

Red Cliff Early Childhood Center Full Community Assessment 2014-2015

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Red Cliff Early Childhood Center 2014 Community Assessment

Executive Summary

The Red Cliff Early Childhood Center (ECC) is funded for both Early Head Start and Head Start program options. Throughout this Community Assessment both programs (Early Head Start and Head Start) will be referred to as the “ECC”. The 2015 Red Cliff Early Childhood Center Community Assessment illustrates key elements of the ECC’s early childhood care and education program and provides accountability to the Red Cliff Tribal Government, the Red Cliff community of families and children it serves, and to the U.S. Department of Health and Human Services. ECC staff will use this information to improve the existing program and guide their future efforts for services to Red Cliff families and children.

The 0-5 year old age group that the ECC serves continues to be the fastest growing age group in our community assessment, and we will continue to collaborate with the Red Cliff Community Health Center and other tribal and non-tribal programs to reduce barriers and improve services.

Key Findings of the Community Assessment Process

- AODA use among reproductive age group and during pregnancy
- The revitalization of the Ojibwe Language and Culture is community-driven
- Health: high number of Head Start age children who are overweight/obese; limited access to healthy food; high number of ECC children treated for asthma; enrolled ECC families reported having a parent diagnosed with a mental illness
- High number of homeless children and families and long waiting lists for public housing
- Low education levels of adults; high number of identified special needs children; low number of adults seeking higher education
- High unemployment rates; high number of public assistance recipients
- Strong, positive ECC relationships and school readiness with enrolled families
- Lack of resources to meet the needs, especially in the areas of mental wellness, specialty health and dental care, AODA services, and culture and language

The ECC continues to strive to provide relationship, strength and culturally based services to families that we serve. The Office of Head Start conducted a Triennial Review, April 14-17th, 2014 of our HS/EHS programs. Head Start classrooms received higher than the national average on CLASS (Classroom Assessment and Scoring System-one of the tools they use to assess the quality of teacher-child interactions in Head Start); including a personal congratulatory phone call from Captain Bob Bialas to staff and a personal invitation to an Education Manager Institute! *One* area of non-compliance surfaced during our federal review; however we were found to be in compliance with all other performance standards, laws, regulations and policy requirements.

Part I. Introduction

The Red Cliff Early Childhood Center (ECC) is funded for both Early Head Start and Head Start program options. Throughout this Community Assessment both programs (Early Head Start and Head Start) will be referred to as the “ECC”. The 2014 Red Cliff Early Childhood Center Community Assessment illustrates key elements of the ECC’s early childhood care and education program and provides accountability to the Red Cliff Tribal Government, the Red Cliff community of families and children it serves, and to the U.S. Department of Health and Human Services. This community assessment is one part of the federal requirements that govern Head Start programs. It includes demographic data and narrative description of the Red Cliff community and of the Early Childhood Center. It also includes identification of Red Cliff community strengths, problems, and needs, as well as identification of the ECC’s strengths, issues, problems, and needs. ECC staff will use this information to improve the existing program and guide their future efforts for services to Red Cliff families and children.

Head Start policy requires that grantees use the information in the Community Assessment to:

- Help determine the grantee’s philosophy, long-range and short-range program objectives;
- Determine the type of services that are most needed and the program option or options that will be implemented;
- Determine the recruitment area that will be served by the grantee;
- Determine the appropriate locations for centers and the areas to be served by home-based programs; and
- Set criteria that define the eligibility criteria of children and families who will be given priority for recruitment and selection.

The Assessment includes the following information:

- The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition
- Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each
- The estimated number of children with disabilities, aged four or younger, including types of disabilities and relevant services and resources provided to these children by community agencies
- Data regarding the educational, health, nutritional and social service needs of Head Start eligible children and their families
- Educational, health, nutritional, and social service needs of Head Start eligible children and by other programs in the community that serve young children
- Resources in the community that could be used to address the needs of Head Start eligible families, including assessments of their availability and accessibility

Mission Statement of the Red Cliff Band of Lake Superior Chippewa:

To promote, plan and provide for the health, welfare, education, environmental protection, cultural preservation and economic well being of Tribal Members and to protect Treaty Rights now and in the future.

