Red Cliff Education Division Newsletter

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ECC Updates

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Special points of interest:

- Daylights saving Nov. 2nd (Set your clocks back an hour)
- Bayfield Early Release Nov. 7th
- Tribe/ECC closed Nov. 11th
- Bayfield Parent/Teacher conferences Nov. 13th @ Bayfield School and Nov. 18th @ Legendary Waters
- Bayfield School closed Nov. 14th
- Family Pow Wow Nov. 20th (regular school day)
- ECC Closed Nov 24-25 for Parent/Teacher Conferences.
- ECC/Bayfield closed Nov. 26th-28th for Fall Break

ECC Parent/Teacher Conferences

ECC Fall Parent/Teacher Conferences will be on Monday, November 24th and Tuesday, November 25th. Each family will have a meeting with their child/children's teacher to go over how their child is doing in school. There will not be school these two days.

Educational Booths will be available in the main hallway and families will have a chance to interact and learn about what School Readiness is and how it affects their child's education.

Door Prizes and Free Books for every family that attends!

Please contact your teachers to make your appointment at 715-779-5030 Classroom extensions are Waabooz (224), Amik (226), Makwa (243), Esiban (242), Mashkodebizhiki (247), Maiingan (245) and Migizi (240).

Please contact your child's teacher to set up a time for your conference

Update Your Information!

Has your number or address changed??????????????

We would like to remind families to update their contact information such as phone numbers and addresses as soon as possible. Having an updated list of numbers make it easier for staff to contact families in case of emergencies. Make sure to update your emergency contact list also. If we are unable to contact you for any reason we will attempt to contact the people you have identified on your emergency contact list. Miigwech!

November 2014

WITC - Red Cliff GED/HSED & Adult Education Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 Change Clocks Fall Back	3	4	5 Class Today 12:30-3:30	6	7	8
9	10	11	12 Class Today 12:30-3:30	13	14	15
16	17	18	19 Class Today 12:30-3:30	20	21	22
23	24	25	26 NO CLASS TODAY	27 Happy Thanksgiving	28	29

NO WITC Classes All Week Thanksgiving Holiday

All GED/HSED and Adult Education Classes are Free of Charge

Students can register anytime during the semester

For registration information please Contact Sue Hopkins at WITC Ashland Campus

CALL 715-682-4591

Ext. 3118 - Sue Hopkins or

Ext. 3430 - Theresa Ottman (Red Cliff Instructor)

AGONGOS

Gashkadino-Giizis

Home Based November News

ECC CLOSED!

- **Nov 11**

VETERANS DAY

- **Nov 24/25**

Parent-Teacher conferences

- **Nov 26-28**

FALL BREAK

Nov 20th

Family Pow Wow

(Regular School Day)

LANGUAGE TABLE

THURSDAYS!

Nov. 6, 13, 20

NO Language Table Nov 27

If you have any questions or concerns, please contact us!

715-779-5030

Amaris—ext. 238

Amber—ext. 237

Gena—ext. 236

Mino Dibishkaa!

Elizabeth 11/06

Briauna 11/28

Waabooz Room

Wow!! We can't believe that it is already November (**Gashkadino-Giizis** (Ice is forming moon)) We really enjoy having your babies in our classroom!! Miigwech for sharing them with us!!! We want to remind you all that the weather is quickly changing and that it is really important to make sure that the children are dressed nice and warm to go outside. We will be going outside as long as the temperature does not go below 20 degrees. Also, please make sure that your children have at least two extra pairs of clothes. We like to do a lot of sensory play that may make them get dirty, so if you don't want clothes to get dirty, please send them in clothes that are okay for getting dirty. We are also doing sign language with the children. There will be a list of signs that we are working on with your children. Please use them at home as much as possible! If you need help or have any questions about it, please feel free to ask any classroom teacher and we would be more than happy to help you!

We will be having **Parent-Teacher Conferences on November 24 & 25th. Parents: You will need to sign up for a time that will work best for your schedule on those days. A schedule will be posted with time slots in the classroom.** There will be **NO SCHOOL November 24-28th**.

Mino-Dibishkaan Francis!!
11/16

Signs we are learning:

- **Please/ Daga**
- **Drink/ Minikwen**
- **Thank you/ Miigwech**
- **Touch/Daanginan**
- **Don't Touch/ Gego Daanginan**
- **Help/ wiidookaw**
- **Finish/ Giizhiitaa**
- **Bottle/ omooday**
- **Eat/ wiisini**
- **More/ Nawaj**
- **Change diaper/ Aanziyaan**

Ms. Jamie, Ms. Caitlin, & Ms. Maddie
Ext. 224

Amik Newsletter

November 2014

This month we are really working on self-help skills, following direction, using our words and being kind to our friends. We wash our own hands, put away dishes when we our done eating, asked for more by signing or using our words. It has been great having the children here everyday schedule of the day and remembering to be kind to each other. Please keep up the good work. Remember those extra clothes it that damp kind of weather and we must go outside unless it is storming or below 20 degrees.

Remember about Parent/Teachers meeting on November 24 and 25.

We also have a birthday boy Walter will be 2 years old. Yah!!!

Miigwech,

Beth, Corky and the Amik

children

Makwa Room

November
GASKADINO-GIIZIS
(Ice is forming moon)

Reminder: November 24th - 28th we will be closed for Parent-Teachers conference fall break. So please come and let your teachers know what is a good time for you.

Maggie and I have been having a lot of fun with the Makwa class, and really seeing them grow so much. We will be adding a new child to our group and we are really excited for her to begin. We are very thankful for our Maggie and how she really has helped us. The kids love her and is great at her Ojibwe language.

Teresa and Maggie

RED CLIFF EARLY CHILDHOOD CENTER

ESIBAN ABIWIN

Gashkadino-Giizis(Ice is forming Moon)

2014

LEADING STORY...

November...really? Yup...November is here!! This month is busy along with December and before we know it we will be into the new year. But before I get ahead of myself, lets talk about what's going on this month. :)

We will focus our lesson plans on All about Me & My family and Proud to be Anishinaabe.

Some books we will be reading....

-All by Myself

-I'm Gonna like me

-When I feel Good about myself.

-I like Me!

We will be using scissors, tongs, and play dough in the sand table to help each child strengthen their fine motor skills during this month.

We will be sending home a poster for you to fill out and return as part of our family lessons.

Ojibwemowin...kids are learning the good morning song and weather song in ojibwe. We introduce more ojibwe words daily and are beginning to use sign language along with it.

The class has settled into our routine and our days are going great.

Classroom Updates...

Outer Wear	1
Books	2
Lessons	3
Ojibwemowin	4
Closings	5
Parent/Teacher	6
Goings on	7

Adena likes to swing on her belly.

Layla can string large beads.

Michael likes the magnets and counts each one.

Manuel sorts the animals.

Kenyon can sing the good morning song in ojibwe.

Brandy knows her colors.

Hazel likes to dress up and cook.

Nicholas likes to pretend with the tools.

WHAT'S GOING ON THIS MONTH...

CLOSED for Veterans Day Tues, Nov. 11th.

CLOSED Mon-Thursday for Parent/Teacher Conferences and Fall Break.

Language Table every Thursday 4:30-7

Family Pow Wow on the 20th.

The Cold Days are here...Please be sure your child has..

-winter jacket

-mittens (are best)

-hat, boots...Miigwech

Mino Dagwaagin

Karen & Nadine

Mashkodebizhiki Room

Boozhoo. We are well into the year and are having a great time. The kids are all making new friends and learning new skills. As always, we would appreciate extra support at home when it comes to self help skills. As the winter gets closer there are more articles of clothing for children to put on and take off. There are only two of us and sixteen children. That is a lot of gloves, zippers, boots and jackets to help with. The more you can encourage your child to do for themselves the easier their day will be with less waiting and more feelings of accomplishment.

With the weather getting colder please be sure to send appropriate gear to school. Jackets, light gloves, hats and boots (mud or snow) are things that make playing outside in the fall much more enjoyable. It is hard to have fun when you are cold and wet. Also, please make sure everything is labeled. We have to keep track of 16 jackets, 16 hats, 32 gloves and 32 boots. Not to mention sweat shirts, backpacks and anything else the kids bring to school. Labeling helps ensure your child ends up with their own items.

Mark your calendars! Parent / Teacher conferences are on November 24th and 25th. Please call us to set up a time to meet. We would like to meet with everyone to talk about how the year is going and what can be done to help each child obtain his/her goals. If we do not hear from you we will be calling to set up an appointment. We hope to have 100% participation this year!

A little reminder...due to conferences and Thanksgiving there will be no school at all the week of November 24th. We will see everyone back on December 1st.

Thank you again for allowing us to share in the growth and development of your children. As always, we welcome any input you may have into the daily curriculum or any other aspect of our day.
Our door is always open!

Miigwech
Ms. J and Ms. Jenn

NOVEMBER 2014

Ma'iigan Classroom

During this month our lesson will focus around "All about me", Ojibway Culture, Language/Literacy, Numbers, Alphabets, Colors, Shapes, IMIL and fine /gross motor activities.

MAT MAN teaches children counting, language skills, learn body awareness, cooperation, drawing, pre-writing, building socializing as in taking turns and sharing as they build Mat Man together at circle time.

MIX and MAKING SHAPES: teaching math, geometry concepts, measurement, and patterns. The colored shapes pieces will create hands-on activities on how to transform your basic shapes into other learning activities.

HOME NOTES:

WINTER is coming! Children will be going outdoor if weather permits, so please have appropriate clothing on your child for the cold weather: mitts, hats, boots, snow-pants and warm jackets.

Miigwech,

Ms. Alicia and Ms. Patsy

Migizi

November 2014 (Gashkadino-Giizis)-Ice is Forming Moon

This month we will be working on fire safety, gun safety, name recognition, how to wait our turn by raising our hand quietly, being respectful and listen when others are talking, counting in Ojibwe, and much, much, more!

We will be talking about Halloween and how to be safe while we are out Trick or Treating and how to check your candy before you eat them.

Attendance is very, very important!! If your child is not going to be at school please call your childs teacher right away. If you do not call your childs teacher or the center we will call you.

Reminders

We are closed Tuesday November 11th for Veterans Day.

We are also closed for the whole week of November 24th 28th 2014.

We will be having parent teacher conferences Monday November 24 and Tuesday 25th 2014, this year we will be doing them all day please contact your teacher to set up a time that works for you. November 26th, 27th, and 28th for Thanksgiving.

Family Pow Wow is Thursday November 20th 2014.

Language table is each Thursday starting at 430 to 700 pm.

Remember parents, you are your childs first teacher. Thanks for letting us be a part of your childs life.

Any questions or concerns please feel free to contact us at 715-779-5030 ext 240.

Linda & Diann

NEWS MEDIA RELEASE

News Media Release for Non-Pricing Child and Adult Care Food Program (Child Care Component) Institutions (FFY 2014)

Regulations require that sponsors annually make available to the media a public release announcing the availability of free meals to all enrolled children (no separate charge is imposed) without regard all protected classes and the procedure for filing a complaint. It does not have to be printed or broadcast; you need only make it available. You may, of course, include additional information.

The DPI (Sponsor's Name) announces the sponsorship of the Child and Adult Care Food Program at the following sites:

(List separates Sites)

Red Cliff Early Childhood Center

The Child and Adult Care Food Program receives funding from the U.S. Department of Agriculture (USDA) and is administered by the Wisconsin Department of Public Instruction. The Program provides financial assistance to child care centers so that nutritious meals can be integrated with nonresidential child care services. The goal of the Program is to improve the diets of young children and increase the opportunity for children to eat a variety of nutritious foods. The meals and snacks served meet standards set by USDA.

The amount of reimbursement received by the Child and Adult Care Food Program Sponsor is based upon the household incomes of the children enrolled for care. A larger reimbursement is paid for meals served to children from low income households.

Listed below are the USDA Income Eligibility Guidelines which are effective July 1, 2013 through June 30, 2014.

Household Size	Free Annual Income Level (Must be at or below)	Reduced Annual Income Level (Must be at or between)		
1	$14,937	$14,937.01	and	$21,257
2	20,163	20,163.01	and	28,694
3	25,389	25,389.01	and	36,131
4	30,615	30,615.01	and	43,568
5	35,841	35,841.01	and	51,005
6	41,067	41,067.01	and	58,442
7	46,293	46,293.01	and	65,879
8	51,519	51,519.01	and	73,316
For Each Additional Household Member Add	5,226	5,226.01	and	7,437

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the *USDA Program Discrimination Complaint Form*, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

10/14/14

ECC Fall Parent Teacher Conferences
November 24 and 25, 2014

FREE BOOKS!!

Win a Gas Voucher!

Attend a Parent Teacher Conference
November 24 or 25 and receive a
FREE bag of children's books!

Visit our hallway School Readiness displays and enter the drawing for a gas voucher and other spectacular prizes.

Your child's teachers will be contacting you to set up a conference time.

See you soon!

Research shows that children who become readers are read to at home.

Red Cliff Early Childhood Center
88385 Pike Rd Hwy 13—89830 Tiny Tot Drive—Bayfield, WI 54814
PH: 715-779-5030 FAX: 715-779-5046 or 715-779-3239

PRE-APPLICATION FORM

Proof of Age & Proof of Income MUST accompany this pre-application for your child to be considered for enrollment:

Homeless (includes living with relatives or friends) Yes or No
Child is in Foster Care Yes or No
On public Assistance (TANF/SSI) Yes or No

Child's/Prenatal Name:	Child's Date of Birth or Due Date:	Child's Tribal Affiliation:	
Living Address:	City:	Zip:	Sex: M or F
Mailing Address:	City:	Zip:	
Parent 1's Name:	Parent 1's Date of Birth:	Parent 1's Tribal Affiliation:	
Parent 2's Name:	Parent 2's Date of Birth:	Parent 2's Tribal Affiliation:	
Number in Household:	Home Phone:_____ Contact Phone:_____	Email Address:_____	

(Please Check One)

☐ Home Based *Only* ☐ Center Based *Only* ☐ Home Based *and* placed on Center Based waiting list

Eligibility for Center Based Openings is dependent upon VACANCIES AND SCORE.

ENROLLMENT CRITERIA

Please mark all that apply to the family as this information will be used to assist in determining enrollment priority along with income eligibility. This information is confidential and will be used for program purposes only.

Special Needs Child Prenatal-Age 5 with a diagnosis and verification		Incarcerated Parent	
Do you have a concern that your child has a special need (If yes follow up will be required)		Military Parent Absent from home due to Active Duty	
Serious Health Issues of Child Applicant (Need Physician Documentation)		First Time Parents	
Prenatal Substance Abuse(Drugs, Alcohol, or Tobacco)		Teen Parent/Pregnant Teen	
Parent or Sibling Living in the Household with a Long-Term Chronic Illness		No Prenatal Care	
Alcohol & Drug Abuse within Child's Primary Household		Premature Birth (before 35 weeks) or Low Birth Weight(<5lbs 5oz)	
Was mother in the habit of drinking before she knew she was pregnant		High Birth Weight (>10 lbs) With Diabetes(any type) during pregnancy	
Parent Diagnosed with Mental Illness		Multiple Births (Twins, Triplets, etc.)	
Domestic Violence within Child's Primary Household		Single Parent	
Child History of Neglect/Abuse		Parent Does Not Have High School Diploma or GED	
Loss of Child's Parent/Sibling by Death		Not working and not in School/Job training	
Elder is Primary Caregiver (55 years or older)		Home Safety Concerns	
Health Insurance: No ____ Yes ___ (Circle Type): MA IHS Badger Private			

When all factors are equal; preference will be given as follows within the service area

1. Red Cliff Tribal Member on and off reservation 2. *Other Tribal Members* 3. *Non-Tribal Members living on Reservation*

I certify that the above information is correct to the best of my knowledge and will provide additional documentation if needed.

