

Learning Network Agenda

Wednesday November 16, 2011

12:00 Noon Best Western Lakeside Inn, Baraga

1. **Introductions**
2. **Review the Learning Network concept**
3. **Explore Baraga County vulnerable youth data**
4. **Brainstorm topics for Learning Network sessions**
5. **Choose tentative dates for Learning Network sessions**
6. **Discuss/form tentative teams**

What is the Learning Network?

The Learning Network is a series of collaborative meetings, workshops, and facility tours during which, participants learn from one another and find ways to address challenges that their organizations face. Five to seven teams from local organizations study and explore issues related to youth in the community over the course of approximately one year. Meetings take place approximately every six weeks. All topics are chosen by consensus of the participants.

Proposed Goals:

1. **Explore the issues and status of vulnerable youth in the community.**
2. **Strengthen collaborative efforts to improve services and programs for vulnerable youth.**
3. **Increase sustainability of community services for vulnerable youth.**


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Strong Organizations . . . Strong Youth

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Baraga Vulnerable Youth Learning Network




Orientation
November 16, 2011

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Great Lakes Center for Youth Development

...Strengthening the organizations that serve youth
...Helping communities build healthy youth environments

- Promote Asset-Based Youth Development
- Mobilize Communities
- Provide Technical Assistance
- Strengthen Nonprofits



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Today's Goals

- Review Learning Network Concept
- Explore Baraga County Vulnerable Youth Data
- Plan Sessions for Network

3

Learning Network Purpose

- Create a peer-to-peer learning environment
- Create opportunities to collaborate
- Strengthen the youth environment – particularly for vulnerable youth
- Create a shared mental model


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Why a Learning Network on Vulnerable Youth?

- Increase understanding about area youth
- Increase knowledge of community organizations and services
- Strengthen collaborative efforts
- Leverage improvements/change

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Gogebic Co. Learning Network



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Learning Network Process

- Create community improvement teams
- Explore and problem-solve challenges
- Apply knowledge from Learning Network back to work with youth
- Exchange and network between members
- Learn about community organizations and their services for youth

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Learning Teams

Each Community Learning Team:

- 4-5 members per team
- Hosts a network meeting
- Presents and reviews a critical issue
- Special topics and speakers
- Networking

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Examples of Community Teams

- Faith-Based
- Law Enforcement
- Education
- Agency
- Native American
- Service

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Sample Day

10:00 – 11:45 Learning Sessions

- 45 min. Topic A
- 45 min. Topic B

11:45 – 12:15 Lunch

12:15 – 1:15 Host Team Presentation

- Introduction to the sector and critical issue

1:15 – 2:15 Small Group Work

2:30 – 3:15 Small Group Presentations

3:30 Adjourn

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Learning Network Tools



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Total Quality Management

- Rapid change, budget pressures
- Cutting costs not the answer
- Highly competitive environment
- Today's customers demand quality
- Quality increases productivity

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TQM Management Philosophy

- Driving force is quality
- Cooperation over competition
- Teamwork over individualism
- Change occurs continuously, gradually & is valued

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Deming Cycle

14

Deming Cycle

- Framework for Evaluation
- Plan – what we want to do & how to do it
- Do – carry out the plan
- Study – check & analyze the effects
- Act – to correct any problems or improve performance

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Brainstorming

- No criticism of ideas
- Hitchhiking is welcome off other ideas
- Unusual ideas are welcome, too!
- Allow everyone to contribute
- Record all new ideas
- Set time limit

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Force Field Analysis

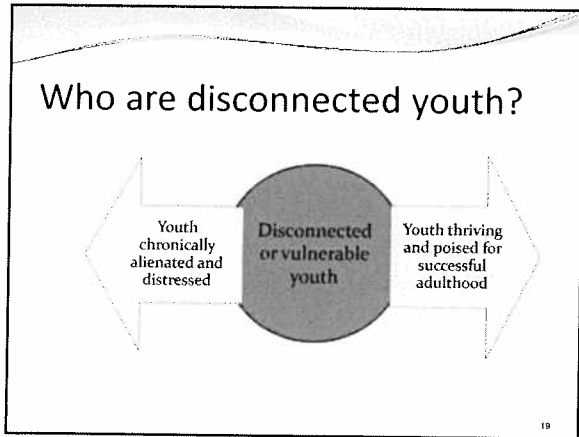
- Kurt Lewin, 1890-1947, MIT professor
- Framework – look at factors that influence a situation
- Helping forces (drive towards goal)
- Hindering forces (blocking movement towards goal)
- Analyze a potential solution's success potential

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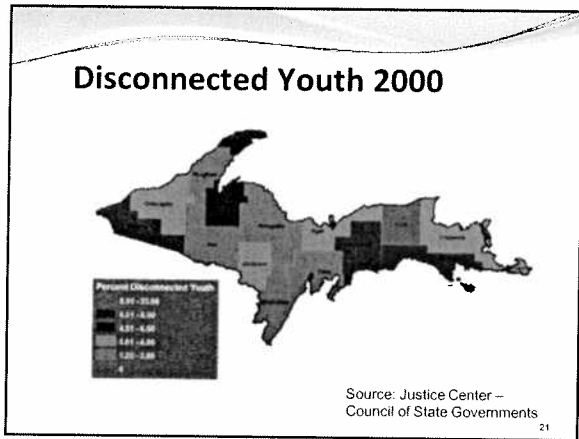
Force Field Analysis

Forces for Change			Forces Against Change	
5	→	Issue	←	1
4	→	Problem	←	4
1	→	Opportunity	←	5
4	→	Challenge	←	5
2	→		←	3
5	→		←	1
23				19
5 Strongest	4	3	2	Weakest 1

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- ### Disconnected Youth
- 16-19 year olds
 - Not working
 - Not in school
 - Do not have a diploma
- 20



