

Communication Link

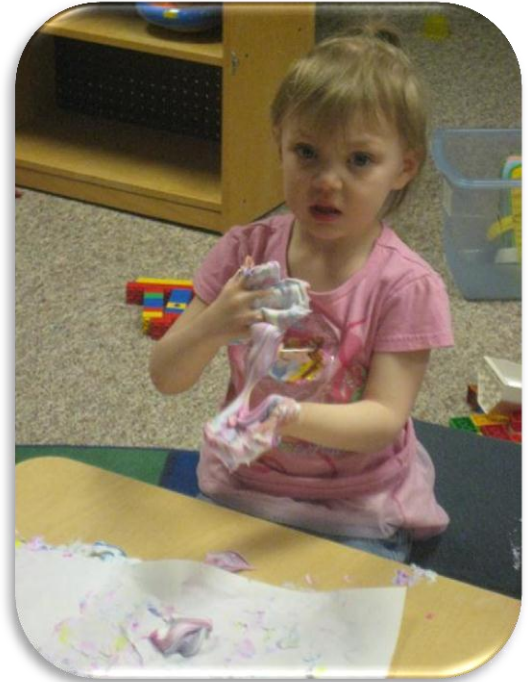


CESA #11 Head Start



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HEAD START FUNDING

As you all know, our next base funding cycle runs December 1, 2011 through November 30, 2012. We received our letter of award from the Office of Head Start last week that stated all programs whose funding cycle begins in November 2011 and later, would be receiving a 1.5% cut in funding; this amounts to a \$90,781 reduction in operating funds for the CESA #11 Head Start/Early Head Start Program. I believe we can absorb this reduction by being mindful of spending, and by being good stewards of resources. At this time, I do not anticipate any cuts to staff salary or benefits. I am, however, watching closely what is unfolding in Washington D.C. as it relates to the dysfunctional "Super Committee" as their inaction may trigger large cuts in all federal funding for 2012.

If additional funding cuts occur, the management team and I, along with your input, will strategically determine how to best move forward with quality programming with the least amount of disruption to children, families, and staff.

I will keep you informed as I receive additional funding information.

Sharon Glessing, Director

FEATHER ART

Tracy Dowling's class at the Chippewa Falls Head Start Center did their annual fall project. This year, we encouraged a family project by sending a feather home with each child, accompanied by a note asking the family to help be creative in decorating it with things they found around their home. It was fun to see the great turnout of finished feathers; some of them even looked good enough to eat decorated with chocolate stars, chocolate chips, and miniature marshmallows!

A lot of thought and work went into all 30 feathers received and displayed on the turkey.



Roxanne Marquardt, TABD

CACFP TRIENNIAL REVIEW

In addition to our Federal Review every three years, we also undergo a Child and Adult Care Food Program (CACFP) Review. Our regional DPI consultant, Mike Ryan, visits two of our centers and examines kitchen facilities, food service, meal time, production records, menus, child CACFP Enrollment records, Infant Formula letters, and everything else related to providing meals to our children through the CACFP. This year, Mr. Ryan reviewed Stanley Boyd on October 20th and Cornell on October 21st. Mr. Ryan found everything to be in compliance, and made comments on what a fine job both centers do. Mr. Ryan will be at our Central Office in December to see the rest of the CACFP program files, which include the monthly meal information that centers send to me: policies, procedures, and recordkeeping requirements.

Congratulations to the Stanley Boyd and Cornell staff for a job well done!

Brenda Rouzer, Federal Projects Manager

HOW YOUR CHILD BENEFITS FROM PLAY *by Kim Wallace*

Highlights in the article:

- **Play builds the imagination**
- **Play promotes social skills**
- **Play advances physical development**
- **Play helps kids work through emotions**
- **Your role when playing with your child**



To read this article, go to: http://www.babycenter.com/0_how-your-child-benefits-from-play_64065.bc

WHAT IS SCHOOL READINESS?

According to the National Research Council & Institute of Medicine, there are three critical developmental tasks that characterize the importance of the first five years of life.

1. **Acquiring self-regulation.** Learning to regulate one's emotions, behaviors, and attention.
2. **Communicating and learning.** The early development of language, reasoning, and problem solving. When parents successfully read their child's cues and begin the back-and-forth "dance" of communication, the stage is set for language and learning. This dance evolves in the preschool years into increasingly sophisticated skills such as the ability to reason, think logically, and problem solve.
3. **Getting along with peers.** This involves learning to relate well to other children, and forming friendships. Needed abilities are a capacity to trust, to love and nurture, and to resolve conflict constructively.

Zero to Three in 1992 identified seven characteristics that children need to be best prepared to thrive in the school environment:

- | | | | |
|---------------|-------------------|----------------------------|--------------------|
| 1. Confidence | 3. Intentionality | 5. Relatedness | 7. Cooperativeness |
| 2. Curiosity | 4. Self-Control | 6. Capacity to Communicate | |

Having these skills enable children to respond to direction, pay attention, communicate effectively with peers and adults, cope with stress, and feel motivated to learn. Children who are lacking these qualities face much greater challenges, and typically experience both behavioral and academic problems. These children are at a greater risk to disrupt the classroom environment, become ostracized by their peers, fall behind in academic skills, and eventually experience greater behavioral and learning problems that lead to academic failure and school drop-out.