***Signature* of Parent/Guardian:**_____ **Date:**_____

Approved by Policy Council: Jul 12, 2007
Revisions Approved by Policy Council Nov 13, 2008, Jun 15, 2009, Sep 22, 2010, Mar 13, 2014
Approved by Tribal Council Oct 4, 2010, Mar 13, 2014

Red Cliff Early Childhood Center
88385 Pike Rd Hwy 13—89830 Tiny Tot Drive—Bayfield, WI 54814
PH: 715-779-5030 FAX: 715-779-5046 or 715-779-3239

All Carry Over 4 year olds (Automatic)
4 year olds income eligible
4 year olds with no Head Start experience
4 year olds over income
3 year olds income eligible
3 year olds over income

Date Application Received: _____ By Whom: _____

Proof of Income Attached: _____ Income Eligible: _____ Pre-App. Score: _____ CC Score _____ Combined Score _____

Application Status: ACCEPTED: _____ WAITING LIST: _____ Assigned Classroom: _____

On Reservation _____ Off Reservation _____ Proof of Tribal Identification Attached: _____

Approved by Policy Council: Jul 12, 2007
Revisions Approved by Policy Council Nov 13. 2008, Jun 15, 2009, Sep 22, 2010, Mar 13, 2014
Approved by Tribal Council Oct 4, 2010, Mar 13, 2014

Welcome to the ECC New Home Base Families

The ECC would like to extend a warm boozhoo and welcome to all the New Home Base Families.

We are very excited to be a part of your families early childhood education! Please stop by the ECC anytime to visit or explore with your little one. Home Base families are welcome at all ECC activities!!

Some staff that you may hear from other than your home base teacher:

Patt Kenote-DePerry: Health and Mental Wellness Manager
Cindy Garrity: Family Services Manager
Jenny Bresette: Family Resource Coordinator
Marianne Szot: Education and Abilities Manager
LaVonne Goslin: Early Head Start Director
Gina LaGrew: Enrollment/Transition Manager

Welcome and we look forward to growing with you and your child!

Please check out our website www.redcliffecc.org for resources and our monthly newsletter.

RED CLIFF EARLY CHILDHOOD CENTER

Head Start

Birth to Age 5

The Red Cliff Early Childhood Center is accepting applications anytime!
Head Start, Early Head Start and Home Based Services available.
Stop in and visit us anytime at 89830 Tiny Tot Road (Red Cliff)

Stop in anytime to complete an application or call 779-5030 for any questions.
Visit our website at www.redcliffecc.org
If you have a concern about your child's development or your child has a special education/health need, please contact us to learn about services for your child.

Head Start

Head Start is a center based program for children ages 3-5. This classroom settings offer a preschool experience with a curriculum that is culturally based, using sound child development outcomes.

- Kindergarten Readiness
- Transition
- Health & Nutrition Services
- Free Nutritious Meals
- Transportation
- Family Nights
- Weekly Pow-wow
- Ojibwe Language Learning
- Parent-teacher conferences
- Local/Accredited Curriculums
- Monthly Parent/Policy council meetings
- Wrap Around Child Care

Early Head Start

EHS center-based serves 32 children age 0-3. The programs primary emphasis is to enhance infant and toddler growth through social, emotional, physical and cognitive development.

- School Readiness
- Transition
- Health & Nutrition Services
- Free Nutritious Meals
- Transportation
- Family Resource Services
- Family Nights
- Weekly Pow-wow
- Ojibwe Language Learning
- Parent-teacher conferences
- Local/Accredited Curriculums
- Monthly Parent/Policy council meetings
- Wrap Around Child Care

Home Based

EHS home based program serves pregnant women and children age 0-3. The programs primary emphasis is to enhance infant and toddler growth through social, emotional, physical and cognitive development.

- Weekly home visits
- Family Socializations
- Family Resource Services
- Health Service Coordination
- Transition Activities
- Family Nights
- Ojibwe Language Learning
- Monthly Parent/Policy council meetings
- Local/Accredited Curriculum

Annual Program Report
October 2014
Submitted by Dee Gokee-Rindal, ECC & Education Division Administrator

The Head Start Act of 2007 requires each Head Start agency to make available to the public specific types of information about fiscal and program operations. This must be done at least annually. The primary focus of this report is primarily on ECC fiscal and program information in response to the Head Start Act requirements. Pertinent data was obtained from the following management staff within the Education Division: Nicole Boyd, Head Start Director, Gina LaGrew, Transition Manager, Patt Kenote-DePerry, Health/Mental Wellness Manager, Marianne Gibeau-Szot, Education/Abilities Manager, and Carmen VanderVenter, Tribal Education Director.

Program Name: Red Cliff Early Childhood Center
Red Cliff Tribal Education Department

Program Personnel: The ECC has a total of 40 paid staff through five major programs, plus three amazing volunteer Foster Grandparents.

The Education Department staff consists of one Tribal Education Director at this time.

Funding Agencies: **ECC Funding Agencies:**

Head Start - Federally funded by the Office of Head Start (OHS). Some state funding by DPI (Department of Public Instruction). OHS is now requiring comprehensive 5-year grant applications, with abbreviated applications during the 4 years in between.

Early Head Start – Federally funded by OHS. The Early HS grant application is submitted with the Head Start grant.

Tribal Child Care – Federal CCDF (Child Care Development Fund) and State of WI DWD (Department of Workforce Development).

ANA *Ginanda-Gikendaamin (We Seek to Learn)* Ojibwe Language Revitalization Project– Federal funding through the Administration for Native Americans. 2013-2014 marked the beginning of our second consecutive round of the 3-year funding cycle. ANA grants are highly competitive and sought-after! This project enables us to continue supporting Ojibwe language development for our young children and families. We are extremely fortunate to have Rosemarie DeBungie, a fluent speaker and amazing teacher, with us again this year.

Maamawi (Together) Red Cliff Circles of Care – this is a brand new three-year planning grant funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) to develop a comprehensive, community-driven, culturally-grounded system of mental wellness in our community.

Education Department Funding Agencies:

Bureau of Indian Affairs

- Johnson O'Malley (JOM)
- Higher Education
- Job Training
- Job Placement

Department of Labor

- Adult Consortium Program

Program Budgets: ECC funding levels for 2013-2014 were:

Head Start (base funding 47 children)		$642,014
Head Start State (3 children)		17,325
Early Head Start (base funding 68 children)		741,583
USDA-CACFP (based on attendance)		50,795
CCDF Tribal Child Care	102,848	
DCF WI Shares Child Care	38,562	
		141,410
Project LAUNCH (final year)		698,761
ANA Ojibwe Language Revitalization		245,408
TOTAL ECC funding 2013-2014		**$2,537,296**

Budgetary expenditures for each program/grant include personnel and fringe benefits including health insurance for employees working a minimum of 30 hrs or more. One ***major challenge*** during 2013-2014 was the mandatory 5.27% sequestration budget reductions. It was an extremely difficult year with all ECC staff being laid off for 4 weeks in August 2013. In addition, all full-time staff had to be cut from 40 to 38 hours per week for the entire fiscal year. With the same level of responsibilities. Fortunately, sequestration cuts have been restored for 2014-2015. A copy of the current year Head Start/Early Head Start budget is attached.

In addition to the federal budgets, we are required contribute a 20% non-federal (in-kind) match for Head Start, Early Head Start, and ANA. ANA was able to obtain the required match of $61,352 without much difficulty However, for the first time ever, Head Start and Early Head Start were not able to attain the minimum required **$345,900 in in-kind** by the end of the fiscal year (June 30, 2014). So we applied for (and obtained) a waiver of $93,485 from OHS. **We want to say *chi-miigwech* to all of our parents, community members, and collaborative partners who, through many many many hours of volunteer efforts, helped us obtain the remaining $252,414 of in-kind needed.**

Education Dept. funding levels 2013-2014 were:

• JOM	$37,764.00
• Higher Education	$165,885.00
• Job Placement	$ 2,516.00
• Job Training	$ 51,208.00
Sub-total BIA Educ. Dept. funding 2013-2014	**$257,373.00**
Department of Labor—Consortium	$ 22,159.00
TOTAL Education Department funding	**$279,532.00**

Operating year:	Head Start (Fed & State)	July 1, 2013 – June 30, 2014
	Early Head Start	July 1, 2013 – June 30, 2014
	CCDF Tribal Child Care	Oct. 1, 2012 – Sept. 30, 2014
	DCF WI Shares Child Care	Oct. 1, 2013 – Sept. 30, 2014
	Project LAUNCH (ended)	Sept 30, 2013 – Sept 29, 2014
	ANA Language Grant II	Aug 1, 2013 – July 31, 2014
	BIA/Education Dept.	Oct. 1, 2013 – Sept. 30, 2014

Reporting Requirements to funding agencies:

Head Start & Early HS	Quarterly SF 425 Financial Reports (was SF 269) Due 30 days after each qtr Plus Final 425 due 90 days Semi-annual Program Reports (we submit our Quarterly Reports for this purpose) Due 30 days after 2nd & 4th qtr plus Final Program Report Program Information Report (PIR) Annually – due Aug. 31 ***Annual Report*** – this became a requirement with the passage of the Head Start Act reauthorization in 2007. It is submitted after the end of each program year.
CCDF Tribal Child Care	Annual 696T Financial Report – December Annual 700 Program Report - December Annual Child Count Report - June Bi-annual CCDF Pre-Print Plan – every 2 years in June
DCF WI Shares Child Care	State does periodic Quality Assurance checks online
LAUNCH	Quarterly financial reports Annual financial report Quarterly program progress report Annual program progress report
ANA Language Grant	Quarterly Objective Progress Reports (OPR) Quarterly SF 425 Financial Reports

Bureau of Indian Affairs	BIA Annual report – due on or before Dec 31 each year (90 days past fiscal year end) BIA Quarterly GPRA Reports—due 10 days after quarter ends (4 times per year) JOM Annual Report—due on or before Dec. 31st of each year (90 days past fiscal year end)

Indicate any committees, boards, etc involved in the program(s):

The **ECC Policy Council** has legislatively-mandated shared governance responsibilities along with the Tribal Council. They must be involved in various aspects of the program, including the annual program Self-Assessment, Community Assessment, grant applications, and personnel matters involving hiring and termination of ECC employees. We are eternally grateful to our Policy Council members who work very hard throughout the year to ensure we provide comprehensive, culturally responsive services of the highest quality for our children.

The **Young Child Wellness Council** is comprised of representatives from all key stakeholders who serve tribal children ages birth to eight and their families. The YCWC provides guidance and direction for early childhood initiatives as well as offering a forum for networking and collaboration among tribal and non-tribal programs serving our young children. The YCWC meets throughout the school year on the third Wednesday of the month from 8:00-10:00am at Legendary Waters.

The **JOM Parent Committee** meets monthly (1st Wednesday of the month). The **Title VII Parent Committee** meets quarterly (1st Wednesday of the month in October, January, April, and July).

The newly formed **Tribal Board of Education** is meeting monthly (first meeting was in September 2014). Future meetings will include the School District per the Memorandum of Understanding which was signed by the Tribal Council and the School Board, after many months of discussion.

Ginanda Gikendaasomin – *We Seek to Learn* is the tribe's **Library Board.** This group has been working toward planning a new community cultural education center. The Library Board assisted Wightman & Associates with a business plan. The document was approved by the Tribal Council as a dynamic, evolving plan when presented to the Tribal Council in April of 2014.

The **Friends of the Library** is a separate group that will work on fundraising for the project. Boris Frank was been hired to assist the group with the 501(c)(3) application along with researching and applying for grants.

Space has been provided by the Tribe for an interim Library, to be located in the new Tribal Administration Building (the old clinic). UW-Madison Library staff and students have been assisting us with preparing the space. At this time we are searching for funding opportunities to operate the interim Library which is nearly ready to go.

Give a description of your program goals and objectives, activities and target population:

I have attached a one-page summary of the 2013-2014 ECC Strategic Goals to this report, which includes the status update for each item as of June 30, 2014. Of the seventeen (17) objectives, fourteen (14) or **82% have been MET or are ONGOING**; three (3) or **18% have NOT been met**. The reasons for this are 1) Objective 2.2: *Ensure 100% of expectant and newly delivered mothers receiving EHS Home-Based services are screened for maternal depression and are referred for follow-up if appropriate.* This was not met and requires further discussion to create an appropriate confidential tracking system. 2) Objective 2.3: *To ensure continuity of care, 100% of child care staff will attend ECC trainings and will have the opportunity to shadow Head Start and Early Head Start teachers. The Infant/Toddler Environment Rating Scale (ITERS) and the Classroom Assessment Scoring System (CLASS) will be used for professional development.* Child Care staff did shadow HS and EHS teachers; however, the ITERS and the CLASS instruments were not used for professional development. 3) Objective 4.4: *By October 1, 2013, Early Head Start Home-Based staff and the Zaagichigaazowin Home Visitation (ZHV) staff will develop a collaboration plan to streamline services for pregnant women and children ages birth to three years old.* This was not met because a written process and procedure between the two collaborating programs has not been finalized.

Total number of children served, average monthly enrollment, and the percentage of eligible children served:

Enrollment Data 2013-2014					
	Total # of children served	**Total # of families served**	**% of eligible children served**	**Funded enrollment**	**Average Monthly enrollment**
Head Start	54	50	76% of 71 age-eligible children	50	50*
Early HS	84 (includes 8 prenatals)	73	88% of 96 age-eligible children	68	67**

Source: Retrieved from Child Plus by Transition/Enrollment Manager

*Head Start was fully enrolled at 50 for all months of operation.
**Early Head Start average monthly enrollment was at 67, due primarily to chronic absenteeism. Vacant slots were filled with children on the waiting list, but only after extensive interventions were attempted with families having difficulty with attendance.

