



The 360|Report

Carlton Public Schools ISD #93

Community Unveiling of Options, Sessions I & II
Facilitated by MTI/InGensa, hosted by Carlton Public Schools

Date: Wednesday, April 5th 2017 | 1:30 p.m. & 6:00 p.m.

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Carlton Engagement Meeting (Unveiling)

We have included these instructions and questions for your information.

Wednesday, April 5th 2017

1:30 p.m. & 6:00 p.m.

Mindstorm

Directions: Find a group of people that has the fewest number of people you know in it. Form into groups of 3-4 people (two groups per table). Freely enter and exit groups. Remember to listen and give everyone a chance to speak. Speak authentically from your own personal point of view. Don't speak for others. Always imagine what feels best. When you felt most welcomed. That you belong in this conversation and your voice is equal to any other at the Table. Remember that this is a two-way street and listening is as important as sharing your feelings.

Identify one scribe to take notes about the conversation and write down the names of the members of your group in the space provided. Read the questions out loud and discuss briefly which questions you as a group think are the most important to answer. Answer the questions that you have chosen in order from most-to-least important. Be as concrete and specific as possible.

Questions for Discussion:

You have approximately 10-15 minutes per question. Please consider the options presented today and your knowledge of the district's needs and answer the following questions in order of importance (as determined by your group).

1. Was there anything you heard today that you liked? What would you keep, and why?
2. Was there anything you heard today that you didn't like? What would you eliminate, and why?
3. Was there a best or standout option for meeting the educational and facilities needs of the Carlton Public Schools today? Which option(s) would you prioritize?
4. Is there anything we didn't ask that we should have? Please share the question(s) you have identified along with your answers.

Scribes:

- Write your first name down
- Take notes about the things your group thinks important to note in the space provided
- Please write legibly or ask someone who writes legibly to write the notes
- Be prepared to share your findings with the larger group
- Please turn your notes over to facilitators at the end of the event



The 360 Report | Mindstorm

Themes & Analysis, Sessions I-II

Carlton Public Schools ISD #93

Community Unveiling of Options

Overview

This Mindstorm was undertaken on Wednesday, April 5th in two sessions (of identical design) hosted at Carlton Public Schools. Nine table groups participated in the first session of the Mindstorm, though only 4 of these 9 participating groups submitted notes from their discussions. Sixteen groups participated in the second session of the Mindstorm, submitting the same number of notes documents detailing their findings. Below, these findings have been organized in the order the questions appear in the Mindstorm document for ease of reference. Pertinent themes emerging from the discussions are noted where applicable. This analysis concludes with a summary of lingering questions posed by community members in the open-ended final section of the discussion notes document. A facsimile of this document may be found at the beginning of this report (as the cover page of the Mindstorm Analysis), while the full transcribed text of the submitted notes from both sessions of this Mindstorm have also been included as an addendum to this report following the summary and analysis. For the purposes of this analysis, responses from both sessions have been considered in aggregation.

Question One

We asked: *"Was there anything you heard today that you liked? What would you keep, and why?"*

Primary Themes | *Facilities Priorities, Community Engagement Processes*

This question received 4 responses during session one and 49 responses during session two, for a total of 53 responses. Responses in this section center largely upon certain specificities of the plans presented that most appealed to participants, but also, perhaps unexpectedly, zero-in on community perspectives regarding the approach(es) taken by Carlton Public Schools and concomitantly InGensa, Inc. in bringing the community together for the purposes of

disseminating factual information about the schools and referendum process and eliciting authentic community member feedback.

In fact, fully 20 of the 53 total responses in this section address not the specifics of plans presented, but the nature of the community engagement process and the worthiness of developing the school and community in tandem. Comments under this subtheme include observations on the value of seeking authentic community feedback (“good to involve community”), the expression of sentiments of joy and enthusiasm regarding the apparent forward motion of the referendum (“moving forward, finally!”) and school building and repair processes (“we need to do something”), along with suggestions regarding the value of having options from which to choose, the impact of exposure to positive opinions from others in the small group discussions (“some positive feelings from people around our table was good to hear”), and a need to commit to whatever choice is made in the end and see it through (“Keep all – if [we’re] doing it, [let’s] do it right so we aren’t going back [to fix it later];” and “[If we] do nothing, [it] will catch up to us. It will eventually turn into [a situation requiring] fixes and repairs.”). One group urges Carlton Public Schools to continue the good work by “keep[ing] [the process] open and transparent.” Participants also expressed appreciation for those in the room who were available and “able to answer [our] questions.” This theme also appears elsewhere in the text of the notes, in response to other questions in this Mindstorm.