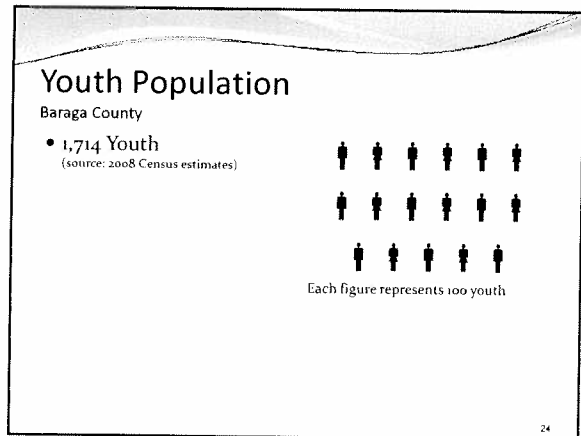
Vulnerable Youth

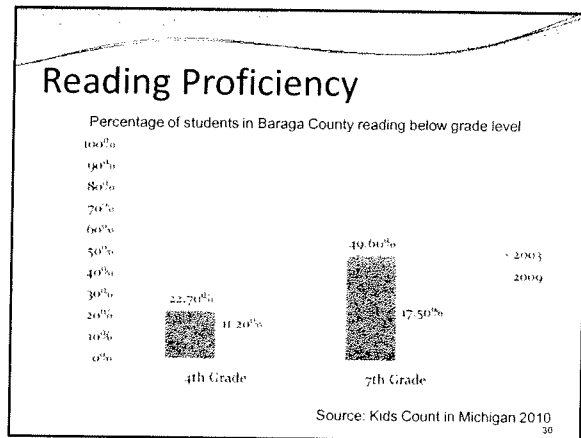
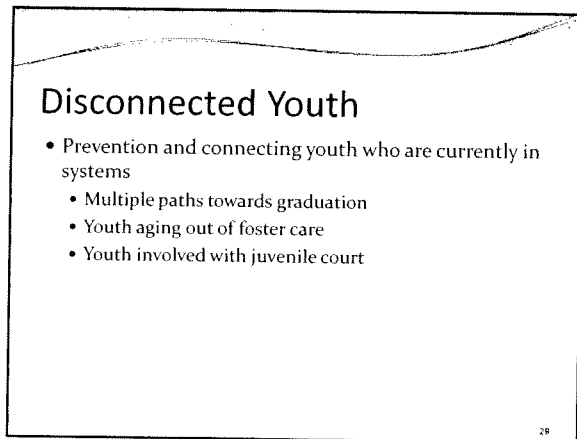
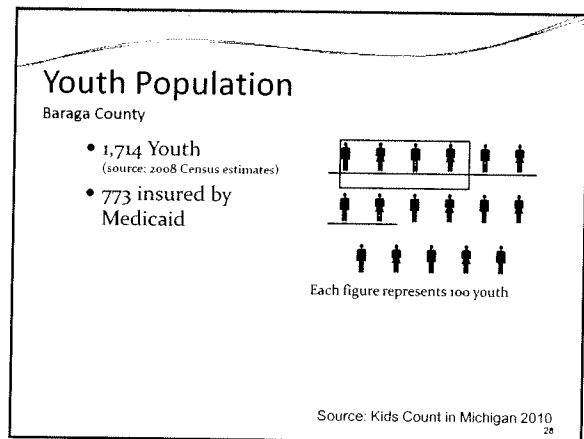
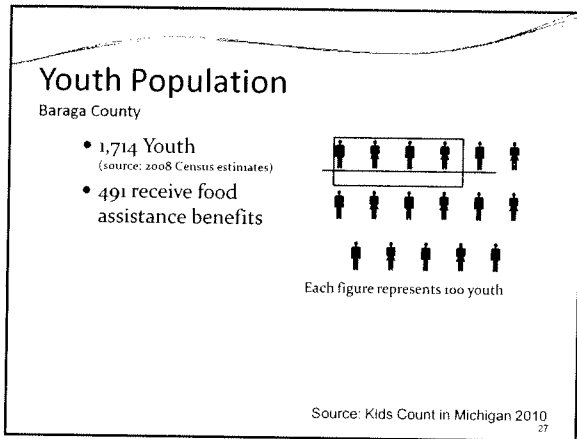
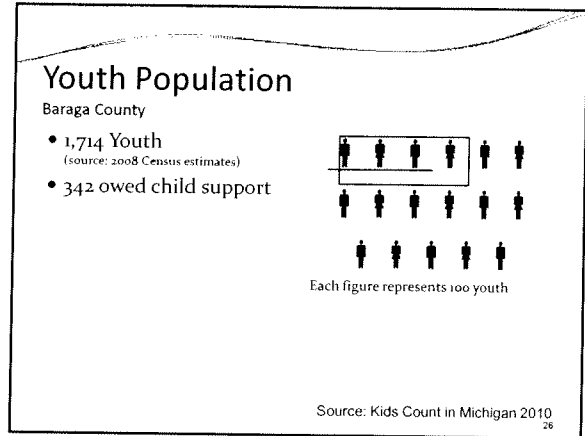
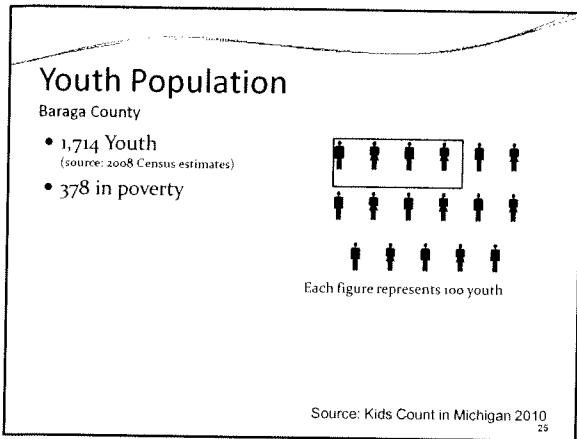
“Vulnerable youth are the nearly 30 million children in the United States growing up in families that can’t make ends meet—those on the bottom rung of the economic ladder. In addition to poverty, these children face at least one other compounding factor, such as race, ethnicity, or a household headed by a single mother. They tend to live in urban and rural communities largely segregated by economics, class and color. Typically, they are children who end up on the lowest tier of every available indicator, from health to education to nutrition.”