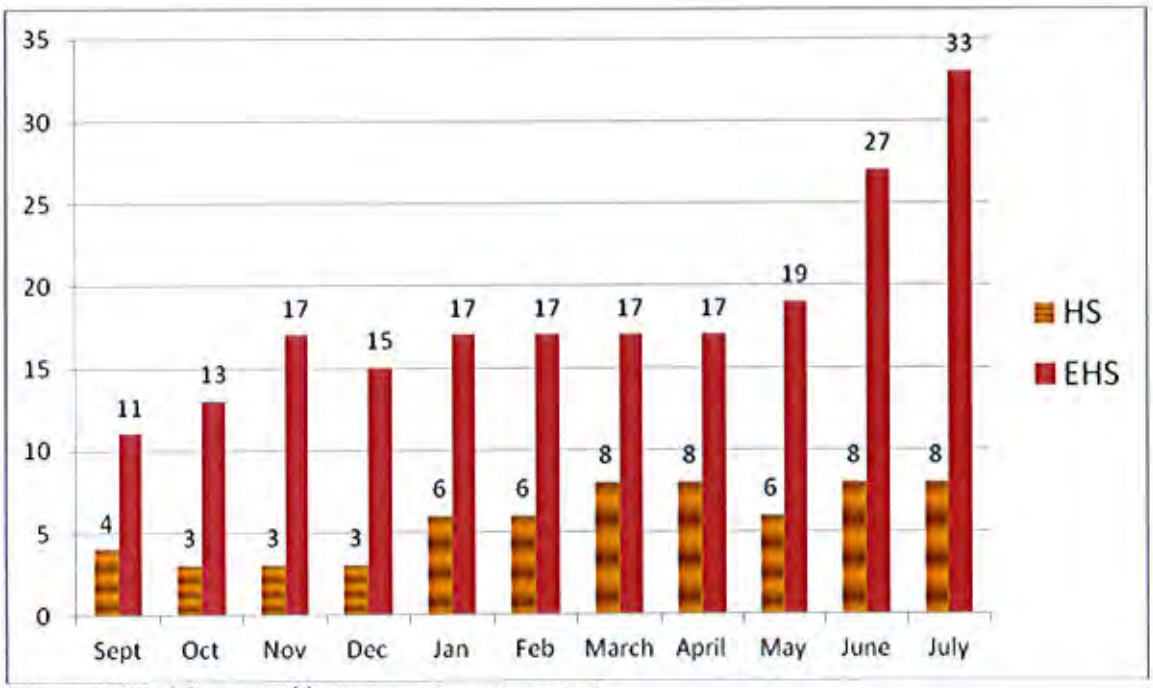
Percentage of enrolled children that received medical and dental exams:

Health & Dental Data 2013-2014

	Number and percent of children with Health Exams	Number and percent of children with Dental Exams
Head Start	49/54 90%	52/54 96%
Early HS	62/74 84%	67/74 91%

Source: Retrieved from 2013-2014 Program Information Report (PIR) by Health Manager

ECC Waiting List September 2013-July 2014



**Data retrieved from monthly program summary report*

Our waiting list to get into the ECC continues to grow. As of July 2014 we had over 40 children on the waiting list.

Information about parent involvement activities:

Parents are involved in a wide array of activities throughout the year. Just a few examples include:

- Open House/Opening Ceremony
- New Family Orientation
- Parent Policy Council & Parent Committee Meetings
- Weekly Ojibwe Language Tables
- Family Sugar Bush
- Field Trips: Bayfield Library, Local Orchard, Bayfield School, Local Public Parks, Raspberry (Tribal) Campground, Ojibwe Language Camp
- Family Fishing/Fish Hatchery Tour

- Fall Festival Activities
- Annual Family/Community Social Pow Wow
- Fatherhood Social Pow Wow
- Weekly Pow Wows and Ojibwemowin Puppet Shows
- Annual Winter Holiday Party
- Traditional Native American Storytelling Family Night
- ECC Winter Festival (variety of physical family activities)
- Family Swim Days
- Parenting Classes
- Family Health & Wellness Fair
- Family Pony Rides
- Family Summer Gathering (Traditional Native American activities)
- All-School End of Year Picnic
- HS & EHS Graduation
- Car Seat Clinics
- Family Resource Coordination (home visits)

The agency's efforts to prepare children for kindergarten:

Some of the numerous kindergarten readiness efforts include:

- Interagency Agreement with Bayfield Public School to streamline services for special needs children
- On-going early literacy efforts in the classroom
- All K-bound children participate in a field trip to the big school where they actually attend a kindergarten class, eat lunch in the cafeteria, and play outside on the playground
- The ECC provided each Head Start classroom with cafeteria style lunch trays. ECC children practiced balancing, carrying, and arranging food on the trays in preparation for breakfast and lunch at the Bayfield School
- Our Head Cook ordered small milk cartons for our children to practice opening
- Because "lining up" is a major expectation at kindergarten, our teachers and children practiced this activity when transitioning in and out of the classroom
- Family socialization events at public school – including Pizza dinner & preschool breakfast. These activities were promoted by ECC with flyers sent home, posted at ECC, and included in ECC newsletter.
- Annual meeting with school to discuss and plan the April Kindergarten Enrollment and Experience Days attended by Transition Manager, Education/Abilities Manager, and Family Resources Manager.
- ECC staff promoted Bayfield School 2014 Summer K-Readiness Program, contacting families and making sure children were registered for the program in August
- Education/Abilities Manager met with Bayfield School kindergarten teachers and ECSE teacher to share individual child assessment data for all children going on to kindergarten in the fall
- School Readiness Goals created with input from ECC staff, parents/Policy Council, and Bayfield School staff (a copy of our **School Readiness Goals Progress Monitoring for 2013-2014** is attached to this report)

- ECC Education/Abilities Manager, one Head Start Teacher, and one Bayfield School kindergarten teacher attended the PALS (Phonological Awareness Literacy Screen) workshop at CESA 12. All kindergarten children are required by the Wisconsin Department of Public Instruction to complete the PALS in the fall and spring.
- Fall Bayfield School PALS data was shared with ECC Head Start teachers and Education/Abilities Manager
- Ongoing Specialist/Teacher Team meetings to facilitate communication and collaboration with the Bayfield School District, including kindergarten teaching staff.
- ECC Administrator, Education/Abilities Manager, and Bayfield School staff attended the Preserving Early Childhood 2014 Early Childhood Collaborative Leadership Forum in Stevens Point to learn about four-year-old kindergarten options.
- Education/Abilities Manager and Bayfield School staff attended the 2014 Summit for Addressing Disproportionality, Networking to Address Disproportionality: A Culturally Responsive Systems-Change Approach.

Results of the most recent federal on-site review:

The ECC's most recent federal review occurred April 14-17, 2014. Out of literally thousands of Head Start Performance Standards, laws, regulations and policy requirements, I am pleased to report that we had only one finding. The review team determined that we did not ensure that Health staff visited each newborn within two weeks of the infant's birth to ensure the well-being of both the mother and the child. In collaboration with the clinic, we developed and submitted a corrective action plan to address this finding within the required 120 days of the review.

The review team determined we were in compliance with all other areas, including:

- Program Governance
- Management Systems
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Child Health & Safety
- Family & Community Engagement
- Child Development and Education

The reviewers were highly complementary regarding all of the above service areas. We are pleased to let the community know that the results of our Head Start CLASS Observations scores (which looks at three domains and ten dimensions of teacher-child interactions) were among the top 5% in the country. In fact, Captain Robert Bialas called our Head Start Director personally to congratulate our center on our phenomenal CLASS scores, and to invite our very own Marianne Gibeau-Szot to a week-long Education Manager's Institute. So shout out to Marianne and our awesome teachers and staff! So folks....when you see them, they would love to hear a little word of appreciation for their hard work! Miigwech!

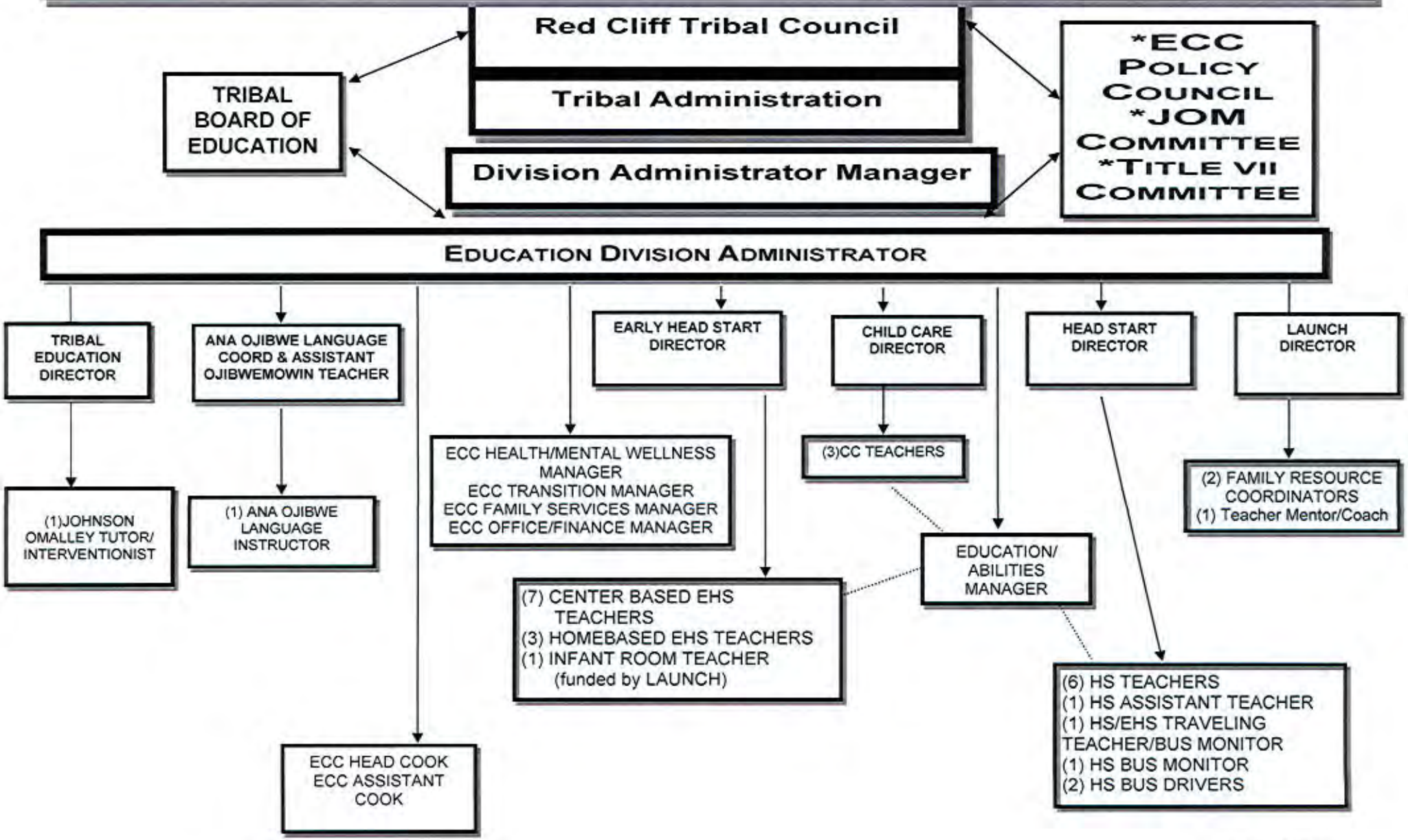
Results of the most recent annual financial audit:

The most recent Red Cliff Band of Lake Superior Chippewa annual audit was for the year ending September 30, 2013. Our Head Start/Early Head Start CFDA no. 93.600 is considered to be a major federal program, as is our Project LAUNCH CFDA no. 93.243.

The audit determined that the tribe had no findings.

The FY 13 audit was disseminated electronically to the ECC Policy Council, ECC Management Staff, and the Office of Head Start Grants Management Specialist in October 2014.

2014-2015
RED CLIFF EDUCATION DIVISION
ORGANIZATIONAL CHART



Updated 7-23-14

Red Cliff Early Childhood Center - HS/EHS Budget 2014-2015

		HS FED	HS NON-FED	HS TOTAL Fed & Non-Fed	EHS FED	EHS NON-FED	EHS TOTAL Fed & Non-Fed	Grand Total Federal HS & EHS
PERSONNEL	Wages	410,706	117,946	528,652	456,372	103,314	559,686	867,079
FRINGE	Fringe	77,705	22,316	100,021	86,346	19,547	105,893	164,051
	Health Insurance	118,166	9,483	127,649	165,877	10,764	176,641	284,043
TRAVEL	Travel-Out of Town	-	-	-	-	-	-	-
EQUIPMENT	Equipment	-	-	-	-	-	-	-
SUPPLIES	Office Supplies	1,080	-	1,080	1,320	-	1,320	2,400
	Classroom Supplies	5,000		5,000	6,000	-	6,000	11,000
	Home-Based Supplies	-	-	-	600	-	600	600
	Kitchen Supplies	135	-	135	165	-	165	300
	Cultural Supplies	135	-	135	165	1,000	1,165	300
	Health/Special Needs Sup	135	-	135	165	-	165	300
OTHER	*Utilities	-	-	-	-	-	-	-
	*Insurance - Child Liability	270	-	270	330	-	330	600
	Bus Operation/Maint	10,000	-	10,000	-	-	-	10,000
	Bus Insurance	3,650	-	3,650	-	-	-	3,650
	Food	1,200	-	1,200	1,200	-	1,200	2,400
	Consultants		-	-	-	4,000	4,000	-
	Volunteers	-	12,608	12,608	-	28,122	28,122	-
	Substitutes	4,433	-	4,433	4,278	-	4,278	8,711
	Parent Activity Fund	1,260	-	1,260	1,540	-	1,540	2,800
	Administrative Fees	1,556	-	1,556	1,328	-	1,328	2,884
T/TA	Training/TA	10,542	-	10,542	19,068	-	19,068	29,610
	Staff Development		-	-	-	15,045	15,045	-
	Local Travel/Staff	1,000	-	1,000	1,800	-	1,800	2,800
	*Gen Operating	4,500	-	4,500	5,500	-	5,500	10,000
	Well Child & Dental Services	-	9,100	9,100	-	16,132	16,132	-
	Facilities Management 5.87%	34,337		34,337	39,638		39,638	73,975
TOTAL DIRECT		685,810	171,453	857,263	791,692	197,924	989,616	1,477,502
GRAND TOTALS PER PROGRAM		685,810			791,693			1,477,503
		HS Budget	HS Non-Fed	HS Total	**EHS Budget**	EHS Non-Fed	EHS Total	**Total Fed**
		685,810	171,453	857,263	791,693	197,924	989,617	1,477,503
	OVER Budget	(0)	0	0	NO	NO	NO	
	UNDER Budget	NO	NO	NO	1	0	1	

2013-2014 Red Cliff Early Childhood Center Strategic Goals and Objectives

Mission: Traditional Ojibwe values will guide our efforts to promote the spiritual, emotional, physical and cognitive wellness of the children, families, and community we serve.

PURPOSE I: SPIRITUAL WELLNESS

(A Belief in the Interconnectedness of All Things)

Izhitchige Bezhig: MANIDOOWAADIZI MINOCHIGEWINAN

(Debweyendam da biinji-aanihoosidoong akina gegoo)

Goal One: To strengthen the cultural identity of each child and their family by enhancing their knowledge of Ojibwe language, history, family, and relationship with Mother Earth.

- Objective 1.1: Support age appropriate comprehension and use of the Ojibwe language by providing part-day language immersion in three Head Start classrooms with fifty (50) Head Start children ages 3-5 years old as demonstrated by the Red Cliff ECC Ojibwe Language Assessment tool. MET
- Objective 1.2: Through weekly Ojibwe language tables and supplemental learning opportunities, enhance the level of Ojibwe language understanding and use by parents/families of 50 Head Start children as demonstrated by quarterly Ojibwe language assessments. MET
- Objective 1.3: Create individualized professional development opportunities for all ECC staff to increase knowledge, proficiency, and use of Ojibwe language using ongoing assessments for continuous improvement. ONGOING
- Objective 1.4: Collaborate with other Tribal and non-Tribal entities to develop and sustain *Ginanda Gikendaamin*, the tribe's future community learning center. ONGOING
- Objective 1.5: Research, identify, develop, and create a plan to support and sustain long-term Ojibwe language immersion, including expansion to Head Start and elementary grades. ONGOING

PURPOSE II: EMOTIONAL WELLNESS

(Balancing All of Our Emotions)

Izhitchige Niizh: MAMAAJIWIN MINOCHIGEWINAN

(Dibaabishkodjigaade akina gimamaajiwinan)

Goal Two: To implement mental wellness programming that promotes emotional health resulting in enhanced relationships for children, parents, staff and community.