For reference, some of the most succinct and representative responses along these lines not yet quoted in this report have been reproduced below, exactly as they appear in the text of the notes documents submitted:

- Planning is actually happening, and it’s not just thrown together
- Having tax info available was a plus
- Showing [the] ramifications of each choice a plus
- Options looked at – liked having
- [Liked] seeing how the plan evolved
- Very professional presentation
- Methodical approach
- Hiring InGensa was wise
- Supporting students with [a] good facility is worthy
- Some positive feelings from people around our table was great to hear

Three of the 20 responses in this thematic category also emphasize the need to align these plans with the intersecting needs of current staff, teachers, administration and students, making a point of adding that ensuring safe, well-appointed and thoughtful school environments for students and teachers “is worthy” of the effort and financial expenditures it requires (“Do all the options – in for a penny, in for a pound”). One group considers future growth possibilities, adding, “That the addition wasn’t too big for our current enrollment, but there was the ability to add on for future growth,” while another considers the distributive benefits to the community, adding that: “good schools...increase property value[s].”

Auditorium, Separate Bus Area, Gym

Although responses in this section vary widely, 7 of the 20 total participating discussion groups who submitted notes (both sessions taken together) indicated that the auditorium was an element of the plan they liked, though one table group suggests they are relieved that it will be a separate question on the referendum while another “likes that [it] is an option.” This is an important point, since elsewhere in the Mindstorm notes, some division on the matter of the auditorium surfaces, with one group sharing the opinion that the last referendum failed specifically because of the added expense of the auditorium and another opining that the auditorium should be a priority because of the importance of the arts (“Must have an auditorium...arts are important!”). Other groups point out the versatility the proposed auditorium would offer (“Can be rented out,” and “Lots of options for things to do in the auditorium.”) alongside its potential as a shared community-use space.

Four of 20 discussion groups express appreciation for the inclusion of a separate bus loop without further comment. Three of 20 discussion groups shared notes in consideration of the gym and athletic facilities, with one group enthusiastically promoting the potential of developing these spaces for hosting tournaments and eliminating the “late practice” problem faced by some student athletes in the area. The other two groups encourage continued consideration of possible solutions, suggesting variously: the improvement and development of existing athletic facilities, a return to the drawing board to “be more creative at improving the athletic facilities,” and offering up the possibility of developing a “community recreation center.”

Additional elements of the presentation that community members liked include:

- Secure entrance
- M[echanical] E[ngineering] site
- Early Childhood, ECSE spaces
- Windows for all classrooms
- Arrangement of the building
- Keeping kitchen and life skills class next to it

Continuing & Emergent Themes | *Consolidation & Option #3*

In keeping with the findings of prior community feedback sessions, though appearing in this Mindstorm with less of an emphasis than previously found, some participants seemed disposed to lingering interest in the matter of consolidation with Wrenshall. Four of 20 total groups highlighted the issue of consolidation, in which comments, one group flatly encourages the district to close the high school and continue consolidation efforts; a second group writes “move high school, South Terrace;” while a third mentions that one member of their discussion group was holding out for consolidation, though all the others in the group were more interested in the new building options presented, being ready to move forward along these lines. A fourth group simply wonders whether an agreement on “consolidation works out our differences?” Two of 20 groups expressed approval of Option #3 wholesale. General interest in Option #3 emerges here for the first time, but also appears elsewhere in this Mindstorm discussion where several groups weigh-in with similar sentiments.

Note: One group submits a request for more information in this section, as follows: "Give us details on repair costs for option 2."

Question Two

We asked: "Was there anything you heard today that you didn't like? What would you eliminate, and why?"

Primary Themes | Tax Increases, Priorities Revisited

During session one of this Mindstorm we collected 6 responses from the 4 participating groups submitting notes. Session two generated 34 responses from its 16 participating table groups, making a total of 40 responses to this question. By a large margin, participants chief concern lies with the impact of potential tax increases, both in general and on various named populations – agriculture, in particular. This line of reasoning ("eliminate what you don't like") appears to have led several discussion groups to consider or revisit facilities-related priorities in relationship to a variety of cost-benefit analyses and perspectival contributions. Nineteen of 40 responses directly address this question. The range of responses provided is summarily represented in the table below.