Mission Statement of the Red Cliff Education Division:

To promote lifelong learning across generations, acknowledging the value of modern education while honoring the wisdom of our Anishinaabe ancestors, so that all tribal members have the capacity to walk in two worlds.

History of the Red Cliff Band of Lake Superior Chippewa Indians:

(R. Goslin, Red Cliff Tribal Historian; and J. Peyton, 2006 Community Assessment author.)

In 1854, the Red Cliff Band of Lake Superior Chippewa Indians entered into its last treaty with the United States. As a part of this treaty, several Ojibwe Indian reservations were created in Minnesota, Wisconsin, and Michigan. One of those reservations was Red Cliff.

Before the Red Cliff Reservation was created, it was known as “Buffalo Bay.” The location for the new Red Cliff reservation was selected by the great Chief Buffalo. Prior to the 1854 treaty, he was the head chief of the La Pointe Band of Ojibwe located on Madeline Island northeast of the Bayfield Peninsula in northern Wisconsin.

After the treaty, the La Pointe Band was separated into two groups with the Catholic Native people relocating to Buffalo Bay and the Protestants moving to the Bad River Indian Reservation located 14 miles east of Ashland, Wisconsin. Those following traditional spirituality were forced to go underground to practice their religion as it was illegal. As part of the 1854 treaty, Chief Buffalo was allotted four sections of land totaling 2,560 acres for his descendants to reside on. This land is now known as Red Cliff. Soon after Red Cliff was settled, Native people realized that this amount of allotted land was not sufficient to meet the needs of the increasing number of tribal members. As a result, in 1863 a sequence of Presidential executive orders were issued which allowed for the eventual expansion of the boundaries of the Red Cliff reservation. By 1895, 14,166 acres of land had been allotted to tribal members.

However, by 1900, due to numerous stipulations made by U.S. government regulations after the 1854 treaty was ratified, federal policies supported the eradication of Indian lands within the boundaries of Red Cliff. It was during this era of the treaty period up to 1900 that several factors contributed to the social problems the Red Cliff community faces today.

The introduction of alcohol to the Indian community was one factor and its use became a major health problem. Bureau of Indian Affairs records from this era indicate that in 1910, seventy-three persons were arrested for selling alcohol on the reservations in northern Wisconsin, which included Red Cliff. In addition, government policies supported assimilation and acculturation into the White culture by providing funding to religious groups to create two types of schools for Indian children to attend in the Red Cliff area.

The first school was a mission school supported by Catholic missionaries in Red Cliff; just a few children went there. The second school was a government boarding school in Bayfield. In 1859, there were 170 school-aged children in Red Cliff.

Also around the same time, the Red Cliff community began experiencing a dramatic change. They began abandoning their traditional semi-nomadic ways of living and building wigwams to establishing more permanent settlements of log cabins. A new problem occurred in the tribe: tuberculosis. In 1903, one in every twenty Native people had this disease, compared to one in every sixty citizens in the Non-Native community. Reservation life in these more permanent settlements eventually brought poverty and a poor diet to the

community which, in turn, resulted in other health problems, such as the diabetes problem faced today. The use of alcohol took another toll, leading to social ills such as domestic violence and emotional abuse issues.

The number of tribal members who could speak the Ojibwe language began to decrease because of the impact of the acculturation process. Also during this same period, the cultural ceremonies that once enriched the community became nonexistent. The Red Cliff people became dependent on the Federal government for aid. By 1934, the U.S. congress passed the Indian Re-organization Act which provided the tribe with its first tribal constitution, charter, and bylaws. It is from this act that Red Cliff gained the authority to enter into contracts enabling government activities and functions.

