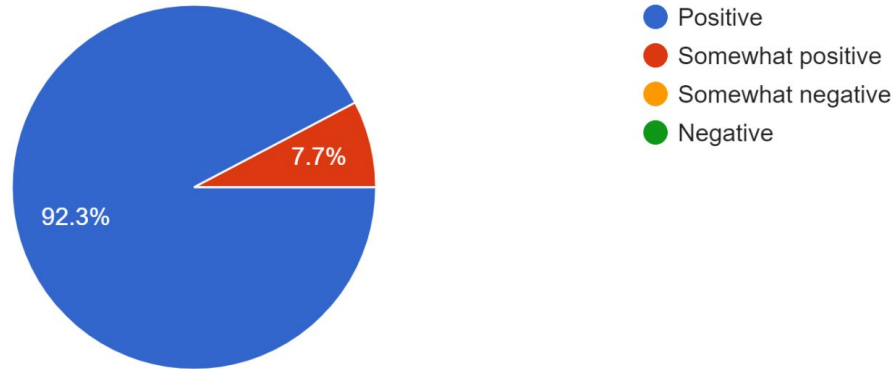
26 responses



Student Comment: "It was super easy and straightforward!"

9. How has your overall experience been as a student in our programs?

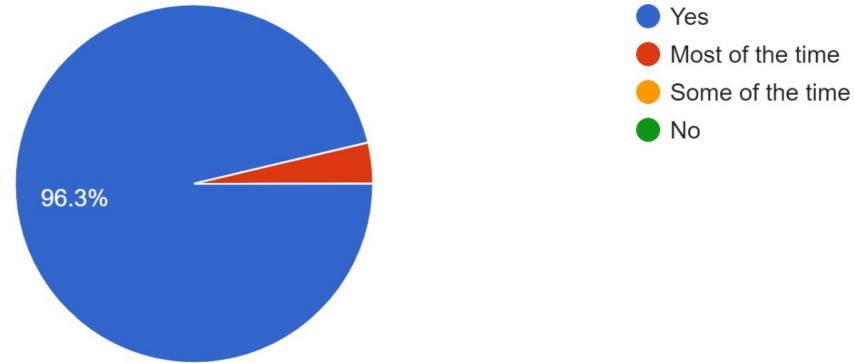
26 responses



Student Comment: “Lots of positive reinforcement. Made it feel as though we mattered individually. The teacher was transparent and human. Lots of laughs!”

10. It is our goal to make everyone feel comfortable, welcome, and safe in our programs. Do you think we accomplished that goal with regard to student diversity, city, religion, age, family system, sexuality, etc.?

27 responses



Student Comment: “I usually feel so uncomfortable because I am the only person that is not white. Something happened here being the only person not white but I wasn't uncomfortable at all. I usually quit because the feeling is too uncomfortable but I looked forward to coming to this class. No problems at all!”

11. Did you learn what you hoped to learn?

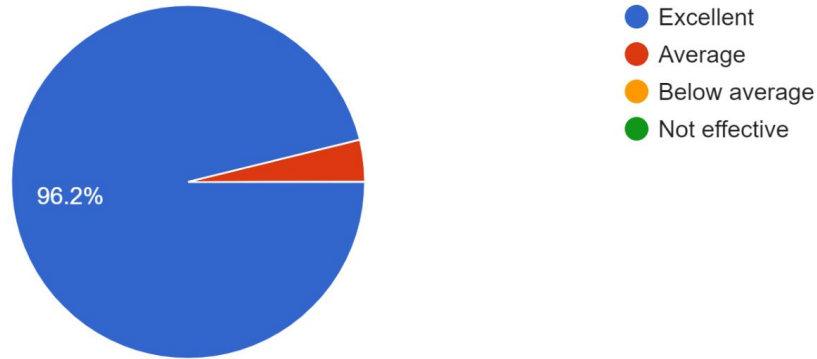
25 responses



Student comment: “I was very fortunate to have teachers who encouraged me to pursue my dreams of being a first time graduate. There would be times I wouldn’t check in and my teachers would reach out to bring me back to focus! I will be the first in my family to have a diploma.”