Financial Priorities | Elements participants would eliminate:

Summary Response	Number of Responses of This Type	Percentage of Total Responses This Theme
Would eliminate: "Tax Increase"/"Higher Taxes"	5 responses / 19 total this theme	~ 26.3%
"Tax increases suck, but will happen anyway" / "We end up paying taxes somewhere, might as well be our own community"	3 responses / 19 total this theme	~ 15.8%
Would eliminate: auditorium, too expensive ("we're at the point of pain") / potential obstacle to passing the referendum	4 responses / 19 total this theme	~ 21.1%
Would eliminate: tax increases on specific groups such as "agricultural [workers]," "retired families" and "people on fixed incomes" and in light of the area's "small population"	3 responses / 19 total this theme	~ 15.8%

Detailed questions and comments as below:	N/A	N/A
<i>"It appears we will have two choices: 23,000,000 or 30 million Is this at the board's discretion?"</i>	1 response / 19 total this theme	~ 0.5%
<i>"I would eliminate the idea of spending \$23 million on a new school: On a \$150,000 house, taxes will increase \$441. We have 36% of our kids on free and reduced lunches; that equates to 147 days of free lunches."</i>	3 responses / 19 total this theme	~ 15.8%

Supporting Themes | *The "Do Nothing," Option; More on Consolidation; Facilities*

Three of 20 groups submitting responses notes suggest that it is important to them that the process continue in an actionable, concentrated manner, indicating that given the choice they would eliminate the "do nothing" option. Two groups again address consolidation, submitting opposing opinions on the issue. One group writes that they "do not want to hear about consolidation!" while another recommends the district "continue possible conversations with Wrenshall."

The remainder of the responses in this section is split between general comments and questions and concerns regarding specific facilities features presented on April 5th. They have been organized thematically and reproduced below as they appear in the text of the Mindstorm raw aggregate documents except where clarification notes are required:

Questions & Comments | General

- Nothing caught us by surprise
- Needs are great for a building
- Eliminate it all – close the high school
- What families over-enrolled outside of the district, are not attending the meeting?

Questions & Comments | Facilities

- [There are still] no home economics classes [or] life skills courses
- Still missing skilled trades classrooms
 - One room not adequate – auto or wood or welding?
- Concern about bus garage

- Don't like the idea of 6 foot fence around [the] playground
- [We are] questioning [the] locking of the gate
- K-12 all in one area – how do you separate?
- [Would eliminate the] field, because we still have Cub Lake
 - [And consider] fixing it for softball
- [Don't like the] location of water treatment
- Frisbee golf would change

Question Three

We asked: *"Was there a best or standout option for meeting the educational and facilities needs of the Carlton Public Schools today? Which option(s) would you prioritize?"*

This question received 34 total responses, with session one generating a total of 5 and session two garnering 29. In this section, responses indicate both the best overall option as determined by the groups electing to respond to this question as well as individual options deemed to be priorities by each discussion group. Additionally, several groups utilized this area to underscore or reemphasize themes which surfaced earlier in the notes packets submitted from the small group discussions, among them, the recalcitrant issue of consolidation, a desire for more classroom and workshop spaces for skilled trades and home economics, and the divided views on the matter of the auditorium.

Feedback on "Best" Overall Among Options Presented:

Best Option	Number of Comments in Concurrence	Additional Notes
Option #3	5 responses explicitly identify option number three as the preferred plan for their group.	<p>One (1) group adds that the auditorium included in this plan "will be used."</p> <p>Another adds that while one member of their group preferred to "do nothing," the consensus otherwise was for Option #3, which they conceptualize (positively) as "paying for the future."</p>
"Still lacking enough information to make a decision" / Still have crucial questions	3 responses indicate that more information is necessary in order to determine best option	<p>One (1) group identifies the following question as important to their decision-making process: "What would the 'dashed line' spaces cost for the bottom line/base cost for the building?"</p>

"The option without the auditorium"	2 responses indicate that the participating group would sign on for an option sans auditorium.	One (1) of the 2 response groups expressing this sentiment adds: "One [of us] doesn't think a referendum will fly with an auditorium price."
Simple "fixes and repairs" not enough.	2 responses unsatisfied with basic repairs alone.	"Not a good option," and "The minimal fixes won't be visible"
"You took the best deal (unspecified in text of discussion notes) off the table" / Negations only, no clarifying details offered	3 responses opt not to respond with a preferred plan, offering comments mainly in negation of elements disliked or general dissatisfaction.	"...Didn't really discuss..." and "Options 1 & 2...a foolish choice."