- Objective 2.1: At least 75% of ECC staff will receive a minimum one session per month (during months school is in session) of Reflective Supervision to support their work with children, families and staff. MET
- Objective 2.2: Ensure 100% of expectant and newly delivered mothers receiving EHS Home-Based services are screened for maternal depression and are referred for follow up if appropriate. NOT MET
- Objective 2.3: To ensure continuity of care, 100% of child care staff will attend ECC trainings and will have the opportunity to shadow Head Start and Early Head Start teachers. The Infant/Toddler Environment Rating Scale (ITERS) and the Classroom Assessment Scoring System (CLASS) will be used for professional development. NOT MET

PURPOSE III: PHYSICAL WELLNESS

(Attending To Our Physical Selves-Our Bodies)

Izhitchige Niswi: ZOONGIZIWIN MINOCHIGEWINAN

(Ayaa omaa giinawind i'iw zoongiziwin giinawind gii niiyawminan)

Goal Three: To develop programming and services which promote healthy habits through increased opportunities for physical activity and improved nutritional services resulting in improved health outcomes for children and their families.

- Objective 3.1: Increase opportunities for all center-based children to participate in gross motor and proprioceptive activities every 30 minutes throughout waking hours. MET
- Objective 3.2: Provide on-site dental varnishes and dental screening at least twice during the program year. MET
- Objective 3.3: Seek $750,000 in public or private grant funding to expand the current facility for additional 0-3 classroom space to meet the growing demand for center-based child care, replacing modular units with stick built. ONGOING

PURPOSE IV: COGNITIVE WELLNESS

(Having Clear Thoughts)

Izhitchige Niiwin: GIKENDAMOWIN MINOCHIGEWINAN

(Ayaang biiniteg inendamowinan)

Goal Four: To promote programming and services focused on cognitive development of children by enhancing teacher support strategies.

- Objective 4.1: Provide professional development for 100% of center-based teachers that result in learning and integrating strategies derived from Classroom Assessment Scoring System (CLASS) and Infant/Toddler Environment Rating Scale (ITERS) observations into intentional teaching practice. MET
- Objective 4.2: Connect the existing *Nandagikendaamin* cultural curriculum to all domains of learning using the Making it Work! Framework. When completed, the integrated curriculum will be shared with Bayfield School staff to support and strengthen cultural readiness. ONGOING
- Objective 4.3: Twice a year, HS teachers will meet with Bayfield School kindergarten teachers to discuss future kindergarten transition activities and the new mandatory Phonological Awareness Literacy Screening (PALS) to align literacy instruction in our HS classrooms with statewide literacy standards for kindergarten bound children. MET
- Objective 4.4: By October 1, 2013, Early Head Start Home-Based staff and the Zaagichigaazowin Home Visitation staff will develop a collaboration plan to streamline services for pregnant women and children ages birth to three years old. NOT MET
- Objective 4.5: Assist all interested family child care providers in the community with the National Association for Family Child Care (NAFCCA) accreditation process which would increase their current YoungStar rating of 2 stars to 4 stars. MET
- Objective 4.6: Meet with the Lac Courte Oreilles Tribal community college at least annually to advocate for the permanent return of the LCO community college to the Red Cliff community. MET

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715-779-5030 (main) 715-779-5046 (fax) www.redcliffecc.org

Red Cliff Early Childhood Center
School Readiness Goals 2013-2014
Children Ages 0 to 5

Ready Children Ready Families Ready Communities Ready Schools

It is our belief that teaching our Ojibwe children their own traditions, culture, and language will greatly increase their self-esteem by understanding their role in the world's history. Knowing these concepts will help them further their willingness to be successful in the modern world. The principles and philosophies associated with Ojibwe traditions, culture, and language are closely tied to their social and emotional development. We strongly believe that a child's social and emotional development is intrinsically tied to their ability to develop skills related to their educational achievement as well as their overall physical and mental health. We recognize each child as a unique individual, developing at his or her own rate.

I. Social Emotional Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1a. Manages feelings 2a. Forms relationships with adults 2b. Responds to emotional cues 2c. Interacts with peers 3a. Balances the rights and needs of others 3b. Solves social problems	Classroom activities are designed to teach the Anishinaabe values of sharing, respect, honesty, and kindness, and to promote wellness. Teachers model and reinforce respectful relationships through the use of positive verbal and non-verbal communication and by establishing warm, supportive relationships with children. Head Start, Early Head Start, and Home Base teachers and classrooms implement the Second Step curriculum to promote the social and emotional competence of children by building skills such as empathy, emotion management, and problem solving. RCECC implements Talking About Touching, a personal safety curriculum.	*A high number of children who are below widely held expectations also have had low attendance. Attendance impacts a child's progress in ALL domain areas. We have been working to educate and inform the community about the importance of attendance. We still have work to do in this area. The importance of attendance will be a major theme again this coming 2014-2015 school year.*

I. Social Emotional Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	2	48	0
2a	10	40	0
2b	3	43	4
2c	7	35	8
3a	8	33	9
3b	12	38	0

Early Head Start

	Below	Meets	Exceeds
1a	1	60	1
2a	6	56	0
2b	0	62	0
2c	0	51	2
3a	3	48	2
3b	14	37	2

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	0	54	0
2a	11	42	1
2b	1	41	12
2c	3	31	20
3a	2	32	20
3b	8	45	1

Early Head Start

	Below	Meets	Exceeds
1a	1	54	1
2a	7	49	0
2b	0	55	1
2c	2	37	8
3a	5	42	0
3b	10	34	3

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	0	61	1
2a	7	50	4
2b	0	40	21
2c	2	29	29
3a	3	29	28
3b	8	42	10

Early Head Start

	Below	Meets	Exceeds
1a	3	49	1
2a	4	42	3
2b	0	45	4
2c	5	26	11
3a	5	35	2
3b	12	29	1

II. Approaches to Learning

II. Approaches to Learning	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 11a. Attends and engages 11b. Persists 11c. Solves problems 11d. Shows curiosity and motivation 12b. Makes connections	Teachers encourage children's attention and persistence through modeling curiosity, excitement, wonder, engaging in activities, and conversation. Teachers provide opportunities to experiment with open-ended materials and try a variety of new experiences. Teachers intentionally use developmentally appropriate strategies to teach children conflict resolution skills, problem solving, and how to cooperate with others. Our outdoor learning playgrounds offers interest areas for self-exploration and an outdoor covered classroom for small/whole group activities	*The ECC is exploring the feasibility of the LAUNCH program purchasing additional Creative Curriculum resources for five center base classrooms. These resources would be used to support all areas of development and learning.*

II. Approaches to Learning Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	8	39	3
11b	11	33	6
11c	12	37	1
11d	7	42	1
12b	12	37	1

Early Head Start

	Below	Meets	Exceeds
11a	2	57	3
11b	1	61	0
11c	5	57	0
11d	3	59	0
12b	1	61	0

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	4	43	7
11b	6	39	9
11c	12	40	2
11d	4	49	1
12b	6	47	1

Early Head Start

	Below	Meets	Exceeds
11a	4	51	1
11b	4	52	0
11c	8	48	0
11d	7	48	1
12b	2	54	0

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	0	45	16
11b	1	48	12
11c	6	49	6
11d	1	51	9
12b	4	49	8

Early Head Start

	Below	Meets	Exceeds
11a	5	40	4
11b	8	41	0
11c	6	43	0
11d	6	48	5
12b	1	47	1

III. Literacy and Language Development

III. Literacy and Language Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 8a. Comprehends language 9a. Uses an expanding expressive vocabulary 10a. Engages in conversations 16a. Identifies and names letters 16b. Uses letter-sound knowledge 17a. Uses and appreciates books. 17b. Uses print concepts 18b. Uses emergent reading skills 19a. Writes name	Through developmentally appropriate materials and activities, teachers provide pre-writing activities to support emerging literacy development. Teachers promote literacy as a source of enjoyment by reading and discussing stories daily, providing accessible reading and writing materials, and encouraging oral traditions through storytelling. Teachers provide books and stories with repetitive verses, words, or sounds, and books in which the pictures closely follow the text, allowing children to make the connection between what they hear and what they see. Toys and experiences in the infant/toddler environment are designed to build children's understanding of language and print. *Handwriting Without Tears will be implemented in all HS classrooms starting fall of 2013.*	*Our assessment data shows large numbers of children, both EHS and HS, below widely held expectations in this domain. Several factors may be at work here:* 1. *Head Start classrooms going from three teachers to two* 2. *Two Early Head Start classrooms in transition and under stress* 3. *A long, cold winter with no time to play outside* 4. *Staff hours at 38 per week* 5. *Low staff morale* 6. *This can be a difficult area to observe and document, leading to inaccurate assessment.* *As a result of CLASS observations conducted with Sheryl Hammock, T/TA, our action plan includes two strategies to strengthen teaching practice:* 1. *Implement a program wide plan of developing 5 how, 5 why, and 5 vocabulary words and definitions for each book – to be typed up and taped in the front cover* 2. *Building a solid foundation as teaching teams start off the 2014-2015 program year using a coaching and mentoring plan with each teaching team.*

III. Literacy and Language Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	11	38	1
9a	9	38	3
10a	15	33	2
16a	17	30	3
16b	13	37	0
17a	5	44	1
17b	10	37	3
18b	7	42	1
19a	13	35	2

Early Head Start

	Below	Meets	Exceeds
8a	3	58	1
9a	14	48	0
10a	16	46	0
16a	10	51	1
16b	3	58	1
17a	10	52	0
17b	15	40	7
18b	6	53	3
19a	5	57	0

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	8	43	3
9a	7	44	3
10a	13	33	8
16a	13	34	7
16b	12	40	2
17a	2	51	1
17b	9	42	3
18b	10	36	5
19a	6	45	3

Early Head Start

	Below	Meets	Exceeds
8a	4	48	4
9a	16	40	0
10a	18	37	1
16a	17	39	0
16b	0	55	1
17a	10	46	0
17b	8	45	3
18b	9	46	1
19a	4	51	1

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	8	47	6
9a	6	46	9
10a	11	31	18
16a	13	38	10
16b	16	39	6
17a	2	52	7
17b	14	33	14
18b	9	36	16
19a	7	51	3

Early Head Start

	Below	Meets	Exceeds
8a	4	43	2
9a	11	38	0
10a	17	31	1
16a	10	38	0
16b	0	47	1
17a	5	42	1
17b	7	41	0
18b	7	40	1
19a	0	48	0

IV. Physical Development and Health

IV. Physical Development and Health	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1c. Takes care of own needs appropriately 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross motor manipulative skills 7a. Uses fingers and hands 7b. Uses writing and drawing tools	Self-help skills in all areas are facilitated and encouraged throughout daily activities in order to build confidence and develop mastery. Children are allowed and encouraged to use toilet facilities independently when they are developmentally ready and/or physically able. All classrooms in the Early Childhood Center are equipped with child-size toilet facilities. Large motor time is scheduled daily. As much as possible, this time is spent outdoors. A gross motor room, with interesting, challenging, age appropriate, equipment is available for all children. Large motor areas are designated in each classroom for use during inclement weather and choice times. Teachers provide activities to develop fine motor skills and eye-hand coordination, such as tracing, drawing, and cutting shapes using a variety of writing, drawing, and art tools. Early Head Start Teachers create opportunities for children to develop fine motor skills by providing materials that encourage dropping, pulling, pushing, grasping, touching, smelling, throwing, and tasting.	*Many Early Head Start children are below widely held expectations in this domain. A long, cold winter with no time to play outside has had a negative effect on our children's physical development. Even with the use of our large motor room, our children did not get the sustained high level activity that developing bodies and brains require.* *Head Start children were able to use the Youth Center twice a week during inclement weather. While this was not the ideal, teachers reported a marked difference in their children's behavior, ability to concentrate, and sleep on days when classes played at the Youth Center.*

IV. Physical Development and Health

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	7	43	0
4	3	40	7
5	5	45	0
6	8	38	4
7a	10	40	0
7b	2	45	3

Early Head Start

	Below	Meets	Exceeds
1c	7	55	0
4	12	50	0
5	13	49	0
6	7	55	0
7a	10	51	1
7b	1	56	5

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	6	48	0
4	2	46	6
5	4	50	0
6	4	46	4
7a	5	45	1
7b	0	45	9

Early Head Start

	Below	Meets	Exceeds
1c	10	46	0
4	10	45	1
5	9	47	0
6	12	41	3
7a	10	45	1
7b	2	49	5

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	1	60	0
4	2	50	9
5	1	60	0
6	3	54	4
7a	5	57	1
7b	0	45	16

Early Start

	Below	Meets	Exceeds
1c	10	39	0
4	11	32	6
5	9	39	1
6	10	37	2
7a	7	42	0
7b	1	40	8

V. Cognition and General Knowledge

V. Cognition and General Knowledge	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 20a. Counts 20b. Quantifies 20c. Connects numerals with their quantities 22. Compares and measures 23. Demonstrates knowledge of patterns	Teachers use and encourage everyday situations to count, sort, create patterns, compare, and measure. Variety of manipulatives and materials offer multiple opportunities to explore mathematical concepts such as measurement, size, quantity, and estimation. Teachers model and encourage use of positional and concept words, including: over, under, behind, more, less, most, fewer, least, same as, equal, nearly, almost, approximate. Teachers use self and parallel talk to describe problem-solving strategies.	*Many Early Head Start children are below widely held expectations in this domain. Again, several factors may be at work here.* *Because Teaching Strategies Gold assessment is observation based, our assessment is only as good as our observations. We will be working with Sheryl Hammock, T/TA, to improve the quality of our observations and ensure that we are capturing appropriate data for our assessments. In order to streamline the documentation process, the LAUNCH program is purchasing iPad Minis for the classrooms. Teaching Strategies has an app that will make uploading photos, videos, and written documentation faster and easier. We have been unable to use this process with the technology that we currently have available.*

V. Cognition and General Knowledge

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	14	35	1
33	17	33	0
20c	22	27	1
22	6	44	0
23	14	34	2

Early Head Start

	Below	Meets	Exceeds
20a	15	46	0
20b	26	36	0
20c	14	47	1
22	13	49	0
23	15	47	0

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	10	41	3
20b	15	37	2
20c	13	35	6
22	5	49	0
23	9	43	2

Early Head Start

	Below	Meets	Exceeds
20a	18	38	0
20b	25	31	0
20c	15	41	0
22	16	38	2
23	13	41	2

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	5	46	10
20b	15	38	8
20c	17	32	12
22	2	57	2
23	8	48	6

Early Head Start

	Below	Meets	Exceeds
20a	16	33	0
20b	20	29	0
20c	9	40	0
22	12	35	2
23	7	41	1

Bayfield Carnegie Library presents…

Screening on our new digital projector

November 1, 2014

3:30 P.M.

**Kids! Bring in your candy to swap with friends or…*

Trade it in for prizes!

Elderly Deer Hunt

Friday November 7th

After registration, drop your deer off at Ron Nordin SR's residence on Bishop Lane.

If you have any question contact the Redcliff Wardens at 715-779-3732

2014 fall harvest dinner

RED CLIFF'S COMMUNITY GARDEN
WELCOMES YOU TO OUR
HARVEST DINNER
LOTS OF FOOD, RAFFLES,LAUGHTER & FUN

WHEN: SUNDAY, NOVEMBER 9TH

WHERE: RED CLIFF'S ELDERLY CENTER

TIME: 5:00PM—7:00PM

Health Careers Night

Tuesday, November 11

6-7 p.m.