12. How would you rate the quality of your teacher?

26 responses



Student Comment: “Linnea is an absolutely amazing teacher. She keeps you interested and focused on what she's teaching so you don't get bored and makes it easy to understand.”

DAE Students Served and Contact Hours

- Covid Recovery and Growth

	DATE RANGE	# OF STUDENTS	# OF CONTACT HOURS
Post-Covid Rebuilding	5/1/2023 - 3/30/2024	1047	17,106
Post-Covid Rebuilding	5/1/2022 - 4/30/2023	769	16,377
Covid + Oct. 2021 Move	5/1/2021 - 4/30/2022	425	12,481
Covid	5/1/2020 - 4/30/2021	489	14,045
Covid March 2020	5/1/2019 - 4/30/2020	994	21,118
Pre-Covid	5/1/2018 - 4/30/2019 ₁₀₈	1235	24,090
Pre-Covid	5/1/2017 - 4/30/2018	1375	21,838

DAE Finances

- Relies on contact hours

Federal Adult Basic Education (ABE) Funding Formula

- Enrollment
- Contact Hours

State Adult Basic Education (ABE) Funding Formula

- Census Count
- Contact Hours
- School District Limited English Proficiency Counts
- School District No-Diploma Counts

Federal and state funds cover all of our programming costs.

Duluth Public Schools

District funds cover our building and infrastructure costs. (Thank you!)

We are so excited for our new space at the DNT!

Through the design process, we worked closely with Bryan Brown and Chris Hogan, architect, to design an ideal space to support student success for adult students. (Approx. 6,800 sq. ft) This includes:

- **A welcoming and trauma-informed space**
 - Natural light, views of nature, clear sightlines, autonomy and choice, spaces that provide a sense of safety, respect, community, and dignity. Sources: [Forbes Article](#) and [Architecture Article](#)
- **Teaching and learning spaces to accommodate our current student population and growth**
 - GED and Diploma classroom
 - English Language (ELL/ESL) classroom
 - Core Skills classroom
 - Career Path classroom
 - Computer lab and student study area
 - 4 testing rooms for GED testing and additional tests administered
 - Student registration room for new students
 - Adequate office space and teacher work area
- **Adult Education as an integral part of the Duluth Public Schools Vision**
 - DAE helps create equity in our community by supporting adult students achieving academic and career goals

Current Growing Pains

We are outgrowing our current location for downtown programming at the Arvig Building (Approx. 4800 sq. ft):

- GED/Diploma teacher and Career teacher share a classroom
- ELL/ESL teacher and Core Skills teacher share a classroom
- Computer lab/multi-purpose room is used daily as a classroom
- Two testing rooms are often at capacity
- Copy machine/teacher work area repurposed for a small group room to accommodate registration, testing, and volunteer tutors
- Our staff room is lined with file cabinets to make room for the small group room
- Data management staff does not have an office and is located in front entry area which results in constant interruptions

And we have a phenomenal staff who put student needs above all else and work together to create a positive environment and experience, even when we are experiencing logistical challenges.

DAE Program Growth Summary

- From 2022/23 to 2023/24

St. Louis County Jail	+ 60%
Core Skills and Computer Skills	+ 50%
English Language Learners (ELL/ESL)	+ 25%
Registration and Distance Learning	+ 35%
Career Path	N/A
College Prep	- 15%
GED and Diploma	- 50%

St. Louis County Jail Program

Class Grants Includes Word: slcj

Student Contact and Proxy Hours

Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
Year 2019/2020													
Year 2020/2021													
Year 2021/2022													
Year 2022/2023						38	52	48	99	87	58	69	451
Year 2023/2024	201	150	69	91	134	176	146	92	175	195	150	76	1,655