Source: The Kellogg Foundation www.wkkf.org

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- ### Vulnerable Youth
- Youth who live in poverty
 - Race/ethnicity/single parent home
 - Community segregated by economics/class/color
- 23

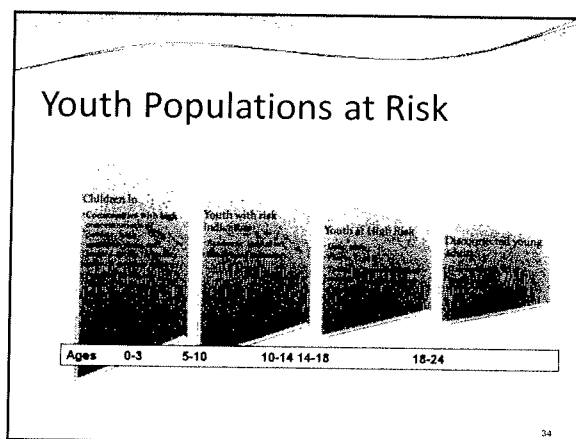
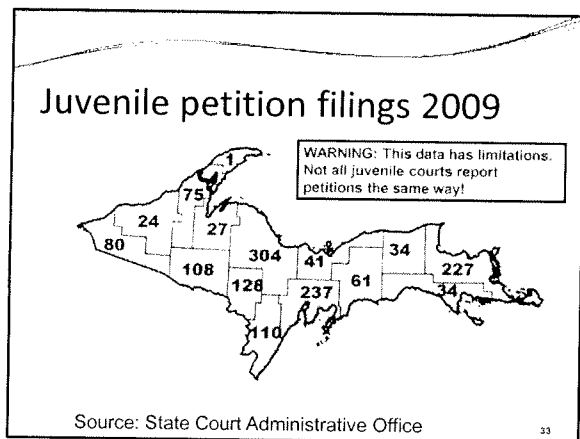




Graduation rates 2007

School	Cohort size	On-time graduation rate	Dropout Rate
Baraga High School	38	63%	16%
L'Anse High School	49	98%	2%

- ### Juvenile Court
- Two kinds of Juvenile court cases:
- Juvenile delinquency
 - Status offenses
 - Runaway
 - Incurrable
 - Truant



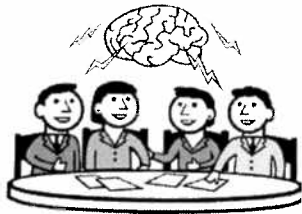
- ### Key indicators
- Accumulating few course credits
 - Literacy challenges
 - Absenteeism
 - 8th grade disciplinary problems
 - Disengagement from teachers, peers, extracurricular activities

COMING SOON!

2011 Baraga County Profiles of Student Life:
Attitudes and Behaviors Survey!

Results expected to be available in January!

Brainstorming



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Pick Dates



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Questions?

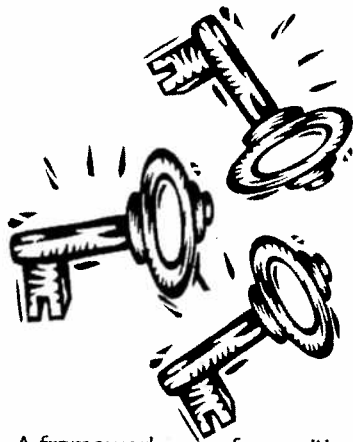


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2001 Report of the 40 Developmental Assets in Baraga, Houghton and Keweenaw County



KEYS

So All Kids Can Succeed!

A framework for positive human development is presented in this report. This framework emerges from Search Institute's research on defining 40 developmental assets. These are building blocks of human development that help protect youth from high-risk behavior and help enhance school success and other forms of positive development. The 40 developmental assets cover these eight categories: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies and Positive Identity. Assets are the strengths, or building blocks, that kids need to grow up healthy, competent and caring. Search Institute's research tells us that youth with more assets experience more success in life and participate less in risky behaviors.

The Survey of Student Resources and Assets was administered in March, April and May 2001 to 1221 students in grades 7, 9 and 11 at Adams Township Schools, Baraga Area Schools, BRIDGE School, Public Schools of Calumet, Laurium and Keweenaw, Chassell Township Schools, Dollar Bay-Tamarack City Area Schools, Hancock Public School, Houghton-Portage Township Schools, Lake Linden-Hubbell Schools, L'Anse Area Schools, Lake Linden-Hubbell Public Schools, and Stanton Township Public Schools.

There were 541 boys and 664 girls who completed the survey with 437 (36%)—7th graders; 391 (32%)—9th graders; 390 (32%)—11th graders. Race/Ethnicity of students who participated in the survey consisted of a majority of Caucasian (91%), with American Indian and Multiracial making up 4% each and Asian/Pacific Islander and Hispanic consisting of 1% each.

This report contains important insights about the young people in our community. It includes information about the

challenges they face and the internal strengths and external supports they have to overcome those challenges.

- The eight highest assets include: Positive view of personal future (70%) Positive peer influence (69%); Achievement motivation (68%); Family support (63%); Religious community (61%); Bonding to school (59%); Integrity (59%) and Honesty (59%).