WITC Conference Center

DD Network

The Developmental Disabilities Network, Inc presents

The "Imaginative Journey"

Friday, November 14th

The AmericInn, Hwy 2 Ashland

8:30-3:30—Lunch included

The day will include stories, including the unfolding story of our present time and lay out a framework for the journey that lies ahead for people living with the diversity of disability and all of us who are part of the story.

Activate—See personal initiative as part of a larger call

Amplify—Discover capacities & strengthen vision

Innovate—Generate social inventiveness

Associate—Inspire community

$40/person. Limited Scholarships available.
See the Registration Form.
Deadline to register is November 1st, 2014

About the Storytellers

DD Network

Beth Mount, PhD has worked for four decades toward the ideas that every person with a disability can be a valued member of community life. Her groundbreaking work related to Personal Futures Planning promotes the positive future and images of people with disabilities throughout the globe, and demonstrates that all of us count and all of us fit somewhere.

Learn more about Beth's work at: CapacityWorks2

John O'Brien learns about building more just and inclusive communities from people with disabilities, their families and their allies. He uses what he learns to advise people with disabilities and their families, advocacy groups, service providers and governments and to spread the news among people interested in change by writing and through workshops.

He works in partnership with Connie Lyle O'Brien and a group of friends from 15 countries. He is a Fellow of the Centre for Welfare Reform (UK) and is an Associate of the Center on Human Policy, Law & Disability, Syracuse University (US), inControl Partnerships (UK), and the Marsha Forest Centre (Canada). Download papers at the above links, or at Inclusion Press, http://www.inclusion.com/jobrien.html

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The Imaginative Journey on November 14th Registration Form

Also found at: http://ddnetworkinc.org/

Registration deadline: November 1st, 2014 **One Registration Form Per Person**

Name: _____ Agency (if any) _____

Street Address/City/Zip: _____

Phone (day) _____ Phone (evening) _____

Email address: _____ @ _____

Choose from the following: **Registration fee is $40 per person, includes lunch* and materials.**

- ☐ I am a youth or an adult with a disability and would like to request a **Registration Fee Scholarship.** I am sending a completed registration form.
- ☐ I am sending a personal check with my completed registration form (or forms, one for each registrant)
- ☐ I am sending an Agency check with a completed registration form for each registrant.
- ☐ I am sending an Agency Purchase Order (PO) and completed registration forms for each registrant. DD Network FEIN is 39-1684093.
- ☐ I am sending a completed registration form for each registrant and indicate "Agency Purchase Order to follow." DD Network, Inc. will bill agency for all registrants.

Make check payable to: **DD Network, Inc.** Mail registration and payment to:

DD Network, Inc.
Attn: Patti—Imaginative Journey
PO Box 8335
Madison, WI 53708-8335

Sorry, no registrations by phone, fax or email. No refunds but substitutions are okay.

***Please identify in writing any accessibility or special dietary needs and send with your form.**

Call Deanna Yost at 715-373-5000 with questions or email: dlyost@centurytel.net

Parents in Partnership

A Leadership Development Opportunity for Parents/Caregivers of Children With Disabili-

How Do I Register for Parents in Partnership?

Contact the Education Office in your area:

Mole Lake
715.478.3713

Forest County
715.478.7200

For more Information Contact:

Don Rosin
Parents in Partnership facilitator

715.292.3393
don.rosin@yahoo.com

Are You a Parent/Caregiver of a Child with a Disability?

Would you...

- Enjoy getting together with a group of parents/caregivers from the area to learn about resources and information that is important to children with disabilities ages 6-14?
- Like to explore issues around health, education, policy making, inclusion, and self-determination? If so, you are invited to join Parents in Partnership!

Mole Lake Hotel
and
Convention Center

November 15, 2014
January 17, 2015
February 21, 2015
March 21, 2015
April 18, 2015

Parents in Partnership runs from 8:00 a.m. to 4:00 p.m. on Saturdays.
Parents/guardians must attend ALL five sessions.
There is NO charge to attend the sessions.
Sessions include meals and resources.

Parents in Partnership meets five times during the year to assist parents and caregivers to:

- Learn about community and statewide resources for children with disabilities
- Develop communication, leadership, advocacy and collaboration skills
- Strengthen partnerships between the many professionals they interact with on behalf of their children
- Work on their own family or community project
- To dream and plan ahead for their child and family
- Support each other and have fun

Paid for with a DPI IDEA Discretionary Grant
Wisconsin Statewide Parent Educator Initiative (WSPEI)

NOTICE

Impact Aid
(PUBLIC HEARING)

THE SCHOOL DISTRICT OF BAYFIELD BOARD OF EDUCATION WILL CONDUCT A PUBLIC HEARING CONCERNING IMPACT AID AND PARTICIPATION OF INDIAN CHILDREN ON AN EQUAL BASIS IN THE SCHOOL DISTRICT OF BAYFIELD EDUCATIONAL PROGRAM

DATE: November 10, 2014
DAY: Monday
TIME: 7:00 p.m.
ROOM: Buffalo Bay Grand Ballroom
LOCATION: Legendary Waters
Resort & Casino
37600 Onigamiing Dr.
Bayfield, Wisconsin
54814

Catching the Dream

Scholarship programs for Native American Students

MESBEC: Math, Engineering, Science, Business, Education, and Computers: All science fields, medicine, business, education, math, computer science

NALE: Native American Leadership in Education: Secondary Education, Elementary Education, Special Education, Educational Administration

TBM: Tribal Business Management: Finance, Economics, Business Administration, Accounting, Retailing, Hotel Management

8200 Mountain Road, NE, Suite 203
Albuquerque NM 87110
Phone (505) 262-2351
Fax (505) 262-0534

E-mails: Main: (Joy Noll) Nscholarsh@aol.com
Executive Director: Dean Chavers, Ph. D., CTD4DeanChavers@aol.com

Call us at (505) 262-2351, fax us at (505) 262-0534, write us, or e-mail us for guidance on how to apply. We encourage students to apply for all sources of funding in addition to applying to CTD. The minimum number of scholarships students will find is 40 or more. This will enable them to attend any college in the U. S.

Fun and easy snacks

Kids like to eat fruits and veggies that are cut in a variety of ways.

- **Create fun shapes with cookie cutters.** Make stars, hearts and animal shapes with cantaloupe, watermelon or honeydew.
- **Make veggie sticks.** Cut carrots, cucumbers, peppers, celery and zucchini into long thin strips. Veggie sticks are easy for kids to grab and eat.
- **Cut strawberries, kiwi or apples into slices.**
- **Make banana stacks.** Cut a banana into large chunks. Spread a little peanut butter on top. Dip in granola.

Dip and eat!

Dip fruits in flavored yogurt, peanut butter or cinnamon dip. **Dip veggies** in hummus, white bean dip, low fat dill dip or ranch dressing.

- **Cinnamon Dip**: Mix together 6 ounces vanilla yogurt with 1 Tablespoon peanut butter and ¼ teaspoon cinnamon.
- **Dill Dip**: Mix together ½ cup sour cream, 1 tablespoon dry dill weed and ¼ teaspoon garlic powder.
- **White Bean Dip:** Drain and rinse 1 can (15.8 ounces) northern beans. Combine beans with 1 Tablespoon olive oil, ½ teaspoon garlic powder, 1 Tablespoon chopped fresh cilantro and 1 teaspoon lime juice in a blender or food processor. Blend until smooth.

Healthy celebration snacks

Make the next happy celebration a healthy one too! These snack ideas can be as popular as the traditional high fat and sugar party foods.

- Individual bowls of popcorn with melted peanut butter as a topping.
- Frozen yogurt pops: blend fruit yogurt, berry juice and berries. Freeze in popsicle molds and serve as a refreshing treat.
- Spread whole-grain bagel halves with pizza sauce and sprinkle with mozzarella cheese. Provide a variety of sliced veggie choices that kids can select to put on their bagel. Broil1-2 minutes until cheese is melted.
- Offer 100% fruit juices mixed with sparkling water to add some fun.

(Sources: healthy kids challenge; Nutrition Matters)

UW Extension University of Wisconsin-Extension

WNEP education is supported by the USDA Food Stamp Program, UW-Extension, Food Share Wisconsin plus Ashland and Bayfield County partners. In Wisconsin, Food Share can help provide a healthy diet. To find out more about Food Share call Ashland County Health and Human Services Department (715) 682-7004, Bayfield County Department of Human Services (715) 373-6144 or the Food Share office at Odanah (715) 682-7127 or Red Cliff (715) 779-3706.

University of Wisconsin, U.S Department of Agriculture and Wisconsin counties cooperating. An equal Opportunity/Affirmative Action employer, the University of Wisconsin Extension provides equal opportunities in employment and programming including ADA and Title IX requirements

Understanding Family Engagement Outcomes: Research to Practice Series

Family Engagement and **School Readiness**

The National Center on Parent, Family, and Community Engagement has created a Research to Practice Series on the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework. One in the series, this resource addresses how family engagement contributes to young children's school readiness.

Aligned with related Head Start Performance Standards, this resource presents a summary of selected research and program strategies intended to be useful for the Head Start (HS) and Early Head Start (EHS) community.

The OHS PFCE Framework is a research-based approach to program change that shows how HS/EHS programs can work together as a whole – across systems and service areas – to promote family engagement and children's learning and development.

Introduction

Family engagement: The family is the primary force in preparing children for school and life, and children benefit when all of the adults who care for them work together (Bronfenbrenner, 2004). When program staff and families are engaged as partners, they commit to working together on children's behalf. When family members take the lead and make decisions about their children's learning, they are truly engaged. Positive goal-directed relationships between families and program staff are key to engagement and children's school readiness (HHS/ACF/OHS/NCPFCE, 2011).

School readiness is the process of early learning and development, from infancy to school age, when children gain the skills and attitudes they need to succeed in school. With developmentally appropriate programming, infants, toddlers, and preschoolers make advances that prepare them for school.

Early childhood experts describe school readiness in various ways, but typically refer to five areas of readiness: health and physical development; social and emotional development; approaches to learning; language development and communication; and cognition and knowledge. The OHS Child Development and Early Learning Framework (CDELF) (HHS/ACF/OHS, 2012) addresses each of these domains.

Others use the term school readiness to describe a school's ability to provide children with an education (Raver & Knitzer, 2002). It also refers to families' readiness for the transition to school. School readiness is a shared responsibility among schools, programs, and families.

THE NATIONAL CENTER ON
Parent, Family, and Community Engagement

This document was prepared under Grant #90HC0003 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Parent, Family, and Community Engagement.

When parent and family engagement activities are systemic and integrated across PFCE Framework Program Foundations and Impact Areas, Family Engagement Outcomes are achieved, and children are healthy and ready for school (HHS/ACF/OHS/NCPFCE, 2011).

What We Know: Family Engagement and School Readiness

Infants & Toddlers: Learning from the Beginning

"School readiness means supporting and protecting the developing brain in such a way that the brain creates a strong physical foundation for learning" (Petersen, 2012). From the beginning, parents and other caregivers nurture the capacities children will need to be ready for school.

Early interactions with caregivers build babies' brains. The qualities of babies' interactions with mothers and fathers have measurable impacts on future learning (Cook, Roggman, & Boyce, 2012; Dodici, Draper, & Peterson, 2003). These qualities include warmth, mutuality, and parent sensitivity to children's play and conversation. Interactions with these qualities lead to social and academic competence (Thompson, 2008). For example, cognitive stimulation by mothers and fathers in playful interactions during toddlerhood is related to literacy and math levels in third and fifth grade (Cook et al., 2012). Warm, responsive, and emotionally secure relationships also provide babies with healthy models for future relationships. Young children who consistently receive responsive and sensitive care are more likely to form positive relationships with adults and peers when they enter school (Center on the Developing Child, 2010).

Two major developmental achievements of infancy and toddlerhood are critical to children's later success in school:

1. self-regulation (the ability to adapt one's level of emotions to shifting situations)
2. joint attention (the ability to pay attention to what an adult or a peer is attending to).

Self-regulation emerges from children's individual strengths and vulnerabilities, beginning at birth. Each baby's unique qualities also shape the care that parents and other caregivers provide. At the same time, this individualized care contributes to each child's self-regulation abilities.

Joint attention occurs when an adult and infant or toddler play cooperatively with the same toy, read a book together, or notice an event at the same time. Abilities such as paying attention and imitating others are partly built through joint attention. Joint attention in parent-infant interactions is related to greater social skills and language learning, both essential to school success (Carpenter, Nagell, Tomasello, Butterworth, & Moore, 1998).

Self-regulation and joint attention build the base for skills that children will need for success in school and later in life. These skills include:

- following instructions,
- focusing on a task,
- controlling emotions and behaviors with peers and adults,
- adjusting to different expectations in different environments, and
- solving problems in school (Center on the Developing Child, 2011).

Infants are born with the capacity to develop these skills through their interactions with caregivers in the earliest months and years.

Of course, language and literacy in the first three years are also important to school readiness. The amount of language that infants and toddlers are exposed to at home is directly related to later vocabulary growth (Hart & Risley, 1995). In families with low incomes, infants and toddlers who were read to more often have better language and cognition at age three than those who were read to less often (Raikes et al., 2006). Partnerships between EHS staff and families that encourage parents to talk with and read to their children at home positively impact future learning. The adults who partner together on behalf of young children help them develop the skills related to later school success – early language, literacy, attention, and self-regulation (Ayoub, Vallotton, & Mastergeorge, 2011).

Preschool: Developing the Skills for Success

Family engagement in the preschool years builds on the first three years, and is linked to children's success in kindergarten and beyond (Graue, Clements, Reynolds, & Niles, 2004). One study showed that in the year before kindergarten, children whose parents participated in center-based activities were more prepared for school (McWayne, Hahs-Vaughn, Cheung, & Green, 2012). Another study found that HS classrooms rated high in parent involvement also had high classroom quality ratings. Children from those class-

rooms performed significantly higher on tests of receptive vocabulary and math skills (Bulotsky-Shearer et al., 2012). The effect of engagement is improved when it takes place both through home visits and in centers with high quality programming (Fantuzzo, McWayne, Perry, & Childs, 2004).

Academic skills and social and emotional competence are closely related in children's development. Children who get along well with peers and teachers are more likely to participate in classroom activities, enjoy learning, and transition successfully from preschool to kindergarten (Raver & Knitzer, 2002). Social-emotional competence contributes to academic success in reading and math through sixth grade (McClelland, Acock, & Morrison, 2006). Parent engagement focused on social-emotional outcomes helps children develop interpersonal school readiness skills, and reduces anxiety and withdrawal (Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010). Relationships within the family remain the most critical for children's social-emotional development. Programs can make a big difference when they partner with family members to support their relationships with their children.

Fathers play an important role in children's emotional and cognitive development. Father engagement has significant effects on children's cognition and language at 24 months and 36 months and social and emotional development at 24 months, 36 months, and pre-kindergarten (Cabrera, Shannon, & Tamis-LeMonda, 2007). Children with close relationships with their fathers have higher self-esteem and are less likely to be depressed (Dubowitz et al., 2001).

As with infants and toddlers, self-regulation and executive functions (impulse control, attention, memory, and planning skills) in preschoolers play a critical role in school readiness (Blair & Razza, 2007). Parenting continues to be important to the development of these abilities (Lengua, Honorado, & Bush, 2007). Home and center-based family engagement activities can encourage families to help foster these skills in their children.