Other Priorities Identified by Community Participants:

Community-identified Priorities	Number of Comments (if any) in Concurrence with This Priority	Additional Notes
Auditorium and athletic upgrades/additions	4 responses emphasize auditorium and athletic facilities	N/A
Main/general school buildings (rather than athletics facilities), a more cohesive and unified main building and South Terrace	3 responses emphasize main and general facilities with an eye to supporting academic excellence more heavily than athletic or leisure facilities	N/A
Cultural and environmental priorities: theater arts, industrial arts, staff, morale, etc.	3 responses prioritize cultural and environmental elements	"Attract/keep teachers," "Morale of the building," and "Make the school into one that's 'known for' industrial arts, theater and [visual/performing] arts"
"Consolidate with another district or dissolve"	2 responses express this sentiment	One (1) of the 2 response groups commenting upon this theme, also mentions that only one member of their group was still open to consolidation at this time

Classroom space for skilled trades	1 response with sub-notes (2)	<p>"Create skilled trades classrooms:</p> <p>Add skilled trade class space to 2nd ballot questions</p> <p>Either add to base (do it all at once) or add as a 3rd [option] to the 2nd question"</p>
"For the physical layout, trust the community facility committee"	1 response directs attention to committee trusted to manage physical space/layout	N/A

Question Four

We asked: *"Is there anything we didn't ask that we should have? Please share the question(s) you have identified along with your answers."*

This question is an open-ended section, designed to capture any thematic lacunae in our guided small-group discussions and to ensure that community members are able to ask any pertinent questions and surface any significant themes within the format and notes provided. Session one produced 3 responses to this open-ended section, while session two produced 33 entries, for a total of 36 responses to this section.

Open Enrollment & Demographic Information

The most significant theme emerging from this section is a desire for more information about demographics and open enrollment into and out of the district, with 14 of 36 total responses zeroing-in on these concerns. Respondents question the necessity of having: "seven school districts, one tribal, one parochial in a county with 36,000 residents" and request that research be done to determine "what are the reasons for such an exodus of students (teachers are going too)?" while another group suggests hiring a consultant to get to the bottom of the enrollment issue. The loss of both teachers and students inspires a number of questions, such as what will be done to ensure the hiring and retention of high-quality teachers as well as stem the tide of students lost to other districts. One table group offers a "teacher[s] perspective" to thinking through this issue, writing that "small districts, including Carlton, is [sic] training ground for new teachers who need experience before going better places." One group suggests better pay may help entice teachers to the district and help with retention.

Comparative Tax Analyses; Local Energy Legal Case; Additional Tax Impacts

Three groups use this space to ask why comparative tax analyses were not discussed, especially in reference to Cloquet and Duluth, which are specifically mentioned in the text of the notes. Two groups ask about a recent lawsuit in the energy field that could potentially affect local families. Two groups mention consolidation again, with one requesting a cost/benefit analysis and another asking for an explanation of why the negotiations with Wrenshall failed.

Of the 36 total responses in this section, 4 of them ask about the feasibility and potential value of the old high school if sold to offset taxes. Two additional comments indicate a) that some were surprised and/or confused by the cost of the referendum process itself “you didn’t say it will cost 15-20k to put on ballots,” and b) that some found the in-room placement of the tax breakdown information to be difficult to find. This discussion group further requests that in the future these breakdowns are explicitly shared with participants (verbally) during the facilitation of community engagement events. Four comments center upon the value of community connections, such as the desire to preserve the “neighborhood school” by working to “keep a small community” and the possibility of collaborating with Fond du Lac College. One response poses this question: “What percent of the facility would be designated for community use?”

Additional questions and comments emerging from the notes in this section include the following:

- Will the skilled trades curriculum be prep for college admission or trade school, count [for college] credits?
- How will a new facility ensure increased “MCA scores” or education quality?
- We need to hear from those who are voting, “no.”
- Frisbee golf and water treatment placement
- Who runs Frisbee golf?