- The eight lowest assets include: Creative activities (13%); Community values youth (19%); Youth as resources (20%); Caring school climate (22%); Parents involved in School (23%); Adult role-models (26%); Reading for pleasure (28%) and Planning and decision-making (29%).

- Compared to the national average, we have significantly higher assets in positive family communication, school boundaries, positive family communication, restraint and resistant skills; but lower assets in service to others, Create activities, School engagement, Homework, Caring and equality and Social justice.

- Recommendations to increase lower assets include:
 - Mentoring
 - Being a community that values youth and sees them as resources, not problems
 - Getting more parents involved in their children's middle, junior or high school
 - Creating a more caring, supportive school climate
 - Teaching students—planning, decision-making and goal-setting skills
 - Developing and publicizing more creative youth activities
 - Creating more service and volunteer opportunities
 - Empowering youth to positively contribute to their community

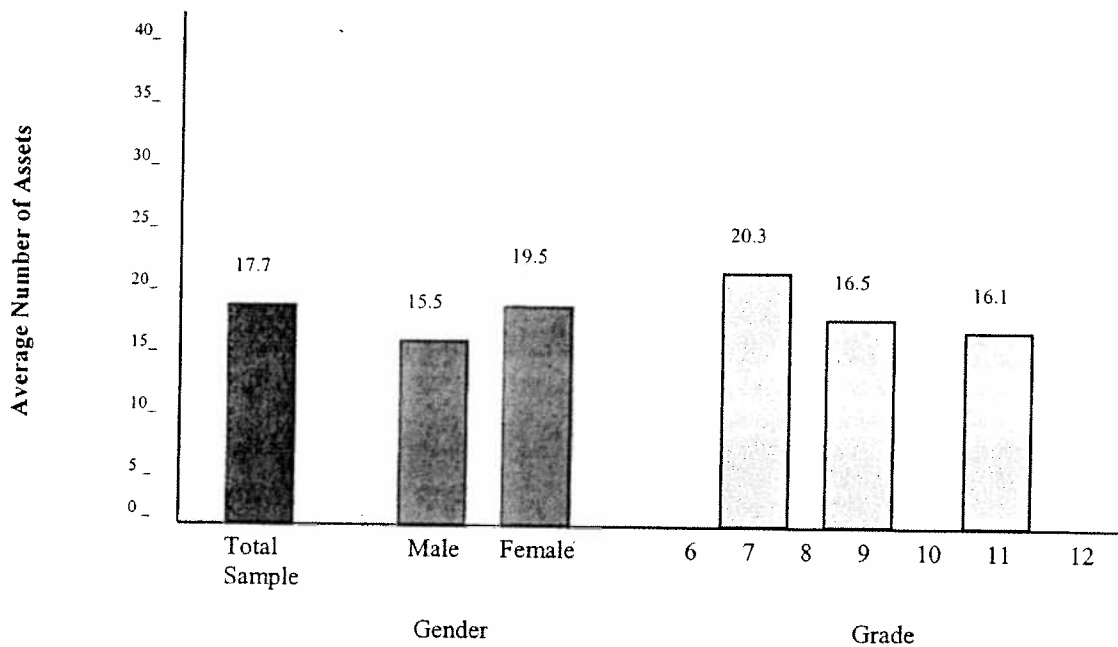


Average Number of Assets

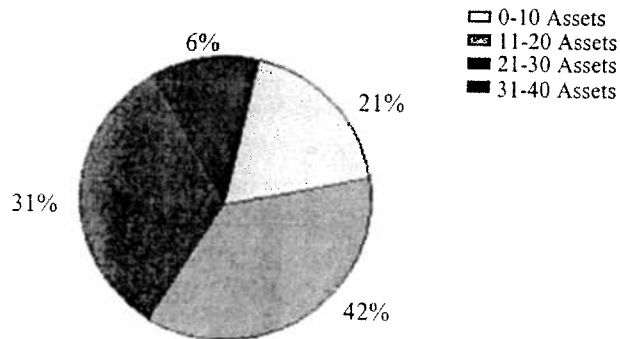
2001 Copper Country Intermediate School District (Baraga, Houghton, Keweenaw counties)

Our youth on average have only 17.7 of the 40 developmental assets. Only 6% of all students surveyed had 31-40 assets. Search Institute promotes a goal of at least 31 assets for every youth. As you can see in the pie chart below, our boys have fewer assets than girls, and assets decrease as young people proceed through their school career.

Our Youth Average 17.7 Assets



In the surveyed counties, 63% of the youth surveyed had 20 or fewer assets. The largest number of youth, 42%, fell into the range of 11-20 assets.



2001 Report of the 40 Developmental Assets in Baraga, Houghton and Keweenaw County Youth

Percentage of Baraga, Houghton and Keweenaw County Youth Reporting each of 20 External Assets

		ASSET NAME AND DEFINITION	PERCENT
EXTERNAL ASSETS	SUPPORT	1. Family Support —Family life provides high levels of love and support.	63
		2. Positive Family Communication —Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).	46
		3. Other Adult Relationships – Young person receives support from three or more non-parent adults.	37
		4. Caring Neighborhood – Young person experiences Caring neighbors.	40
		5. Caring School Climate – School provides a caring, encouraging environment.	22
		6. Parent Involvement in Schooling – Parent(s) are actively involved in helping young person succeed in school.	23
	EMPOWERMENT	7. Community Values Youth – Young person perceives that adults in the community value youth.	19
		8. Youth as Resources – Young people are given useful roles in the community.	20
		9. Service to Others – Young person serves in the community one hour or more per week.	41
		10. Safety – Young person feels safe at home, school, and in the neighborhood.	54
	BOUNDARIES AND EXPECTATIONS	11. Family Boundaries – Family has clear rules and consequences and monitors the young person's whereabouts.	39
		12. School Boundaries – School provides clear rules and consequences.	55
		13. Neighborhood Boundaries – Neighbors take responsibility for monitoring young people's behavior.	46
		14. Adult Role-models – Parent(s) and other adults model positive, responsible behavior.	26
		15. Positive Peer Influence – Young person's best friends model responsible behavior.	69
		16. High Expectations – Both parent(s) and teachers encourage the young person to do well.	39
	CONSTRUCTIVE USE OF TIME	17. Creative Activities – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	13
		18. Youth Programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	54
		19. Religious Community – Young person spends one or more hours per week in activities in a religious institution.	61
		20. Time at Home – Young person is out with friends "with nothing special to do" two or fewer nights per week.	46