Governing Structure: “American Indians maintain a unique status as sovereign nations within a nation due to the treaties signed with the U.S. government, which recognizes tribal rights as sovereign in Article I, Section 8, clause 3 of the Constitution, where tribes are listed along with the other two sovereigns, foreign nations, and the states. Tribal status also is confirmed through the treaty-making power found in Article II of the Constitution.” (National Indian Education Council/National Education Association)

The governing body of the Red Cliff Band of Lake Superior Chippewa Indians is a Tribal Council composed of nine (9) members who are chosen at an election every two years. The Tribal Council includes the following executive officers: Chairperson, Vice-Chairperson, Secretary, and Treasurer. The executive positions are elected through a primary election; the five at-large positions are elected out of all candidates for at-large seats. Terms are staggered.

The Red Cliff Tribal Council has over forty government programs to administer for its members, including housing, transportation, sanitary sewer and water system, and numerous other programs. In addition, the Tribal Council is charged with legal and fiscal responsibility to guide the overall operations of the Red Cliff Early Childhood Center. According to the Head Start Performance Standards, Tribal Council must be involved in the ECC program planning, in establishing general procedures for its shared ECC governance responsibilities, and in ECC human resources management.

Tribal Member Enrollment: The Red Cliff Enrollment department indicates there are currently 6,735 enrolled members of the Red Cliff Band of Lake Superior Chippewa, with 1,445 living on or near the Reservation (Bayfield County). The 2010 United States Census identified the total population in Red Cliff as 1,123, this includes all residents.

Tribal enrollment definition: The Red Cliff Constitution states the following: Members of the Red Cliff Band shall be persons of Indian blood whose names appear on the official Allotment Roll of 1896 and the Census Roll of 1934 of the Red Cliff Band of Lake Superior Chippewa Indians of Bayfield, Wisconsin; and all children born to any member of the Red Cliff Band after the effective date of this Article II, as amended, provided that they have been duly registered with the Tribal Council through the Membership Committee within one year from their birth is considered a tribally enrolled member.

Part II. Methodology

The Community Assessment is required according to requirements set forth in the Head Start Performance Standards 45 CFR 1305.3(b) for Head Start funding and is intended to provide information for future decision-making. “. . . the Community Assessment must guide decisions based on the status of the families and the community setting(s) within the service area.” The Assessment was conducted in late fall and early winter, 2014.

Data Collection Strategies: Information and data were collected through several venues. Input was obtained from Red Cliff Tribal Divisions, Red Cliff elders, Early Head Start and Head Start staff, Red Cliff ECC Policy Council, Tribal Council, and general community members. Data was obtained from ECC reports, tribal divisions, tribal administration, the Bayfield School, and through internet searches with the U.S. Bureau of Labor Statistics, the Wisconsin Department of Public Instruction, the National Indian Education Council/National Education Association and Bureau of the Census.

Community Assessment Document Finalization and Approval: The Community Assessment was submitted to ECC staff, the ECC Policy Council and the Red Cliff Tribal Council for review, input, any revisions, and approval.

Part III. Service Area Data

Location of the Red Cliff Community



The ECC service area is in Bayfield County, located in extreme northern Wisconsin. The county is situated on the south side of Lake Superior, the largest freshwater lake in North America. At the northern tip of the Bayfield Peninsula is the Red Cliff Chippewa (we prefer Ojibwe) Reservation. To the northeast of the Bayfield Peninsula, the twenty-two Apostle Islands extend into the lake; these islands are of great importance to the Red Cliff People and were originally settled by the Tribe. Today, almost all the islands are part of the National Lakeshore and they are administered by the National Park Service. The exception is Madeline Island, located east of the City of Bayfield, which is home to a resident and seasonal population as well as a state park.

The ECC program serves children 0-5 and prenatal mothers both through a home-based and center-based option at the ECC. Automatic eligible enrollment criteria include children with documented special needs, foster children, homeless, or public assistance. Further enrollment eligibility is based on families' risk factors,

including age for Head Start. A pre-application form is used for each family seeking to enroll; parents self-report their pre-application according to various areas of risks. Families receiving the highest scores on the pre-application form are accepted into any available openings in the program.