Approx. 60% increase

Core Skills and Computer Skills Program

Class Grants Includes Word: basic

Student Contact and Proxy Hours

Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
Year 2019/2020													
Year 2020/2021													
Year 2021/2022													
Year 2022/2023					34	42	31	39	49	34	50	28	306
Year 2023/2024	73	62	23		64	89	82	43	88	98	104	77	802

Approx. 50% increase

114

**BRUSH UP
AND REFRESH
CORE SKILLS**

DULUTH ADULT EDUCATION
CLASSES

*Want to improve
math and reading skills?*

- Drop In and Independent Study



**FREE
CLASSES**



CHILDCARE
OPTIONS



IN PERSON
OR ONLINE



TRANSIT
ASSISTANCE



DAY AND
EVENING

English Language Learner Program (ELL/ESL)

Class Grants Includes Word: esl

Student Contact and Proxy Hours

Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
Year 2019/2020													
Year 2020/2021													
Year 2021/2022													
Year 2022/2023					235	290	345	207	188	180	313	206	1,963
Year 2023/2024	332	208	83	8	292	379	411	246	376	314	244	2	2,892

Approx. 25% increase

IMPROVE YOUR ENGLISH

**DULUTH ADULT EDUCATION
CLASSES**

- Beginner/Low Intermediate Class
- Intermediate and Above Class
- Conversation Class



**FREE
CLASSES**


CHILDCARE
OPTIONS


IN PERSON
OR ONLINE


TRANSIT
ASSISTANCE


DAY AND
EVENING

Registration and Distance Learning Platforms (Other)

Class Grants Includes Word: other

Student Contact and Proxy Hours

Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
Year 2019/2020													
Year 2020/2021													
Year 2021/2022													
Year 2022/2023				87	491	646	647	507	461	515	472	301	4,125
Year 2023/2024	451	190	235	106	1,011	999	1,048	445	905	747	642	45	6,823

Approx. 35% increase

Career Path Program

Class Grants Includes Word: career

Student Contact and Proxy Hours

Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
Year 2019/2020													
Year 2020/2021													
Year 2021/2022													
Year 2022/2023				157	474	223	313	121	230	167	387	197	2,268
Year 2023/2024	14	37							281	24	154	191	699

N/A Impacted by grant cycle which ended June 2023

PARTNERS:

- CareerForce/City of Duluth
- SOAR Career Solutions
- Community Action Duluth
- Lake Superior College
- Fond du Lac Tribal and Community College ¹¹⁷
- Regional Online Career Collaborative (ROCC)

START ON A CAREER PATH

DULUTH ADULT EDUCATION
CLASSES

- Healthcare Services
- Certified Nursing Assistant
- Construction
- Paraprofessional



**FREE
CLASSES**



IN PERSON
OR ONLINE



DAY AND
EVENING





College Prep Program

Class Grants Includes Word: college

Student Contact and Proxy Hours

Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
Year 2019/2020													
Year 2020/2021													
Year 2021/2022													
Year 2022/2023				444	773	778	698	328	362	358	216	252	4,208
Year 2023/2024	102	128	86	415	703	659	613	85	317	286	157	123	3,674

Approx. 15% decline

PARTNERS:

- Lake Superior College

**GET
COLLEGE
READY**

DULUTH ADULT EDUCATION
CLASSES

- Pathways Read Write
- Pathways Math Essentials 1
- Pathways Math Essentials 2



**FREE
CLASSES**

 AT LAKE
SUPERIOR
COLLEGE

 IN PERSON
OR ONLINE

START YOUR FUTURE TODAY! Register Online. 