Parents' contributions to preschoolers' literacy skills are related to school readiness. By engaging children in joint literacy activities and positive discussions about educational topics, parents promote successful transitions to school (McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004). One home visiting study demonstrated that when mothers were engaged in literacy activities with their children and learning materials were available, pre-kindergarten vocabulary and literacy skills were higher (Rodriguez & Tamis-LeMonda, 2011).

Programs can engage parents and other family members in learning activities and expose children to printed materials at home and in school (Buhs, Welch, Burt, & Knoche, 2011). HS/EHS programs can encourage families to read at home and in the classroom. They can also link families to libraries and other organizations that offer books and family-centered reading activities.

Elementary and Secondary Education: Building a Bridge to the Future

Active parent and community involvement are key components of high functioning elementary schools' success (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Mayer, Mullens, & Moore, 2000). A review of 51 studies (Henderson & Mapp, 2002) found that children whose parents were involved with their schooling had better academic outcomes, including higher grades, enrollment in advanced programs, passing to the next grade level, improved attendance, better social skills, and higher graduation rates.

Children whose parents are engaged with their schooling have better academic outcomes.

Across diverse economic and cultural backgrounds, family participation in elementary and secondary school is associated with greater student success. Studies of parent involvement among families with low incomes show links with school success, such as higher levels of literacy (Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004). When parents engage in math activities at home, children are more likely to have higher math scores (Sheldon & Epstein, 2005). One study of migrant families with young elementary school children found that family engagement led to better language skills. Families used learning materials, such as books, at home and with teachers in kindergarten (St. Clair & Jackson, 2006).

Since the establishment of the right to public education for children with special needs in the 1970s, school interactions with families of children with special needs have changed. School engagement with these families is now more often a "two-way street" in which families and educators work together to support children's learning (Turnbull, Turbiville, & Turnbull, 2000). Parents are engaged as full partners in developing and implementing individualized plans (Individual Family Service Plan (IFSP) & Individual Education Program (IEP)), and in monitoring their children's progress. These partnerships have also helped advance schools' overall family engagement efforts.

Cultural and linguistic variations in family interactions with schools present both opportunities for and barriers against effective engagement (García-Coll et al., 2002). Family engagement can be highly effective when tailored to the unique interests, strengths, and needs of families from diverse cultural groups (Gonzalez-Mena, 2005). One particularly useful strategy is to bring families of a specific cultural and linguistic community together so that they have a collective voice in the schools (Durand, 2011).

Promoting School Readiness

A systemic, integrated, and comprehensive focus on family engagement can help families prepare their children to learn and thrive in school. Family well-being, positive goal-oriented parent-staff relationships, and family social and cultural capital all promote children's school readiness.

Family Well-Being

Children's physical and emotional environments affect their readiness for school. Stressful home environments can impact parents' ability to engage with programs in ways that support their children's learning. When a family's food, clothing, shelter, or social supports are inadequate, the children may not be able to focus on learning. Multiple threats to family well-being can interfere with young children's self-regulation, social skills, language and cognitive development. Stress associated with poverty can make it more difficult for parents to provide sensitive, predictable care (Ayoub et al., 2011). For more information about how positive relationships contribute to better child outcomes, see Positive Parent-Child Relationships http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf, another resource in this Research to Practice Series.

The strong two-generational programming of HS/EHS protects and promotes family well-being and children's school readiness. For example, parents in EHS were more emotionally supportive, provided more language and learning stimulation, and read more to their children than parents not in EHS (Love et al., 2005). To reduce the stresses on families that can negatively affect young children, coordination with other services, such as child welfare and housing, is essential (Rouse & Fantuzzo, 2009). Programs that engage community partners to offer comprehensive family supports have a better chance of promoting family well-being, and as a result, improving children's readiness for kindergarten.

Program and School Relationships with Parents

Positive parental attitudes toward school improve children's performance (Morrison, Rimm-Kaufman, & Pianta, 2003). Yet parents' and schools' misconceptions about each others' roles can be a barrier to engagement (Ferguson, C., Ramos, M., Rudo, Z., & Wood, L., 2008). Misconceptions lead to mistrust and to less parent engagement. HS/EHS staff can help establish trusting family-program partnerships by creating a welcoming environment. It can also help to provide opportunities for families to express their views about the program and their relationships with staff. The quality of parent-staff relationships is central to family engagement (Porter et al., 2012).

Cultural and Social Capital

When HS/EHS staff form strong partnerships with families, and connect families to each other and the broader community, they build cultural and social capital. Cultural capital refers to knowledge about institutions such as schools that helps families advocate for their children. When HS staff transfer their knowledge about schools to families, families gain cultural capital. Social capital refers to the relationships that provide access to resources and power within a community (Lee & Bowen, 2006). When families connect with each other in decision-making activities such as Policy Council, they develop social capital. (See OHS Research to Practice Series: Family Connections to Peers and Communities and Families as Advocates and Leaders (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/rtp-series.html) for additional discussion).

Conclusion: Bringing It All Together

In the first months and years of life, children develop school readiness primarily within their families, and in all their earliest interactions. Self-regulation, joint attention, and other executive functions, as well as vocabulary, language, and other cognitive and social and emotional skills develop both at home and at school. HS/EHS programs can strengthen families' positive impact on their children's school readiness by partnering with families to make progress on the PFCE Family Outcomes. Helping families overcome challenges such as poverty, homelessness, family and community violence, and social isolation is vital to supporting children's learning. Through partnerships with HS/EHS programs as well as other community resources, families can play an active role in their children's learning, advocate for quality education for their children, and create the collective power to improve their children's educational opportunities.

What Can Programs Do?

HS/EHS staff provide families and children with a variety of experiences and tools to support school readiness and positive learning experiences. These include:

- forming positive, goal-directed relationships with families,
- providing programs that support children's learning and development,
- offering information on healthy development, and
- connecting families with resources to address causes of stress.

HS/EHS program staff, in all roles and across all program areas, can help children get ready to succeed in school by working together on effective strategies to engage families. Here are a few examples:

Provide Regular Opportunities for HS/EHS Staff to Learn about Connections between Family Engagement and School Readiness. Ongoing professional development is essential for all staff to understand how to apply family engagement practices to improve children's school readiness. Staff may also benefit from learning about

- what families believe about connections between family engagement and school readiness, and
- how to respond to beliefs that are different from their own.

HS/EHS programs can use a variety of professional development strategies (e.g., training, staff meetings, reflective practice and supervision, mentoring) to help staff promote school readiness in their everyday work. The effectiveness of these professional development strategies depends on adequate supervision and reasonable caseloads.

Visit Boosting School Readiness through Effective Family Engagement (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/pfce_simulation) an interactive professional tool to practice everyday strategies to develop positive, goal-oriented relationships with families.

Create Opportunities for Parents and Communities to Learn about School Readiness. School readiness is a concept that is familiar to HS/EHS staff and many parents, but not necessarily to all the adults in children's lives. For example, some adults do not know that babbling with babies or reading with children promotes literacy skills. Conversations with family and community members about healthy child development can expand their knowledge about how to promote school readiness at home, school, and in the community. HS/EHS programs can also provide easy-to-read written materials on school readiness in families' preferred languages.

For more in-depth information on how positive relationships contribute to school readiness see Positive Parent-Child Relationships (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf).

Engage with Families to Support Children's Transitions. Work on transitions with families as early as the transition to Early Head Start and Head Start, followed by the transition to kindergarten. The more practice children and families have with transitions, the more ready they will be for the next transition. When families are successful with transitions in the early years, they develop skills that will help them when their children enter kindergarten and larger school systems. Program-level strategies include professional development and learning activities for staff and parents that promote knowledge about transitions and skills such as collaboration, leadership, and advocacy. Effective community-level strategies include connecting parents with each other and developing strong program-school and other community partnerships to ensure that children's strengths and needs are addressed as they transition to kindergarten.

For more information on transitions in the early years see: Transitions Strategies: Continuity and Change in the Lives of Infants and Toddlers (http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/transition_strategies.pdf) For more information about the transition to kindergarten, see Family Engagement and Transitions: The Transition to Kindergarten (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf).

Additional Resources

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Acknowledgments:

This document was developed by the National Center on Parent, Family, and Community Engagement for the Office of Head Start under grant #90HC0003. We are grateful to our colleagues and the families in the Head Start and Early Head Start community for their contributions.

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Keep Your Child from Getting and Spreading ENTEROVIRUS D68

Avoid close contact with **sick people**

Cover your coughs & sneezes

Wash your hands often with **soap & water**

Clean & disinfect surfaces

Avoid touching your face with unwashed hands

Stay home when you're **sick**

CDC

www.cdc.gov/non-polio-enterovirus/EV68/

The Flu:
A Guide For Parents

FLU INFORMATION

What is the flu?

Influenza (the flu) is an infection of the nose, throat, and lungs caused by influenza viruses. There are many different influenza viruses that are constantly changing. They cause illness, hospital stays and deaths in the United States each year.

The flu can be very dangerous for children. Each year about 20,000 children younger than 5 years old are hospitalized from flu complications, like pneumonia.

How serious is the flu?

Flu illness can vary from mild to severe. While the flu can be serious even in people who are otherwise healthy, it can be especially dangerous for young children and children of any age who have certain long term health conditions, including asthma (even mild or controlled), neurological and neurodevelopmental conditions, chronic lung disease, heart disease, blood disorders, endocrine disorders (such as diabetes), kidney, liver, and metabolic disorders, and weakened immune systems due to disease or medication. Children with these conditions and children who are receiving long-term aspirin therapy can have more severe illness from the flu.

How does the flu spread?

Most experts believe that flu viruses spread mainly by droplets made when people with the flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get the flu by touching something that has flu virus on it and then touching their own mouth, eyes or nose.

What are the symptoms of the flu?

Symptoms of the flu can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, fatigue and sometimes vomiting and diarrhea. Some people with the flu will not have a fever.

How long can a sick person spread the flu to others?

People with the flu may be able to infect others by shedding virus from 1 day before getting sick to 5 to 7 days after. However, children and people with weakened immune systems can shed virus for longer, and might be still contagious past 5 to 7 days of being sick, especially if they still have symptoms.

PROTECT YOUR CHILD

How can I protect my child against the flu?

To protect against the flu, the first and most important thing you can do is to get a flu vaccine for yourself and your child.

- Vaccination is recommended for everyone 6 months and older.
- It's especially important that young children and children with long term health conditions get vaccinated. (See list of conditions under "How Serious is the Flu?")
- Caregivers of children with health conditions or of children younger than 6 months old should get vaccinated. (Babies younger than 6 months are too young to be vaccinated themselves.)
- Another way to protect babies is to vaccinate pregnant women because research shows that this gives some protection to the baby both while the woman is pregnant and for a few months after the baby is born.

A new flu vaccine is made each year to protect against the flu viruses that research indicates are most likely to cause illness during the next flu season. Flu vaccines are made using strict safety and production measures. Over the years, millions of flu vaccines have been given in the United States with a very good safety record.

CDC
U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Is there a medicine to treat the flu?

Antiviral drugs can treat flu illness. They can make people feel better and get better sooner and may prevent serious flu complications, like pneumonia, for example, that can lead to hospitalization and even death. These drugs are different from antibiotics, but they also need to be prescribed by a doctor. They work best when started during the first 2 days of illness. It's very important that antiviral drugs be used early to treat the flu in people who are very sick (for example people who are in the hospital) or people who are at greater risk of having serious flu complications. Other people with flu illness may also benefit from taking antiviral drugs. These drugs can be given to children and pregnant women.

What are some of the other ways I can protect my child against the flu?

In addition to getting vaccinated, take – and encourage your child to take – everyday steps that can help prevent the spread of germs.

This includes:

- Stay away from people who are sick.
- If your child is sick with flu-like illness, try to keep him or her in a separate room from others in the household, if possible.
- CDC recommends that your sick child stay home for at least 24 hours after his or her fever is gone except to get medical care or for other necessities. The fever should be gone without the use of a fever-reducing medicine.
- Cover coughs and sneezes with a tissue. Throw the tissue in the trash after it has been used.
- Wash hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub.
- Avoid touching your eyes, nose and mouth. Germs spread this way.
- Keep surfaces like bedside tables, surfaces in the bathroom, kitchen counters and toys for children clean by wiping them down with a household disinfectant according to directions on the product label.

These everyday steps are a good way to reduce your chances of getting all sorts of illnesses, but a yearly flu vaccine is always the best way to specifically prevent the flu.

IF YOUR CHILD IS SICK

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

If your child is 5 years and older and does not have other health problems and gets flu-like symptoms, including a fever and/or cough, consult your doctor as needed and make sure your child gets plenty of rest and drinks enough fluids.

If your child is younger than 5 years (and especially younger than 2 years) or of any age with a long term health condition (like asthma, a neurological condition, or diabetes, for example) and develops flu-like symptoms, they are at risk for serious complications from the flu. Ask a doctor if your child should be examined.

What if my child seems *very* sick?

Even children who have always been healthy before or had the flu before can get very sick from the flu.

Call for emergency care or take your child to a doctor right away if your child of any age has any of the warning or emergency signs below:

- Fast breathing or trouble breathing
- Bluish or gray skin color
- Not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do)
- Severe or persistent vomiting
- Not waking up or not interacting
- Being so irritable that the child does not want to be held
- Flu-like symptoms improve but then return with fever and worse cough
- Has other conditions (like heart or lung disease, diabetes,or asthma) and develops flu symptoms, including a fever and/or cough.

Can my child go to school, day care or camp if he or she is sick?

No. Your child should stay home to rest and to avoid giving the flu to other children or caregivers.

When can my child go back to school after having the flu?

Keep your child home from school, day care or camp for at least 24 hours after their fever is gone. (Fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C) or higher.

For more information, visit www.cdc.gov/flu or www.flu.gov or call 800-CDC-INFO

MAY 2013 | CS239139-A

Learn the Signs. Act Early.

The journey of your child's early years includes many developmental milestones for how he or she plays, learns, speaks, and acts.

Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones.

Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

YOU KNOW YOUR CHILD BEST.

If you are concerned about your child's development, talk to the doctor.

If you or the doctor is still concerned, contact one of the agencies on the back of this brochure.

DON'T WAIT.

Acting early can make a real difference!

This document was printed with funding from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, Division of Services for Children with Special Health Needs, Grant number H6MMC11059. Updated 4/6/2011.

For more information about what to do if you have a concern, contact your child's doctor or one of these agencies.

Parents as Teachers

A resource for parents of children from birth to 5 years of age. Call Parents as Teachers for information on parenting and child development.

314-432-4330

www.parentsasteachers.org

Missouri First Steps
EARLY INTERVENTION

A resource for parents of children from birth to 3 years of age. Call First Steps if you have a concern about a developmental delay or disability.

314-453-9203

http://dese.mo.gov/divspeced/FirstSteps

Track Your Child's Developmental Milestones

Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

Department of Health and Human Services
Centers for Disease Control and Prevention

Learn the Signs. Act Early.

Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.