Partnerships with families have been described as the foundation for Head Start success. These partnerships are integral to building the skills that promote school readiness. Our work in involving parents with their children early in their child's education will empower them to remain their child's best advocates throughout their years in school, and ultimately ensure future success. Family engagement is at the heart of school readiness.

Sue Schultz, FS/EHS Coordinator

RECOGNIZABLE COMMITMENT MILESTONES – 01/12

The confidence in the Head Start Program shows with the commitment the following staff have made to our program for:

10 years:



Karie Espeseth
TA/BD, Housekeeper
Dallas Head Start
1-28-2002

5 years:



Denise Brown
Combo TA
Menomonie Head Start
1-29-2007

Thank you for your diligence and joyfulness.

Janet Ramis, Human Resources Coordinator



FOOD EXPERIENCE

The 4K children at the Polk County Early Learning Center had a fun and tasty learning experience making popcorn balls.

Terri Moritz, Teacher



yum

yum!



MEMORIES



The Polk County Early Learning Center has gone through a few changes over the years. First it was the Balsam Lake Head Start Center with only two classrooms and one teacher; then it "merged" with the Frederic Head Start to create the Polk County Early Learning Center with six classrooms, Luck District Pre-K, three teachers, Early Head Start, and many staff changes.

Jackie, our cook, had all the staff that have come & gone from our Head Start Center make a square to create a quilt that we proudly have displayed in our Center's hallway.

Lynn Root, Center Assistant

R.E.W.A.R.D AND T.E.A.C.H INFORMATION

The information below should help you understand the difference between the T.E.A.C.H. and R.E.W.A.R.D programs; they are both operated by WECA, and have different focuses.

T.E.A.C.H. Early Childhood® Wisconsin is a statewide scholarship program designed to help childcare center teaching staff, Head Start teachers, family childcare providers, center directors, and administrators **meet their professional development goals while continuing their current employment** in regulated early childhood and school age care settings. T.E.A.C.H. links education, compensation, and commitment to improving the quality of early education.

Currently, there are four scholarship models available to support credit-based education: Credential Scholarship, Associate Degree Scholarship, Bachelor Degree Scholarship, and 3-8 Credit Scholarship. Let us help you discover your career path through a T.E.A.C.H. scholarship!

It is characteristic of T.E.A.C.H. programs everywhere that the scholarship recipient, sponsoring program, and T.E.A.C.H. work in partnership. To find out more about the financial contributions of each of the three partners, to choose the scholarship model that you are interested in, or to find out more about the specific role sponsoring programs play, go to: <http://www.wecanaeyc.org/teach/index.php>.

The **R.E.W.A.R.D.™ WISCONSIN** Stipend Program is a **compensation and retention initiative for members of the early care and education workforce**. Incremental yearly salary supplements are awarded to individuals based on their educational attainments and longevity in the field. The goals of the program are to:

- Increase compensation of early childhood professionals.
- Reward and retain professionals who have attained education specific to the field.
- Encourage continued education.
- Reduce turnover.
- Improve the quality of care received by Wisconsin children.

For more information about R.E.W.A.R.D.™ WISCONSIN, go to: <http://www.wecanaeyc.org/reward/index.php>.

Janet Ramis, Human Resources Coordinator



KIDS WANT TO BE TEACHERS, TOO!

The Cornell Head Start morning class made up their own classroom to teach; what a unique variety of students!

Melody Peloquin, CA

SIMPLE THINGS YOU CAN DO TO MINIMIZE YOUR EXPOSURE TO FALLS



- **Always focus on where you step.** Winter conditions in parking lots can change rapidly. Watch where you are stepping to allow you to observe hazardous conditions.
- **Do not carry items that block your view of the pathway.** Take additional trips if needed.
- **Park near a light source,** if possible, in the early morning or nighttime hours to help you better see unsafe conditions.
- **Manage your time to avoid running** or hurrying.
- **Walk on the pavement.** Avoid shortcuts over lawn or landscaping that can become slippery or a tripping hazard.
- **Avoid other simultaneous activities** like reading while walking.
- **Wear appropriate footwear.** We recommend a low-heeled, rubber sole shoe for all condition traction.
- **Choose a safe path.** Take the time to step around an unsafe condition, like ice, instead of through it.
- **Help others.** If you see a hazard that you can fix, fix it. Otherwise, report observed unsafe conditions for correction.
- **Communicate.** If you observe someone placing themselves at-risk of a parking lot fall, let them know.

From an article in "School Talk" from Arthur J. Gallagher Risk Management Services, Inc.

Janet Ramis, Human Resources Coordinator



*While we try to
teach our children
all about life,*

*Our children teach
us what life is all
about.*

~ Angela Schwindt



Visit our Website at:
www.cesa11.k12.wi.us/hs

*Production/Layout –
Laurie Campbell, Program Secretary*