GED and Diploma Program

Class Grants Includes Word: ged

Student Contact and Proxy Hours

Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total
Year 2019/2020	35	13	39		24	48	30	12	39	47	25	4	315
Year 2020/2021	21	21			8	14	15	7	9	21	46	39	199
Year 2021/2022	43	18	15		18	10	48	27	27	66	87	45	402
Year 2022/2023	43	44	35	12	138	128	116	55	68	88	154	124	1,004
Year 2023/2024	113	17	17	4	52	48	64	32	77	51	57	34	565

Approx. 50% decline

CURRENT PARTNERS

- CareerForce/City of Duluth
- Community Action Duluth
- Life House
- Lake Superior College
- Arrowhead Economic Opportunity Agency (AEOA)

119

GET YOUR
GED or
DIPLOMA

DULUTH ADULT EDUCATION
CLASSES

- Drop In and Independent Study
- GED Math Lessons
- GED Reading Lessons



FREE
CLASSES



Addressing the College Prep Program Decline

- Decline is, in part, due to the academic calendar.
- Adding online asynchronous classes Fall semester.
- Preparing for MN State changes in Developmental Education courses.

Addressing the GED/Diploma Program Decline

- Is it really that bad?

Probably not.

- Data includes only in person students. Considering many students have moved to distance learning options, where we have seen a 35% increase, the decline may not be as significant.

Additional contributing factors:

- GED or Diploma attainment largely follows economic trends. When it is easy to get a job without a high school diploma, people are less motivated to obtain a high school equivalency.
- Fall 2023 we hired a new GED teacher and they are learning the ropes of how to best work with our GED and diploma students.

Addressing the GED/Diploma Program Decline

- What are we doing to improve?

What we implemented this year:

- An ALC referral process when students age out
- Partnership with AEOA to offer online GED classes in the NE region of the state
- New partnerships: Life House
- Offering online synchronous classes
- Offering free GED Ready tests when students register
- Evening GED tutoring
- GED or Diploma Advising Outreach
- Community gathering events (e.g. student success celebrations)

What we will implement next year:

- Improve student tracking system
- Improve efficiency and efficacy of GED path including curriculum and new classes
- And more that is yet to be determined in collaboration with DAE teachers based on data and student experience over the summer

What we will explore for the future:

- Explore with jail administration if we can support GED and Diploma work with people who are currently incarcerated
- Satellite programs and partnerships

Addressing the GED/Diploma Program Decline

- Top priority to serve the Duluth community

Considering the graduation rates of students of color from our district, we know there are many individuals in our community who could benefit from earning a high school credential. Our priority will be to find out how to best serve individuals and communities of color.

Some starting points:

- Building relationships with communities of color
- Partnerships with organizations that serve communities of color
- Satellite sites
- Hiring people of color as tutors and teachers
- Outreach and marketing
- Getting feedback and listening to our students of color to learn how to best support them on a path to success

Graduation Data

DATE RANGE	# of students earning GEDs	# of students earning DIPLOMAS	Students of Color
5/1/2023 - 3/30/2024	9	21	37%
5/1/2022 - 4/30/2023	25	16	44%
5/1/2021 - 4/30/2022 (October 2021 Move)	6	9	27%
5/1/2020 - 4/30/2021 (Covid)	7	10	35%
5/1/2019 - 4/30/2020 (March 2020 Covid)	5	5	20%
5/1/2018 - 4/30/2019	18	¹²⁴ 3	43%
5/1/2017 - 4/30/2018	25	1	39%

Measurable Skill Gain (MSG) Data 2023-2024

STATE TARGET	All	White	American Indian/Alaska Native	Black or African American	Hispanic	Asian	Two or More Races
28%	35.7%	42.3%	43.5%	33.3%	28.6%	20%	16.7%

Student Supports - How is DAE supporting students?

- Free childcare
 - Through a partnership with the YMCA
- Free transportation
 - Over 1250 bus passes distributed
- Chromebook checkout
- New Wednesday evening opportunities
 - For registration, English language class, and GED tutoring
- Growing volunteer program
 - Increased from 2 volunteers to 19 in the last two years since beginning a volunteer program
- Creating community
 - Student Success Celebrations
 - Student Events

Student Success Celebration March 2024



"Thank you for being a big help to me and my fellow classmates and making learning fun and understanding. You change lives daily and deserve to be appreciated always for the work you do. Thank you for everything!" - DAE Career Path Student