ECC openings are advertised through local Red Cliff Community agencies, businesses, media sources, and direct mail to families with age eligible children. Referrals are taken from community members and professional organizations. The highest priority for enrollment is given to families with children with disabilities. Over income (over federal poverty guidelines) families (up to 49% enrollment) are offered enrollment provided all income-eligible families are being served.

Racial and ethnic composition: People living on the reservation are mainly Native American Ojibwe (81%); there are some White/Caucasian people of mixed racial and ethnic descent (19%).

Languages Spoken: The ECC Program Information Report (PIR) and interview information from Red Cliff parents indicates the primary language in the home is English. Many people are working to relearn their native language, Ojibwemowen.

ECC Service Area: The ECC service area extends to the rest of Bayfield County. The ECC primarily serves children living within the boundaries of the Red Cliff reservation and Native American children living within ten miles of the ECC, including the Town of Russell and City of Bayfield.

Early Head Start and Head Start Children Enrolled in 2013-2014: The following tables provide data for enrollment totals, along with ages of Early Head Start and Head Start Children.

Ages of Early Head Start and Head Start Currently Enrolled Participants Fall, 2014

EHS Home-Based		EHS Center-Based		Head Start
Prenatals	6	NA		NA
Birth- 1 year:	11	Birth- 1 year:	8	3 yrs: 19
1-2 yrs:	12	1-2 yrs:	9	4 yrs: 31
2-3 yrs:	7	2-3 yrs:	15	5 yrs: 0

Transition Manager-November, 2014

Early Head Start and Head Start Enrollment 2013-2014:

Program →	Early Head Start Home-Based Enrollment	Early Head Start Center-Based Enrollment	Total Cumulative EHS Enrollment	Total Cumulative Head Start Enrollment (Federal/State)
Funded Enrollment	36	32	68	50
Actual Enrollment	36	32	84	54

ECC Program Information Report 2013-2014

Other Early Childhood Programs within Service Area: The Family Forum Head Start in the city of Bayfield is funded for 18 center-based Head Start and up to 10 home based Early Head Start spots. Some reasons children from Red Cliff might be attending the Bayfield Family Forum may include that the ECC has full enrollment, and their child is on the waiting list; the family may have had to seek housing off the reservation (such as Bayfield or Washburn) which allows their child to be eligible to attend Bayfield Family Forum. If the family resides in Washburn, the Bayfield Family Forum bus will pick them up--which makes it more convenient for families. The Red Cliff Head Start bus does not travel to Washburn due to this trip would exceed the maximum of one hour for some children to be riding on the bus.

Bayfield Family Forum Enrollment Data Fall, 2014

Center-Based 18 Enrolled Children: 9 Native American, 1 Chinese, 8 Caucasian					
La-Pointe 4	Washburn 6	Bayfield 2	Red Cliff 6	Mason 0	Town of Russell 0
Home-Based 9 Enrolled: 2 Native Am. 7 Caucasian					
2	3	0	1	2	1

Source: Bayfield Family Forum Director November 2014

Geography/Transportation: Nearly 93% of the Reservation consists of forest cover, primarily second growth conifers, aspen, and other hardwoods. An additional 5.5% of the land is cleared; 1.5% is wetlands (67.7 acres of wetlands are greater than two acres, and 143 wetlands are less than two acres). Approximately 10% of Tribal lands are part of the Apostle Islands National Lakeshore. There are 46.11 miles of streams/rivers within the boundary of the Red Cliff Reservation, which are connected to 156.78 miles of river outside the boundary of the reservation.

As of November, 2014, the total acreage of the Red Cliff Reservation is approximately 14,541 acres. Of those lands, the latest information is that approximately 8,000 acres are owned by the Tribe and held in trust by the United States. The trust acreage is growing over time as the Tribe re-acquires additional ownership interests in lands and transfers them into trust. The reservation includes 22 miles of Lake Superior shoreline, including the newly recognized Frog Bay Tribal National Park. The lake is considered sacred to the Red Cliff Band. Camping, hiking, boating, fishing, hunting, and gathering are important uses of the land.