2001 Report of the 40 Developmental Assets in Baraga, Houghton and Keweenaw County Youth

Percentage of Baraga, Houghton and Keweenaw County Youth Reporting each of 20 Internal Assets

ASSET NAME AND DEFINITION

PERCENT

INTERNAL ASSETS

		ASSET NAME AND DEFINITION	PERCENT
COMMITMENT TO LEARNING	21.	Achievement Motivation —Young person is motivated to do well in school.	68
	22.	School Engagement —Young person is motivated to do well in school.	51
	23.	Homework – Young person reports doing at least one hour of homework every school day.	34
	24.	Bonding to School – Young person cares about her or his school.	59
	25.	Reading for Pleasure – Young person reads for pleasure three or more hours per week.	28
POSITIVE VALUES	26.	Caring – Young person places high value on helping other people.	31
	27.	Equality and Social Justice — Young person places high value on promoting equality and reducing hunger and poverty.	37
	28.	Integrity – Young person acts on convictions and stands up for her or his beliefs.	59
	29.	Honesty – Young person “tells the truth even when it is not easy.”	59
	30.	Responsibility —Young person accepts and takes personal responsibility.	54
	31.	Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.	52
SOCIAL COMPETENCIES	32.	Planning and Decision-making – Young person knows how to plan ahead and make choices.	29
	33.	Interpersonal Competence – Neighbors take responsibility for monitoring young people’s behavior.	46
	34.	Cultural Competence —Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	36
	35.	Resistance Skills —Young person can resist negative peer pressure and dangerous situations.	47
	36.	Peaceful Conflict Resolution – Young person seeks to resolve conflict non-violently.	48
POSITIVE IDENTITY	37.	Personal Power – Young person feels he or she has control over “things that happen to me.”	42
	38.	Self-esteem – Young person reports having high self-esteem.	41
	39.	Sense of Purpose – Young person reports that “my life has a purpose.”	50
	40.	Positive View of Personal Future – Young person is optimistic about her or his personal future.	70

Assets Help Protect Youth

Our survey results demonstrate that the more assets youth have in their lives, the less likely they are to participate in risk taking behaviors. As illustrated by these charts, youth with more assets use less alcohol and drugs.

Percent of Youth Reporting Substance Use Related Risk-Taking Behaviors, by Gender and Grade

Risk-Taking Behaviors		Total Sample (%)	Gender (%)		Grade (%)		
			M	F	7	9	11
Alcohol	Used alcohol once or more in the last 30 days	28	28	28	12	29	44
Tobacco	Smoked cigarettes once or more in the last 30 days	25	26	24	11	28	38
Marijuana	Used marijuana once or more in the last 12 months	17	18	16	6	17	28

Assets Promote Positive Behaviors and Attitudes

The 2001 area survey results reveal that the more assets youth have in their lives, the more likely they are to succeed in school and maintain good health. Assets help youth thrive. Youth who have more assets also are more likely to be leaders, resist dangerous activities and not give up when things get difficult.

Percent of Youth Reporting Thriving Indicators, By Gender and Grade

Thriving Indicators		Total Sample (%)	Gender (%)		Grade (%)		
			M	F	7	9	11
Succeeds in School	Gets mostly As on report card	24	20	27	23	26	23
Maintains Good Health	Pays attention to healthy nutrition and exercise	53	49	55	61	50	46

How can we help build more assets in our youth?

<p>Parents</p> <ul style="list-style-type: none"> • Model and talk about the values & priorities you • Become active in your children's education through school activities, monitoring homework, and having conversations about school and learning. • Eat at least one meal together every day. Know where your children are, who they are with, and that 	<p>Young People:</p> <ul style="list-style-type: none"> • Help a neighbor with their yard work or volunteer at • Choose one way to build a relationship with a child through baby-sitting, playing catch with a child in the neighborhood, or by volunteering as an assistant • Write a note to (or call) one of the main asset builders in your life to thank them.
<p>Community:</p> <ul style="list-style-type: none"> • Learn the names of all children and teenagers who live near you or work in shops or community centers • Take time to play with or talk with young people who live near you or work with you. • Build at least one sustained, caring relationship with a child or adolescent either informally or through a 	<p>Churches:</p> <ul style="list-style-type: none"> • Sponsor a support group for youth who face particular difficulties such as parents' divorce, • Intentionally foster intergenerational relationships by providing activities for all ages within the • Offer parent education a regular basis as part of the congregation's educational programs. • Offer your facilities for community youth activities.
<p>Schools:</p> <ul style="list-style-type: none"> • Encourage all students to do well in school. • Train teachers, support staff, administrators, and • Involve youth in leadership roles and meaningful • Set high, clear, and fair expectations for student 	<p>Youth Organizations:</p> <ul style="list-style-type: none"> • Involve youth in leadership and program planning. • Provide a range of structured activities for youth • Provide opportunities where young people feel • Get organizations to work together for youth rather

Youth Asset Survey Partner Organizations:

Keweenaw Community Foundation

W.K. Kellogg Foundation

Copper Country Human Services Coordinating Body

Special thanks to Marquette-Alger Youth Foundation and it's Asset Vision Team

For More Information

If you would like to join a community effort and help build assets in our youth, call

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This report was prepared by Keweenaw Empowering Youth Strengths (KEYS), a workgroup of Copper Country Human Services Coordinating Body.