☑ START HERE

6 MONTHS

- ☐ Copies sounds
- ☐ Begins to sit without support
- ☐ Likes to play with others, especially parents
- ☐ Responds to own name
- ☐ Strings vowels together when babbling ("ah," "eh," "oh")

12 MONTHS (1 YEAR)

- ☐ Uses simple gestures such as shaking head for "no" or waving "bye bye"
- ☐ Copies gestures
- ☐ Responds to simple spoken requests
- ☐ Says "mama" and "dada"
- ☐ Pulls up to stand

18 MONTHS (1½ YEARS)

- ☐ Says several single words
- ☐ Walks alone
- ☐ Knows what ordinary things are for; for example, telephone, brush, spoon
- ☐ Plays simple pretend, such as feeding a doll
- ☐ Points to show others something interesting

2 YEARS

- ☐ Says sentences with 2 to 4 words
- ☐ Gets excited when with other children
- ☐ Follows simple instructions
- ☐ Kicks a ball
- ☐ Points to things or pictures when they're named

3 YEARS

- ☐ Copies adults and friends (like running when other children run)
- ☐ Carries on a conversation using 2 to 3 sentences
- ☐ Climbs well
- ☐ Plays make-believe with dolls, animals and people
- ☐ Shows affection for friends without prompting

4 YEARS

- ☐ Hops and stands on one foot for up to 2 seconds
- ☐ Would rather play with other children than alone
- ☐ Tells stories
- ☐ Draws a person with 2 to 4 body parts
- ☐ Plays cooperatively

These are just a few of many important milestones to look for. For more complete checklists by age visit **www.cdc.gov/ActEarly** or call **1-800-CDC-INFO**.

"The brain is a use-dependent organ; we need to use it or lose it. Any unused brain cells will eventually wither away."

PARENTING

"Recent brain development research has reaffirmed earlier research that stresses the importance of a nurturing and consistent relationship with a primary caregiver. The brain adapts to its early enviornment and is formed in response to the positive or negative world in which it resides.

If primary relationships are characterized by violence, neglect and unreliability, intimacy becomes maladaptive."

Your Child's Brain Power

According to the BRAINetwork (1999), a child is born with over 100 billion brain cells. The child will not grow any more cells and any unused brain cells will eventually wither away. As the child is exposed to thousands of sounds, smells, tastes, feelings, and visual information in the first ten years of its life, these brain cells connect with thousands of other brain cells which create over 500 trillion connections. BRAINetwork (1999) states that, "The outside world shapes the brain's architecture. The connections that do not become part of this structure perish. The outside world comes in through the senses—vision, hearing, smell, touch, taste—allowing the brain to create or modify existing connections which leads to learning. For example: the smell of the mother's skin (smell), the mother's voice (hearing), seeing a face or a brightly colored toy (vision), the feel of a hand gently caressing (touch), and taking milk (taste). And, as the child develops further, its gross movements will become more purposeful, as it sees something, reaches and manages to touch it, with the result that the synapses that lead to coordinated movement get stronger and more efficient."

"Active involvement in a stimulating, challenging and loving environment causes the brain to grow and flourish."

These connections are the special building blocks of the brain, and a child's brain "...is more efficient than the world's fastest supercomputer. ...The brain is a use-dependent organ; we need to use it or lose it. ...What wires a child's brain is *repeated experiences* in which she is *actively engaged.* The brain becomes 'hard-wired' to respond along established pathways. Skills are developed and refined. ...Experience literally sculpts the brain. The brain changes it's architecture day by day, possibly minute by minute, reshaping itself to cope with experience. (BRAINetwork, 1999)"

"Passive involvement, isolation and an impoverished environment diminishes the brain."

During the first ten years of a child's life, the brain is its most "plastic". This refers to the ease with which the brain can change itself. It's a time when a child can continually learn new and wondrous things

(Continued on page 2)

- early experiences set up the framework for emotional intellegence

Movement

- much early brain organization depends on exploring the world through movement
- movement anchors learning at any age
- coordinated movements stimulate hormones that increase brain growth
- develops gradually from large global movements to fine muscle control

Music

- piano lessons for preschoolers strengthened mathematical reasoning
- musicians who started playing before 7 had larger corpus collosums
- Mozart tapes have positive effect on premature babies
- math and verbal SAT scores higher in students who've studied music

The Brain's Emotional Wiring

- Each time an infant's feeling is mirrored back to her (attunement), the pathway in her brain for that emotion is reinforced.
- The brain uses the same pathways to generate *and respond* to an emotion.
- If an emotion is reciprocated, the electrical and chemical signals that produce it are reinforced and the emotion is strengthened.
- If emotions are repeatedly met with indifference or a clashing response, those emotional circuits may fail to strengthen or may, in extreme cases, be eliminated.
- If a young child repeatedly receives sensitive responses toall of her feelings she develops the ability to feel and express a full spectrum of emotions.

Resource: "Maximizing Washington's Brain Power," *Wash. State Child Care Coordinating Committee, 1997*

Money $mart in Head Start

Issue 1

Setting Goals for Your Money

What's a goal?
A "goal" is a purpose. It's something to aim for. It's something that you want to be, or do, or have sometime in the future. A goal can point you in the direction you want to take. And when you meet your goal, you might feel so great that you set your next goal for bigger or better things!

How do I set goals?
A good place to start is thinking about what's important to you. Is there a family activity you'd like to do? Is there something you want to buy? A bill you'd like to pay off? A savings account you'd like to start?

You can set goals for your health, your habits, your work, your education, or for your family. Once you know your goal, you can decide how to move forward.

Strong goals have some things in common:

- They say *specifically* **what** you want
- They say **when** you want it
- They say **how** much you need
- And they are **written down** (think about carrying a goal card in your wallet or posting it on the refrigerator)

What if I have a BIG goal?
If your goal is a big one, think about the small steps that you can take to meet that goal. Big goals can be easier if you break them down into some smaller goals, to be tackled one at a time. As you meet each small step, you will be building confidence and a successful track record. Remember to celebrate your success!

What if my goal involves money?
Some goals take money. Maybe it's money to put towards savings or to put towards paying off bills. If you have a money goal, it's helpful to think about how long it might take to reach it because not many of us can come up with a pile of money overnight.

- Goals that you want to meet in the next few months are called ***short-term goals***. Short-term money goals might be saving for the holidays, getting new tires, opening a bank account, checking your credit report, or being ready for back-to-school shopping.

- ***Medium-term goals*** can take a year or two to meet. They take more patience and planning. Some medium-term money goals might be paying off a car, going back to school, saving for a trip, or finding a different place to live.

- If your money goal is going to take more than a couple of years, it is a ***long-term goal***. Long-term money goals could be finishing school, having a down payment on a house, having all credit paid in full, saving for a child's education, or saving for retirement.

What if I have more goals than money?
To get to your medium and long-term money goals, you may need to give up something you want right now so you can get something even better in the future. That's not easy to do!

Although it might feel good to have something new right away, it usually puts us further away from our longer-term and bigger goals.

TIP You are more likely to meet your goals when you work on only *one* or *two* at a time. More goals mean you have less money, less time, and less energy to put toward any of them.

How can I increase my chances for success?

Think back to something you needed or wanted in the past.

- How did you get there?
- What support did you need?
- What worked for you that helped you reach that goal?
- How did it feel when you got there?

To increase your chances for success, think about what worked for you in the past, what road blocks came up and how you handled them, and what you learned from that experience. You can use that "know-how" as you set a new goal.

Besides having too many goals at once, other reasons people might not meet their goals are:

- ►The goal is out of reach for the amount of time and money available: Maybe you just need a little extra time to come up with the money?
- ►Another goal took priority: You wanted to get a new TV, but then the car needed repairs so the TV has to wait a little longer.
- ►The goal is too broad or unclear: "Paying down debt" is a great idea. Now the next step is to come up with a plan to get started.

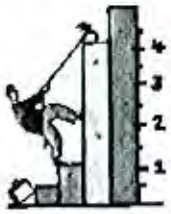
What else do I need to succeed?

Before you set your money goals, it's helpful talk about plans, dreams, and values with your family (including your children) and your friends. Just having a conversation with those who are close to you can help them understand what you want to do and why. Your friends and family are more likely to support you if they know why your goals are important to you. Plus, you are much more likely to reach your goals if you make them public by telling others about them.

As you include your children in this discussion, this may be a good time to talk with them about ***needs*** (things required to live like food, shelter, transportation) and ***wants*** (extras that make life more fun and comfortable, or things they'd like to have but that aren't necessary to survive). Needs and wants are different for every person and for every family. That's why it's so helpful to talk about them.

Knowing what's most important to all of you, and talking about it often, will help you and your children agree on common goals. With the support of your family and friends, it will be easier to work toward your goals and resist other ways to spend your money.

If you begin with the end in mind, you will have a great head start on the goals you want to reach!



"Money $mart in Head Start" is provided by UW-Extension Family Living as part of the Head Start Financial Literacy Project which is funded through the generous support of the Annie E. Casey Foundation. This issue was written by Ruth N. Schriefer, Family Living Agent, UW-Extension Iowa County and edited by Cyndy Jacoby, Peggy Olive and Jane Schaaf. Reviewed by J. Michael Collins, Family Financial Security Specialist, UW-Madison/Extension. Sources for this issue include NEFE HSFPP, 2007; FCS Money 2000, Michigan State University; Charting Your Course to Home Ownership, Louisiana State University, 2007; and Your Personal Journey to Financial Success, UW-Extension, 2008. (Revised 2011)

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Awasonaago	Day before yesterday
Bijiinaago	Yesterday
Noongom	Today
Waabang	Tomorrow
Awaswaabang	Day after tomorrow
Zhebaa	This past morning
Gigizheb	In the morning
Gigizhebaawagak	When it is morning
Jibwaa naawakwe	Before noon
Naawakwe	Noon
Ishkwaa naawakwe	After noon
Naawakwemagak	When it is noon
Jibwaa onaagoshing	Before evening
Onaagoshing	Evening
Dibikong	Last night
Dibikad	Night
Aabitaa dibikad	Middle of the night
Ishkwaa aabitaa dibikad	After midnight
Dibikak	When it is night

Congratulations to Two of our Red Cliff Youth!

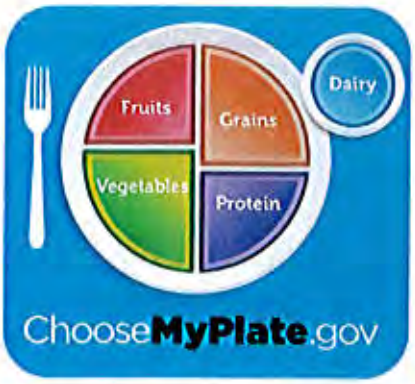
Shout out to Joslyn Beaulieu-Newago and Lee Schultz! They were nominated and selected to represent our community at the 2014 Native Youth Conference to be held in Washington, DC November 17-19, 2014. Criteria for selection included:

- Alcohol/Drug –free,
- Good Role Model,
- Respectful, Helpful,
- Participates in Youth Activities,
- Demonstrates Leadership,
- Red Cliff Tribal Member, and
- Would Represent Our Tribe Well

Nation-wide, 150 youth will be participating. The purpose of the conference is to increase awareness about behavioral health and engage Native youth across Indian Country in a national dialogue about how to best address behavioral health issues in our communities. The conference is sponsored by SAMHSA, and is the first national gathering of its kind.

Dee Gokee-Rindal, Education Division Administrator and representative from our recently awarded Circles of Care grant, will accompany Jossie and Lee on this exciting adventure!

My Plate



Increase physical activity by picking activities you like and start by doing what you can, at least 10 minutes at a time. Every bit adds up, and the health benefits increase as you spend more time being active. The point is to get out there and move!

Start with breakfast. Eat a breakfast that helps you meet your food group needs. People who skip breakfast often weigh more. Eating a nutrient-dense breakfast may help you lose weight and keep it off.

Drink water instead of sugary drinks. There are about 10 packets of sugar in a 12-ounce can of soda, while water has no added sugars.

Eating fruit provides health benefits — people who eat more fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health and maintenance of your body.

Fall is in the air, old man Winter is moving in. Staying active and not adding extra pounds through the winter months means a lot. We want our children strong, fit and healthy Active and Alert for school. Above are a few tips to keep those muscles and bones strong so we can continue to be active through winter. SO...WE DO Not turn into a COUCH POTATOE.

Gathered From: Choose My Plate .gov - 11/2014

How does the program Work?

Congress appropriates funding for USDA to purchase food for distribution on Indian Reservations. USDA pays for the initial processing and packaging of the food and for transporting it to designed points within each state. State distributing agencies are responsible for storing the food, transporting it at the local level to eligible recipients.

Who Benefits from the Program?

USDA distributes food to members of Indian households living on or near a reservation and members of non-Indian living on a reservation who:

- *Buy and cook food together
- *Work for low pay, are unemployed or elderly or disabled and live on small income

A household may not participate in the Food Distribution Program on more than one reservation at a time, or participate on both this program and Food Stamp Program at the same time.

The Service Area

We serve the Red Cliff Reservation,

Bayfield and

Douglas Counties.

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, political beliefs, or disability.

To file a complaint of discrimination, write to USDA, Director, office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington D.C. 20250-9410 or call (202)720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

RED CLIFF FOOD DISTRIBUTION

88385 Pike Road HWY 13

Bayfield WI 54814

Phone:715-779-3740

Fax: 715-779-3730

Staff

Peggi Bazant

Travis Meyers

Carol Basina

Theresa Gordon

E-Mail: peggi.bazant@redcliff-nsn.gov

travis.meyers@redcliff-nsn.gov

carol.basina@redcliff-nsn.gov

How is Eligibility Determined?

In determining who is eligible to receive donated foods, local Food Distribution offices consider the number of people in a household's income, money in check or savings account., and money paid for child care or household member while other members are at work or school. There is a limit on how much money each household can have and be eligible for the program,. The amount varies based on the number of people in a household.

What does the Program Provide?

USDA donates a variety of foods to help participants maintain a healthy diet. The following foods are provided monthly:

canned meats, frozen whole chicken, chicken breast, pork chops, hamburger, roast beef, turkey breast. Bottled juice. Canned fruits and vegetables; dried beans, canned beans, peanuts and peanut butter, trail mix, egg mix, milk and cheese; pasta, flour, grains and cereals; soups; spaghetti sauce; low-fat bakery mix; butter spread, vegetable oil. We also have a variety of fresh fruits and vegetables: potatoes, carrots, onions, soup mix, cucumbers, cabbage, grapefruit, oranges, apples, grapes, honeydew melons and much more.

Net Monthly Income Status

Household	Income Limit
1	$ 1,128
2	$ 1,466
3	$ 1,805
4	$ 2,153
5	$ 2,519
6	$ 2,886
7	$ 3,224
8	$ 3,562
Each additional member	*+ 339*

Dependent care deduction

Households that qualify for the dependent care deduction are allowed a deduction of actual dependent care costs paid monthly to a non-household member.

Earned Income Deduction

Households with earned income are allowed a deduction on 20% of their earned income.

Child Support Deductions

Households that incur the cost of legally required child support to or for a non-household member are allowed a deduction for the amount of monthly child support paid.

Medical Expense Deduction

Households that incur monthly medical expenses by any household member who is elderly or disabled are allowed a deduction in the amount of out-of-pocket medical expenses paid in excess of $35 per month. Allowable medical expenses are provided at 7 CFR 273.9(d)(3).

Standard Shelter/Utility Expense Deduction

Households that incur at least one monthly shelter or utility expense are allowed a standard income deduction. Allowable shelter/utility expenses are provided at 7CFR 273.9(d)(6)(ii).

Food Distribution Hours

Monday through Friday

8:00 a.m.-12: 00 p.m.

and

12:30 p.m.—4:30 p.m.