General Recommendations

1. In order to prevent the potentially divisive issue of the auditorium from posing a serious obstruction to receiving a positive community response to the referendum, we recommend that you continue to move forward with the decision to make the auditorium a separate line of inquiry within the referendum proper.
2. Given the enthusiastic and appreciative response from participants regarding efforts to fully inform community members and engage them meaningfully in this process, we recommend continued intentional, informative communications as the community engagement and referendum processes progress, particularly in response to the additional and/or lingering questions generated by community participants and surfaced in this report.

Such community-based requests for more information include, but are not limited to: more highly detailed tax breakdown information and comparative tax analyses with similar districts, more information on open enrollment statistics and why the negotiations with Wrenshall fell through, and a response to the potential impact(s), if any, of the local (“Ewbridge”) energy lawsuit upon families in the area.

Mindstorm Notes | Raw Aggregate | *Carlton Unveiling, Session 1*

Question 1: Was there anything you heard today that you liked? What would you keep, and why?

- Move high school, South Terrace
 - Keep Auditorium
- Good schools are good and increase property value
- Auditorium – questionable – discussion – most of us favorable
 - Can be rented out
- Consolidation works out our differences?

Question 2: Was there anything you heard today that you didn't like? What would you eliminate, and why?

- Do not want to hear about consolidation!
- Tax increases
- No home economics classes [or] life skills courses
- Continue possible discussions with Wrenshall
- It appears we will have two choices: 23,000,000 or 30 million;
 - Is this at the board's discretion?

Question 3: Was there a best or standout option for meeting the educational and facilities needs of the Carlton Public Schools today? Which option(s) would you prioritize?

- Group undecided and really didn't discuss this question
- Option #1 and #2 is [sic] out – a foolish choice
- Make the school into one that's "known for" industrial arts, theater and arts
- Auditorium: yes/no, was a big part of the talk
- You took the best option off the table

Question 4: Is there anything we didn't ask that we should have? Please share the question(s) you have identified along with your answers.

- Tax increases for all plus increased city/township taxes for treatment plant and Town Hall
- Possible county buying old high school and more taxes
- Cost/benefit of consolidation

Mindstorm Notes | Raw Aggregate | *Carlton Unveiling, Session II*

Question 1: Was there anything you heard today that you liked? What would you keep, and why?

- School w/auditorium
- Moving forward, finally!
- Potential with improvements including:
 - More gym space
 - Hosting tournaments
 - No late practice (more gym space)
- Planning is actually happening and it's not just thrown together
- Having tax info available was a plus
- Showing ramifications of each choice a plus
- Windows for all classrooms
- Like the arrangement of the building
 - Early childhood, ECSE spaces
 - Different bus area
- Options looked at – liked having
- Liked:
 - Separate bus area
 - Secure entrance
 - M[echanical] E[ngineering] site
 - Seeing how the plan evolved
 - Using existing school athletic field options (base upgrades included and additional)
- Very professional presentation
- Methodical approach
- Hiring InGensa was wise
- Keep open and transparent
- Supporting students with [a] good facility is worthy
- Give us details on repair costs for option 2
- Be more creative at improving the athletic facilities (community recreation center)
- Some positive feelings from people around our table was great to hear
- Good to involve community
- We need to do something
- People were here that [sic] could answer the questions
- Discussed and revised initial plans to fit needs of teachers, students and budget restraints
- Separate bus drop-off
- Like keeping kitchen and life skills class next to it
- Keep all – if [we're] doing it, [let's] do it right so we aren't going back [to fix it later].
- Revisit consolidation/close high school
- Liked that the auditorium is a separate question
- That the addition wasn't too big for our current enrollment, but there was the ability to

- add on for future growth
- [If we] do nothing, [it] will catch up to us. It will eventually turn into [a situation requiring] fixes and repairs.
- One person wants consolidation, the rest of the group likes the building option presented
- Must have an auditorium
- Arts are important
- [We] like [the] separate bus loop
- Like the plan and layout for addition
- Do all the options – in for a penny, in for a pound
- Option 3
- [We] like [that the] auditorium is a consideration
- Option 3
- The option of an auditorium
- Lots of options for things to do in the auditorium

Question 2: Was there anything you heard today that you didn't like? What would you eliminate, and why?