TRENDS IN CHILD WELL-BEING 2000-2008/09**

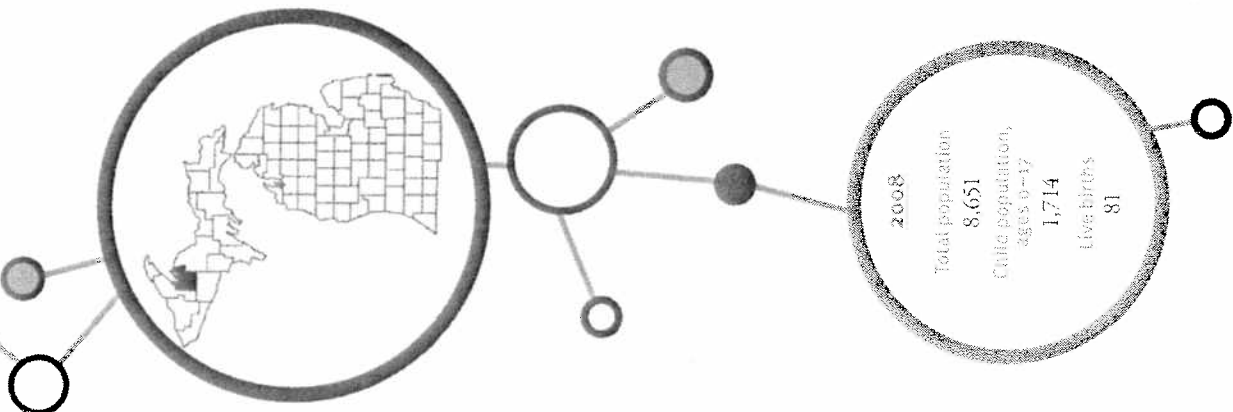
	BASE YEAR		CURRENT YEAR		RANK	M-RATE	PERCENT CHANGE IN RATE	
	NUMBER	RATE	NUMBER	RATE			WORSE	BETTER
Economic Security**	2005		2008					
Children in poverty	328	18.9%	378	22.4%	48	19.3%	19	
• ages 0-17	226	17.2%	251	20.4%	52	17.8%	19	
• ages 5-17	2006		2009					
Students receiving free/reduced price school lunches ²	623	45.0%	666	51.4%	45	45.8%	14	Baraga Michigan
Child Health	1998-2000		2006-2008					
Less than adequate prenatal care (2008) ³	—	—	31	38.3%	66	29.6%		
Low-birthweight babies	4	4.2%	3	3.6%	1	8.5%	14	
Infant mortality (per 1,000)	1	*	0	*	* of 52	7.6		
Child deaths, ages 1-14 (per 100,000)	0	*	0	*	* of 36	17.3		
Adolescence								
Births to teens, ages 15-19 (per 1,000)	14	57.6	8	34.8	47	33.7	40	
Teen deaths (per 100,000)	0	*	0	*	* of 39	55.6		
High school dropouts**	2007		2009					
	10	10.9%	11	9.2%	43 of 80	11.3%	15	
Abuse/Neglect (per 1,000)	FY2000		FY2009					
Children in investigated families	173	86.2	153	89.3	38	73.6	4	
Confirmed victims	46	22.9	43	25.1	69	12.9	9	
Children in out-of-home care	11	5.5	31	18.1	76 of 76	5.3	230	
Education (below proficient in MEAP reading)	2003		2009					
Fourth grade	22	22.7%	10	11.2%	31	15.9%	50	
Seventh grade	58	49.6%	18	17.5%	57	18.0%	65	

1. A ranking of 1 means a county has the "best" rate compared to other counties in the state. Unless noted, the ranking is based on 82-83 counties.

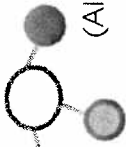
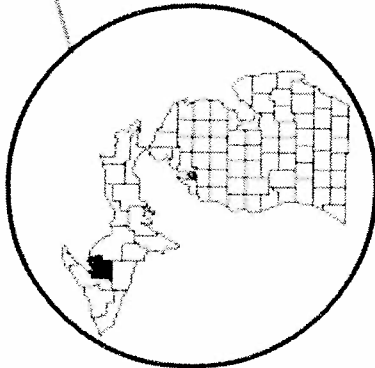
2. Family income for eligible students is below 185 percent poverty level.

3. Due to Michigan's revised birth certificate, 2008 data cannot be compared with those of previous years. Sometimes a rate could not be calculated because of low incidence of events or unavailable data.

** Due to changes in the data measures, comparisons between 2000 and the current year could not be made for some indicators. N/A not available.



Baraga



Background Information

(All data are for 2009 unless otherwise noted.)

Population	2008
Child population 0-17	1,714 19.8%
• White	1,238 72.2%
• African American	34 2.0%
• Hispanic	30 1.8%
• Other	412 24.0%

Access to Health Care

	Number	Rate	MI
Children insured 2007	1,618	88.9%	93.2%
Children, ages 0-18 insured by...	773	42.4%	37.0%
• Medicaid ¹	29	1.6%	1.3%
• MICHild	71	72.4%	60.9%
Fully immunized toddlers, ages 19-35 months (for the series 4:3:1:3:3:1) ²	89	48.9%	35.4%
Lead poisoning in children, ages 1-2	1	*	0.9%
• tested	4	*	21.3
• poisoned (% of tested)	167	12.9%	14.7%
Children, ages 1-14, hospitalized for asthma (rate per 10,000) ²	24	14.0	18.2

Children with Special Needs

Students in Special Education ¹	167	12.9%	14.7%
Children receiving Supplemental Security Income (rate per 1,000) ¹	24	14.0	18.2

¹ As of December 2009.
² Annual rate and number are based on the three-year period 2006-2008 and only for counties with a total number over 20.
³ Family Independence Program (cash assistance).
⁴ The federal Supplemental Nutrition Assistance Program, "formerly "food stamps".
 Note: Percentages reflect percent of population unless otherwise noted.
 * Sometimes a rate could not be calculated because of low incidence of events or unavailable data.
 N/A not available.
 See Data Notes and Definitions for details.