In 2012, with the cooperation and collaboration of the Bay Area Rural Transit (BART), the Tribe began operating Miskwaabekong Transit. Miskwaabekong Transit offers door-to-door on call services to the Red Cliff and immediately surrounding areas via their 9 passenger, handicap-capable, bus for the low cost of \$1 one way per passenger. The Transit currently operates Monday-Friday from 6:00am-7:00pm and Saturday's 8am-4pm. The Transit and Red Cliff Community Health Center currently have an agreement allowing passengers to obtain rides to their medical appointments at no cost to the patient. The following table provides data indicating the primary reasons reported for using the Miskwaabekong transportation in 2013:

Miskwaabekong Transit 2013 Year End Data

DEMAND RESPONSE	TOTAL
Medical	363
Employment	2,122
Nutrition	121
Education/Training	319
Social/Recreational	533
Shopping/Personal Business	1,467
Other	3,643
TOTAL DEMAND RESPONSE	8,568
Service Miles	45,830

The Bay Area Rural Transit (BART) route buses offer service around the Chequamegon Bay every 2 hours, the city bus offers service around Ashland every hour and the community buses in Washburn and Red Cliff offer service as soon as possible.

Private vehicles are the major means of transportation. Twenty-five percent of the workforce commutes more than 30 minutes one-way to work each day. State Highway 13 is the major north - south route through Bayfield County. It is a two-lane surface road built in 1918. Highway 2 is the east/west two-lane road across the county.

Bayfield County receives 73 inches of snowfall per year. The winter weather is often zero at night to a high of 22 degrees F during the day. These winter temperatures along with snowy, slick roads can turn a 45 minute drive for emergency services into an hour and a half. The nearest emergency medical facility, Memorial Medical Center, is approximately 30 miles one way for Red Cliff residents.

The number of fatal motor vehicle accidents in Bayfield County is twice the state-wide rate. A majority of these fatalities can be contributed to the weather related driving conditions.

There are many people without their own vehicles who therefore rely on public transportation or on friends and relatives for rides for shopping, emergencies or other appointments in Bayfield, Washburn, Ashland or other destinations.

Population:

Red Cliff Population

Total Population 1,123		% of total population
Male	560	50%
Female	563	50%
Under 18	340	30%
18 & over	783	70%
20 – 24	74	7%
25 – 34	148	13%
35 – 49	240	22%
50 – 64	200	18%
65 & over	83	7%

Source: Census 2010 <http://www.census.gov/2010census/popmap/ipmtext.php?fl=55>

Population: Red Cliff Reservation On or Near

*The 2010 Census data underestimates the actual population in Bayfield County due to a known lack of participation and reports of community members who were not interviewed for the Census. The 2013 BIA Labor Force Report and Red Cliff Enrollment Office indicate a lack of reliable data sources for the Red Cliff Reservation. Based on data and local knowledge, the ECC estimates population on or near the Red Cliff Reservation to be at least 1,500 people.

The age dispersal data shows 36% of people are part of the reproductive age ranges of 18-39. The data shows that the 0-18 age group in Red Cliff currently represents 25% of the population under the age of 18. The Red Cliff Enrollment office indicated that the 0-5 age group in Red Cliff continues to be the fastest growing age group overall. The 2010 Census data indicated that the Bayfield County population total is 15,156.

Red Cliff Tribal Member Enrollment: In November, 2014 the Red Cliff Enrollment Office reported that the total number of enrolled Red Cliff tribal members nationwide is 6,735; with 1,445 Tribal members who reside within Bayfield County. This is a decrease of 233 members since 2012. The Red Cliff Enrollment Office identified that they are currently updating the tribal rolls; these numbers are subject to change. However, some reasons for a decrease may include tribal members who are relinquishing their Red Cliff Tribal membership to enroll in other tribes (where they are also eligible for enrollment) in an effort to obtain additional resources for their families such as health benefits or per capita income. Another factor for the declining enrollment is the number of tribal adoptions since 2012 has also declined per an election committee member.