We offer home delivery on every Friday to clients that are home bound or have no other means to come and pick up food

We also home deliver to Iron River the 2nd Tuesday (leave at 12:30) of each month right after the Big Truck comes in.

Fresh Produce is delivered every Thursday

We will not issue food the last working day of each month. That is when we do inventory. NO food will be issued that day.

The agency also offers a variety of nutrition services.

We also conduct food demos to teach clients how to prepare healthy meals.

The agency offers Summer Food Program from June– August

Summer Food Staff

Barbara Schmitz, Mindy Bressette, Devon Defoe, Darren Soulier and Juliet Duffy

ASTHMA

Sodium benzoate, found in sodas, is used as a preservative (microbial control) in foods. Sodium preservatives add sodium to the diet and reduce the availability of potassium. Some reported reactions to sodium benzoate include recurring urticaria (rash), asthma, and eczema.

Each day 11 Americans die from asthma

The annual cost of asthma to the healthcare system is estimated to be nearly $18 billion

KIDNEY ISSUES

Colas contain high levels of phosphoric acid, which has been linked to kidney stones and other renal problems.

You are more likely to get kidney stones if you are:

- Male
- Caucasian
- Very overweight

SUGAR OVERLOAD

Twenty minutes after drinking a soda, your blood sugar spikes, causing an insulin burst. Your liver responds to this by turning any sugar into fat.

Forty minutes later, caffeine absorption is complete. Your pupils dilate; your blood pressure rises; as a response, your liver dumps more sugar into your bloodstream. The adenosine receptors in your brain are now blocked, preventing drowsiness.

45 minutes later, your body ups your dopamine production, stimulating the pleasure centers of your brain. This is physically the same way heroin works, by the way.

OBESITY

The relationship between soft drink consumption and body weight is so strong that researchers calculate that for each additional soda consumed, the risk of obesity increases 1.6 times.

70% of Cardiovascular disease is related to obesity

42% of breast and colon cancer is diagnosed in obese individuals

30% of gall bladder surgery is related to obesity

DISSOLVES TOOTH ENAMEL

Sugar and acid in soft drinks easily dissolve tooth enamel.

When tooth decay reaches the nerve, the root, and the area at the base of the tooth, the tooth may die and, if left untreated, an abscess can develop.

HEART DISEASE

Most soft drinks contain high fructose corn syrup, a sweetener that's recently come under considerable scrutiny. High fructose corn syrup has been associated with an increased risk of metabolic syndrome, a condition associated with an elevated risk of both diabetes and heart disease.

In 2006, more than one in every four deaths were caused by heart disease.

REPRODUCTIVE ISSUES

Soft drink cans are coated with a resin that contains BPA (bisphenyl-A). This is the same cancer causing chemical found in plastic baby bottles, water bottles, and plastic containers that wreaks havoc on the endocrine system, potentially causing premature puberty and reproductive abnormalities.

99.9% of plastic bottles contain BPA.

OSTEOPOROSIS

Soft drinks contain phosphoric acid and a high phosphate diet has been associated with bone breakdown and an increased risk of osteoporosis. When phosphorus is excreted in the urine, it takes calcium with it, depriving the bones and the rest of the body of this important mineral.

Eighty percent of those affected by osteoporosis are women. Twenty percent are men.

INCREASED RISK OF DIABETES

Those who drink more soda have an 80% increased risk of developing Type 2 diabetes.

Approximately 1 in 10 health care dollars is spent on diabetes

RED CLIFF CHIPPEWA HOUSING AUTHORITY

37645 NEW HOUSING ROAD BAYFIELD, WI 54814
(715) 779-3744 (715) 779-5044 FAX

Job Description

Title: Office Assistant
Reports to: Resident Services Manager, Finance Manager and Director
Wage: to be determined
This is a full time position, 40 hours per week.

Job Summary:

The position provides support to administration, accounting, maintenance, special projects, customer contacts and procurement. This position requires you to be efficient and hard working. Expected to have good people skills and must have adequate knowledge in operating various commonly used office equipment.

Essential Duties and Responsibilities:

Perform a variety of clerical functions including typing, filing, scanning, copying, and any related functions; assists with scheduling appointments; provides clerical support to departments as requested; utilizes computer systems to accomplish tasks.
Confidentiality is required inside and outside of the workplace.

Education and/or Experience

The employee shall have a high school diploma or equivalent.
Excellent written and oral communication skills
Must be able to take on responsibilities.
Skilled in computer related functions of the MS word, excel and other software.
Must have skills in setting up priority and managing work pressures.
Attention to detail and record keeping is an essential requirement of the office assistant.

Language Skills:

Ability to read and understand basic office documents, such as reports, safety rules, procedure manuals.
Ability to write routine reports and correspondence.
Ability to communicate effectively with a variety of tenants, employees, and others.
Ability to respond to callers and to respond to inquiries in a courteous and professional manner.

Mathematical Skills:

Minimal, but the ability to add, subtract, multiply, and divide is required; ability to understand basic numerical reports.

Reasoning Skills:

Ability to carry out written or oral instructions; to make decisions regarding customer needs in answer inquiries and providing contact for departments.

Computer/technology Skills:

Basic understanding of word processing, internet, email, calendar/scheduling, telephone skills and usage.

Physical Demands:

While performing the job, the employee is required to talk and hear coherently; generally, the job is office related; the employee occasionally will be required to lift parcels up to 25 lbs.

Work Environment:

The work is generally completed in an office environment; occasional work setting in maintenance areas; some local driving for the organization

Other:

The employee is required to possess a valid driver's license and be insurable under the organizations auto insurance coverage.

POSTING DATE: Oct. 23, 2014

POSTING DEADLINE: Until position is filled

FOR ADDITIONAL INFORMATION CONTACT:

Tanya Wachsmuth, Accountant at 715-779-3744 or twachsmuth@redcliffhousing.org

Submit Application to:

Red Cliff Housing Authority
37645 New Housing Road
Bayfield, WI 54814
Telephone: (715) 779-3744
Fax: (715) 779-5044

The Red Cliff Tribal Council and Red Cliff Housing Authority has a Drug free Work Place and adheres to the intent of the Drug Free Work Place Act.

Indian preference will be applied in the case of equally qualified applicants, but all applicants will be considered.

ALL APPLICANTS FOR EMPLOYMENT WITH THE RED CLIFF TRIBE MAY BE SUBJECTED TO THE BACKGROUND INVESTIGATION AND OTHER REQUIREMENTS OF RCCL CHAPTER 43, AND THAT YOU ARE UNDER A CONTINUING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.

Legendary Waters RESORT & CASINO

Escape Ordinary, Experience Legendary

5 Miles N. of Bayfield, WI on HWY 13
1-800-226-8478
37600 Onigaming Drive
Red Cliff, WI 54814

Open Positions:

Accepting applications for all positions

-Controller

-Staff Accountant

JOB-APPLICATION- You can now fill out a job application and automatically submit it, or you can print it out.

The Red Cliff Tribal Council has a drug free work place policy and adheres to the intent of the drug free work place act.

All new hires are subject to a drug test prior to starting.

JOB DESCRIPTION

POSITION: Pediatrician

LOCATION: Red Cliff Community Health Center

SALARY: Negotiable depending upon qualifications

THIS IS A REGULAR PART-TIME EXEMPT POSITION

SUPERVISOR(S): Clinic Manager, Medical Director and Division Administrator

JOB SUMMARY: Provides medical services to patients from birth to early adulthood; specialize in the diagnosis and treatment of a variety of ailments specific to young people and track their patients' growth to adulthood. Provide routine, diagnostic treatment and rehabilitative services to pediatric patients. A referral system is established for medical conditions beyond the capacity of the ambulatory facility and beyond the scope of pediatrics. The Physician will have hospital privileges at the local hospital.

DUTIES AND RESPONSIBLITIES:

Clinical Care

1. Systematically assesses, identifies and initiates therapeutic management of acute chronic illnesses and medical conditions for pediatric patients and when necessary adult patients.
2. Examine the patient and conduct diagnostic tests to discern the cause and nature of the illness, disease, disorder, or injury
3. Analyze the results of examinations and tests to determine possible treatment methods, then explain the options to patients and their parents
4. Monitor patients' condition and progress and re-evaluate treatments as necessary.
5. Performs regular checkups to monitor their patients' health, recording and assessing growth rates and other physical-development indicators.
6. Performs or requests special screening and diagnostic procedures and interprets results.
7. Provide education to patients and families dealing with acute problems, chronic conditions, and teach how to practice a healthy lifestyle
8. Make health care decisions based on currently accepted medical and nursing science and the patient's particular situational, family and cultural determinants.
9. Follows established protocols for therapeutic care under the direction of the clinic medical director.
10. Documents patient care activities and maintains patient medical records in accord with clinic policy, sound professional practice and state and federal laws.
11. Documentation completed in the Electronic Health Record within 24 hours of completing visit.
12. Prescribe medications according to medical indication and necessity and in accordance with RCCHC policies and procedures.
13. Administer immunizations per best practice to prevent illnesses commonly experienced by children.
14. Serve as medical consultant to the Health Center Administrator and Contract Health Service Administrator in managing the Contract Health Service Program and participating with Managed Care Committee.
15. Implement quality improvement measures in appropriate service areas.
16. Provide treatment and/or procedures within accepted medical standards and facility capability.
17. Serve as medical consultant to the Health Center Administrator and Tribal Council in planning for improved community health.
18. Meet responsibilities of contracts agreed to by Red Cliff Community Health administration for care provided to Bayfield County and IHS organizations.

19. Provide in-service programs in areas of medicine to health staff to increase awareness of current and specific problems, diagnosis and treatment issues concerning the clinics patients.
20. Obtain medical provider number and assure payments go to the Red Cliff Community Health Center for services rendered.
21. Maintain problem lists on the chart.
22. Perform any other job related duties as specified by supervisor.

Hospital Care:

1. Hospital care will be provided for patients admitted to Memorial Medical Center in Ashland.
2. Medical privileges will determine level of care that is provided, but will include at least general medical privileges for admission and patient management.
3. Medical privileges will be maintained.
4. Maintain a working relationship with other local clinics as needed to assure coverage of admitted patients to the hospital at all times. This includes sharing call overage for other clinics when necessary

Administration and Customer Relations:

1. Within resources allocated by the Health Center, assists in assessing health care needs, planning, organizing, delivering, and evaluating health care programs in the community.
2. Interprets philosophy, goals, and objectives of the Health Center to clients, families, and other groups.
3. Presents a professional, caring image for the Health Center and its programs.
   a. Maintains a cooperative relationship with other Health Center staff and co-workers.
   b. Demonstrates tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
   c. Promotes a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
4. Investigates patient's complaints; attempts to resolve problems to restore and promote good public relations.
5. Adheres to and supports facility policies, programs and activities.
6. Maintain an adequate inventory of program supplies, forms, and routine equipment. Order and stock replacement items according to Health Center policy to ensure accurate inventory control and proper fiscal accounting.
7. Complete monthly, quarterly, and annual reports as required by Health Center Administration, the Health Board, Tribal Council, regulatory bodies, and/or third party payers.
8. Maintain a record of all reports and supporting documentation as required.
9. Responsible for communications within area of clinic staff to ensure that information is shared for effective operations.
10. Attend meetings, in-services and any other events as specified by immediate supervisor.

Personal Development:

1. Responsible for personal development to ensure current knowledge and skills are maintained in the profession.
2. Maintains membership in appropriate professional organizations.

3. Keeps medical licensure and/or registration current and provides verification as necessary.
4. Identifies personal and professional areas for improvement and actively seeks out ways to meet personal developmental needs.

QUALIFICATIONS: Graduate of an accredited member of the Association of American Medical Colleges with a Doctor of Medicine or Doctor of Osteopathic Medicine Degree. Completion of residency in Pediatrics and Board certified or Board eligible. Good interpersonal skills, the ability to get along well with diverse personalities. Good communication skills, written and verbal.

PERSONAL CONTACTS: Daily contact with patients, visitors, other primary care providers, Tribal and Health Center Administration, and other Health Center and Early Childhood Center staff.

PHYSICAL REQUIREMENTS: The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed on overhead shelving. Weights to be carried are usually less than 50 pounds. There will be periods of prolonged standing, walking, or sitting.

WORK ENVIRONMENT: Providers will work closely with support staff in a shared, open office. The environment must be maintained as clean, non-smoking, well-ventilated work area in adherence to all safety regulations. Private homes and other facilities will not necessarily meet the criteria of the established safety regulations.

TRAVEL REQUIREMENTS: Possession of valid driver's license and having regular access to a motor vehicle with appropriate insurance coverage. The ability to travel and attend meetings. The availability for out of town and overnight travel.

POSTING: JUNE 24, 2014
DEADLINE: JULY 9, 2014 AT 4:00 PM OR UNTIL FILLED

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration
Human Resources Department
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
(715) 779-3700 ext. 1267 or 1268

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NOVEMBER 2014

GASHKADINO-GIIZIS

NITAM ANOKII-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIIYO-GIIZHIGAD	NAANO-GIIZHIGAD
3B OATMEAL, TOAST, YGT, BLUEBERRIES, JELL **L** RAVIOLI, GR BEANS, TROP FRT, CC **S** GRAHAM/JUICE	**4B** KIX, PEARS, MUFFIN, CC **L** PORK CH, KRAUT, PEAS, FR COCKTAIL, YGT, SALAD **S** STRING CHZ/APPLE	**5B** HB OATS, BERRIES, YGT, ENG MUFFIN, PB **L** CRABBY PATTIES, FRY, CORN, PEACHES, CC **S** SMOOTHIE/CRACKER	**6B** RICE CHEX, APPLES, YGT, TOAST, JELLY **L** BBQ'S, VEG/DIP, PINEAPPLE, CC, SALAD **S** NUTRIGR/MILK	**MENU SUBJECT TO CHANGE**
10B EGG OMLETS, FR COCKTAIL, CC, TOAST **L** CHICKEN HD, CARROTS, SALAD, WATERMELON **S** BAGEL/DIP	**11B** CHEERIOS, ORANGES, MUFFIN, YGT **L** TOMATO SP, GR CHEEZ, CC, PINEAPPLE **S** NILLA/PUDDING	**12B** KIX, BANANA, BAGEL, PB **L** TATOR TOT HD, CORN, PEARS, CC, SALAD **S** FIREMAN LADDER/JUICE	**13B** CORN CHEX, M ORANGES, CC, TOAST, JELLY **L** HAM, PT, GR BEANS, PINEAPPLE, CC, W RICE **S** VEGGIE PIZZA	**MILK SERVED WITH ALL MEALS**
17B FR TOAST, BERRIES, CC **L** HAMB SOUP, M VEGGIES, BUN, PEACHES, CC **S** HAM&CHZ PITA	**18B** RICE CRISPIES, ORANGES, MUFFIN, YGT **L** CHIX NUGGET, FRY, CORN, SALAD, APPLES **S** CHEX MIX/JUICE	**19B** CORNFLAKES, TOAST, CC PEACHES **L** KEILBASA, MAC CHEEZ, PEAS, TROP FRUIT **S** TURKEY PYRAMID	**20B** KIX, BANANA, BAGEL, PB **L** TRK DINNER W/ FIXINGS, PUMPKIN BARS **S** ICECREAM SAND.	
24 **ECC CLOSED**	**25** **ECC CLOSED**	**26** **ECC CLOSED**	**27** **ECC CLOSED THANKSGIVING**	