Economic Conditions

	Number	Rate	MI
Unemployment rate	1,078	24.0%	13.6%
Median Household Income (2008)	\$35,387	—	\$48,606

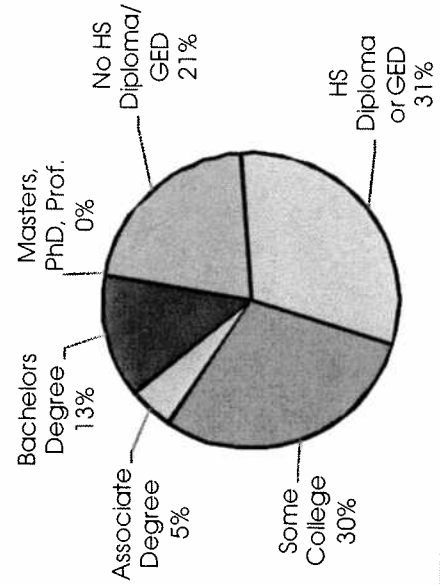
Family Support Programs

Children receiving...	Number	Rate	MI
• subsidized child care, ages 0-12 ¹	39	3.3%	4.2%
• FIP cash assistance ^{1,3}	83	4.6%	5.9%
• Food Assistance Program ^{1,4}	491	26.9%	27.6%
Children with support owed	342	18.1%	20.8%
• receiving none (% of those owed)	38	11.1%	29.1%
• receiving less than 70% of amount	141	41.2%	61.2%

Education Level of Mothers of Newborns in 2008

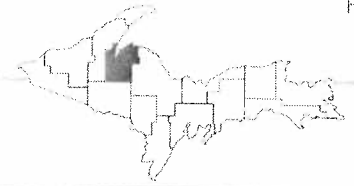
Due to rounding error, percentages may not total 100 percent.

Total number of births: 81



Source: Michigan Department of Community Health, Vital Records and Health Data Development

Baraga County, MI (2010)



Baraga County is nestled on the southern shore of Lake Superior, and is a county with unlimited options. It provides great access to Lake Superior, along with a multitude of inland lakes and streams. The county also offers some of the greatest fishing and boating in the Midwest, while providing endless miles of trails and wilderness to explore. Baraga County possesses an extremely strong and assorted manufacturing background, while also having a leading advantage in the world of sustainable forestry practices. With rich history and diverse background Baraga County is truly a four-season destination.

Census	2000	2010	% Change
Population	8,739	8,860	-1.4%
Land Area	917.83 Square Miles		

LABOR FORCE (DEC 2010)

Total Labor Force.....	4,025
Employed.....	3,175
Unemployment Rate.....	21.1%

EDUCATION & TRAINING

K-12 SCHOOLS	ENROLLMENT
Baraga Area Schools.....	615
L'Anse Area Schools.....	822
Arvon Township Schools.....	20

COLLEGES & UNIVERSITIES

- Finlandia University
- Northern Michigan University
- Gogebic Community College
- Michigan Tech University
- Keweenaw Bay Ojibwa Community College

WORKFORCE DEVELOPMENT AGENCIES

- Western Upper Peninsula Michigan Works!

HEALTH CARE & EMERGENCY SERVICES

- Baraga County Memorial Hospital

NURSING HOMES/HOME CARE

- Baraga County Extended Care
- New Day Treatment Center
- Bayside Village
- Covington Rest Home

FIRE DEPARTMENTS

- Covington Volunteer Fire Department
- Township of Baraga
- Aura Volunteer Fire Department
- L'Anse Fire Department

AMBULANCE

- Bay Ambulance, Inc.
- Covington Township Ambulance Service

CLIMATE

	AVERAGE TEMPERATURES	
Summer.....	High 78°	Low 54°
Winter.....	High 20°	Low 2°
Snowfall.....	151" annually	

TELECOMMUNICATIONS

LOCAL

- Baraga Telephone Company
- AT&T
- Sprint

CELLULAR

- AT&T
- Verizon

MAJOR EMPLOYERS THAT EXPORT

	NUMBER EMPLOYED
Pettibone Traverse Lift LLC.....	100
Selkey Manufacturing.....	58
Erickson Lumber & True Value.....	50
CertainTeed	

OTHER EMPLOYERS

	NUMBER EMPLOYED
Keweenaw Bay Indian Community.....	310
MI Department of Corrections.....	300
Baraga Co. Memorial Hospital.....	202
Baraga County Extended Care.....	90
Baraga Area School District.....	75
Baraga County.....	50

FINANCIAL SERVICES

- Baraga County Federal Credit Union
- Citizens Bank
- Superior National Bank & Trust

INDUSTRIAL & COMMERCIAL

- Retail Trade
- General Building
- Contractors
- Truck & Courier
- Real Estate
- Computer & Data Processing
- Legal Services
- Accounting
- Auditing & Bookkeeping
- Management & Public Relations
- Financial Communications & Media
- Manufacturing & Assembly
- Power Generation
- Forestry

INDUSTRIAL PARKS

- 3 - 20+ Acre Parks, Class A Road, Municipal Water & Sewer, Natural Gas, Electric, Telephone, Rail Lines