- Tax increment seems high, but it's time! (\$1.21 per day, \$1.40 per day for auditorium)
- Nothing caught us by surprise
- Tax increase for people on fixed incomes, retired families
- What families over-enrolled outside of the district, are not attending the meeting
- I would eliminate the idea of spending \$23 million on a new school:
 - On a \$150,000 house, taxes will increase \$441.
 - We have 36% of our kids on free and reduced lunches; that equates to 147 days of free lunches.
- Tax increase
- K-12 all in one area – how do you separate?
- Overall costs are [a] significant burden for small population
- We end up paying taxes somewhere, might as well be our community
- Get rid of auditorium to save money (we're at the point of pain)
- Such small enrollment for big \$\$ [price]tag
- Needs are great for a building
- Tax increase
- Questioning locking of the gate
- Don't like [the] idea of not doing anything
- Tax impact would be very hard on agricultural [areas and families]
- Eliminate it all – close the high school
- Auditorium
 - Too expensive
 - Feels that the last time there was a referendum, the auditorium is what got it turned down
- Concern about bus garage

- Don't like the idea of 6 foot fence around [the] playground
- Tax increases suck, but will happen anyway
- Still missing skilled trades classrooms
 - One room not adequate – auto or wood or welding?
- Tax increase concerns
- Don't like "do nothing" option
- The higher taxes
- Field, because we still have Cub Lake
 - Fixing it for softball
- To do nothing
- Location of water treatment
- Frisbee golf would change

Question 3: Was there a best or standout option for meeting the educational and facilities needs of the Carlton Public Schools today? Which option(s) would you prioritize?

- Option #3
- No brainer. The minimal fixes won't be visible
- Main school buildings – not athletic facilities/property
- One shared about looking at Wrenshall/consolidating again
- I would like to see numbers/South Terrace together, more cohesive
- Improved facilities to improve educating students
- Attract/keep teachers
- Morale of the buildings
- Consolidate with another district or dissolve
- Addition
- Auditorium and additional athletic upgrades
- Fix and repair not a good option at our table
- One member prefers doing nothing
- Other members prefer option 3
 - Paying for our future
- For the physical layout, trust the community facility committee
- One doesn't think a referendum will fly with an auditorium price
- Separate questions – auditorium and athletics
- Still lacking enough information to make a decision
- Option 3
- The option without the auditorium
- Option 3
- What would the "dashed line" spaces cost for the bottom line/base cost for the building?
- Create skilled trades classrooms
 - Add skilled trade class space to 2nd ballot questions
 - Either add to base (do it all at once) or add as a 3rd [option] to the 2nd question
- Support auditorium
- Option 3 with auditorium

- The auditorium will be used

Question 4: Is there anything we didn't ask that we should have? Please share the question(s) you have identified along with your answers.

- Any options with [sic] working with Fond du Lac College?
- What are other district taxes?
- One shared about the energy lawsuit that could also impact families in the district
- You didn't talk about taxes being higher than Cloquet without the class options or Teacher's Day;
- You didn't talk about the Ewbridge lawsuit;
- You didn't talk about why negotiation with Wrenshall failed and how the Wrenshall board passed a resolution to consolidate with Carlton;
- You didn't say it will cost 15-20K to put on ballots
- Seven school districts, one tribal, one parochial in a county with 36,000 residents
- Should have shared the cost to tax payers on a slide versus hidden on a stand in the corner. Verbalize individual costs from the platform!
- What are the reasons for such an exodus of students (teachers are going too)?
- How to stop open enrollment % (average) from 5 years, [hire a] consultant?
- How much is this high school worth if selling?
 - Could the money received be put toward building costs or does it go into the general fund?
- Prediction of outside enrollment
- What are the age demographics of the community?
 - Is it growing?
 - Declining?
- What is the cost per student?
- What percent of the facility would be designated for community use?
- What is the number of students open enrolling to [the district]?
- What is the number of students open enrolling from [the district]?
- How do these taxes compare to Duluth?
- How will programming needs be met to meet staffing needs?
 - Nice shining school and inadequate staffing?
 - Better pay to attract quality teachers?
- Will the skilled trades curriculum be prep for college admission or trade school, count [for college] credits?
- How will a new facility ensure increased "MCA scores" or education quality?
- Teacher perspective – small districts, including Carlton, is [sic] training ground for new teachers who need experience before going better places
- We need to hear from those who are voting, "no."
- "Keep small community"
- "Keep the neighborhood school"
- Frisbee golf and water treatment placement
- Who runs Frisbee golf?