UTILITIES

ELECTRICITY

- Wisconsin Electric
- (U.P. Power Company)

NATURAL GAS

- SEMCO

WATER

- Municipal, Private Wells

SEWER

- Municipal, Septic Systems

WASTE DISPOSAL

- Waste Management

CABLE TV

- Charter Communications

HIGHWAYS

- US-41, US-141, M-28, M-38

NEAREST CENTRAL CITIES

- Chicago, IL.....350 miles
- Green Bay, WI.....143 miles

GOVERNMENT

- Baraga County Government Information
- Public Records

TRANSPORTATION

BUS LINES

- Greyhound

RAIL CARRIERS

- Wisconsin Central

AIRPORTS

- Houghton County Memorial
- Sawyer International Airport

AIRLINES

- United/Sky West Airlines
- Delta Connection

RECREATIONAL OPPORTUNITIES

- Shrine of the Snowshoe Priest
- Mount Arvon, Michigan's highest peak
- Recreational harbor facilities
- L'Anse Township Park
- Craig Lake State Park
- Ojibwa Casino/Resort
- Baraga State Park
- Baraga County Historical Museum
- Huron Bay & Huron Islands
- Lake Trout Festival
- L'Anse Golf Course
- L'Anse Big Bay Snowmobile Trail
- Lac View Snowmobile Trail
- County Fair (Aug)
- Keweenaw Bay Indian Community Pow-Wow
- Hanka Homestead
- Albert Village Museum
- Henry Ford's model sawmill village
- Aura Jamboree
- Keweenaw Bay
- L'Anse & Baraga on Lake Superior

Baraga County Chamber of Commerce

P.O. Box 122, L'Anse MI, 49946
 Ph: (906) 353-8808
 Email: k-m-de-kleyn@msn.com

Western Upper Peninsula Planning & Development Region

Michigan Planning Region 13
 Ph: (906) 482.7205
 Email: info@wupppdr.org

Northern Michigan University Center for Rural Community and Economic Development

1401 Presque Isle Ave., Marquette, MI 49855
 Email: rural@nmu.edu

**COPPER COUNTRY INTERMEDIATE SCHOOL DISTRICT
2011-12 SCHOOL CALENDAR**

Wedn. & Thurs., Aug. 31 & Sept. 1	Teacher In-service Days
Friday, Sept. 2 – Monday, Sept. 5	Labor Day Recess (<i>Buildings Closed on 5th</i>)
Tuesday, September 6	First Day of School for Students
Friday, October 14	Teacher In-service Day
Thurs. & Fri., November 24 & 25	Thanksgiving Recess (<i>Buildings Closed</i>)
Thurs., December 22 - Mon., Jan. 2	Christmas Recess (<i>Buildings Closed on 23rd, 26th & 2nd</i>)
Tuesday, January 3	Classes Resume
Thursday, January 19	End of First Semester
Friday, January 20	Records Day
Friday, February 24	Teacher In-service Day
Tues. through Thurs., March 6 – 8	Merit Exam Test Dates
Tues. through Thurs., March 20 – 22	Merit Exam Makeup Dates
Mon., April 2 – Mon., April 9	Easter Break (<i>Buildings Closed on 6th</i>)
Tuesday, April 10	Classes Resume
Monday, May 28	Memorial Day Recess (<i>Buildings Closed</i>)
Monday, June 11	Last Day of School (<i>Half Day</i>)

DAYS OF INSTRUCTION

<u>First Semester</u>		<u>Second Semester</u>	
September	19	January	7
October	20	February	20
November	20	March	22
December	15	April	15
January	<u>13</u>	May	22
	87	June	<u>7</u>
			93
Total Days of Instruction	180		
Professional Development Days	<u>5</u>		
TOTAL CONTRACT DAYS	185		

In the event of snow days or delays and other school closings that require make-up to be eligible for state aid, time will be added in June.

2012



Strong organizations - strong youth!

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

S	M	T	W	T	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

S	M	T	W	T	F	S
			1	2		
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Great Lakes Center for
Youth Development

1175 Erie St.
Marquette, MI 49855

906-228-8919
www.glcyd.org

Baraga County Vulnerable Youth Learning Network Agreement Letter

A Learning Network on the topic of "Vulnerable Youth" will take place in Baraga County from January 2012 – October 2012 sponsored by the Great Lakes Center for Youth Development. Complete this form to register for participation in the Learning Network and return it to The Center by December 9, 2011.

Purpose: we will create a peer-to-peer learning environment around improving the youth environment, especially for vulnerable youth in Baraga County through the Learning Network. We will: identify challenges the community faces around working with youth; present current practices that address vulnerable youth; share knowledge about our community organizations that work with or are concerned about youth; and explore ways to improve youth outcomes in the community. Through the Learning Network, we will strive to identify and strengthen collaborative efforts to improve services for Baraga County young people.

Cost: There is no cost to be part of the Learning Network, but GLCYD is funded in part from membership fees. We would greatly appreciate if your organization would become a member of the Center.

Agreement for Learning Network Participation

Name of Participant: _____

Job Title: _____

Employer: _____

Mailing Address: _____

Street: _____

City: _____

State: _____ Zip Code: _____

Phone # Work: _____ Phone # Home: _____

E-mail Address: _____

I wish to become a participant in the Baraga County Vulnerable Youth Learning Network. I will strive to attend all learning sessions and participate fully.

Signed: _____

Date: _____

I support the participation of the above staff member of our organization in the upcoming Baraga County Vulnerable Youth Learning Network.

Signed: _____

Date: _____



Strong Organizations . . . Strong Youth

1175 ERIE STREET • MARQUETTE, MICHIGAN 49855
906-228-8919 • 877-339-6884 • www.glcyd.org

You may fax this letter to us at 906-228-7712.