Red Cliff Tribal Membership Enrollment

Red Cliff Tribal Enrollment	2003	2005	2011	2012	2014	
	Nationwide					
	5312	5414	6342	6968	6735	1,445

Age dispersal on or near reservation

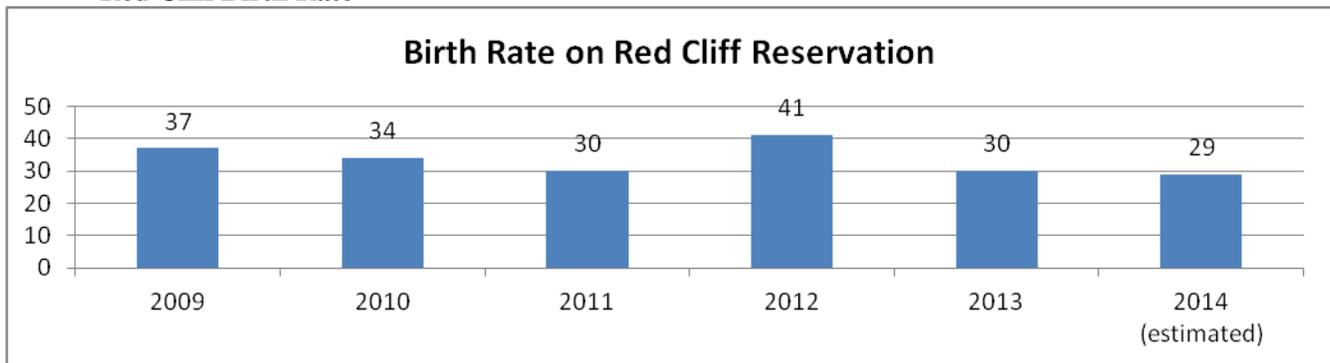
Age class	0-17	18-29	30-39	40-49	50-54	55-59	60-64	65-82	TOTAL
Total in class	374	330	211	194	99	65	55	117	1,445

(Red Cliff Enrollment Office Data, 2014)

Red Cliff Child Count: The number of children living on or near the reservation ages 0-5 is estimated to be 165 by the Red Cliff Child Care Director. This indicates that the ECC serves approximately 72% of the child population in Red Cliff at the current enrollment of 118.

Red Cliff Birthrate: The following data was gathered and compiled by the Red Cliff Child Care Director, who is responsible for conducting the annual child count:

Red Cliff Birth Rate



Sources: TANF Enrollment; Red Cliff Housing; ECC Enrollment; Wisconsin CARES system; and Red Cliff TANF Director.

Bayfield County Birth Rate Data

YEAR	Total # of Births Reported	Teen Births (under 18)
2013	120	14
2014	114	11

The above data indicates that Red Cliff represented 25% of the births in Bayfield County in 2013 and 2014, while Red Cliff currently only represents approximately 10% of the total population in Bayfield County. The average birth rate for the last six years has been 33.5 births a year in Red Cliff.

Housing:

Red Cliff Housing Authority: the Housing Authority continues to be the number one housing provider in the Red Cliff Community, currently managing 176 affordable housing units with growing waiting lists. Upcoming housing projects include many remodel projects, a supportive housing facility that will provide on-site resources, coordination for tenants, and home improvement programming.

Red Cliff Housing Authority Waiting List

Month	# on Waiting List
October 2014	65 (38% are ECC families)
September 2014	58
August 2014	56
July 2014	55
June 2014	55

Source: Red Cliff Housing Authority 2014

Homelessness:

Homelessness is a lack of permanent housing resulting from extreme poverty, or, in the case of unaccompanied youth, the lack of a safe and stable living environment (*McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth)*).

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence and includes *children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.*

Many ECC children and families fall into the category of sharing housing of other persons due to the loss of housing, economic hardship, or other reasons such as criminal history that prevents them from obtaining public housing.

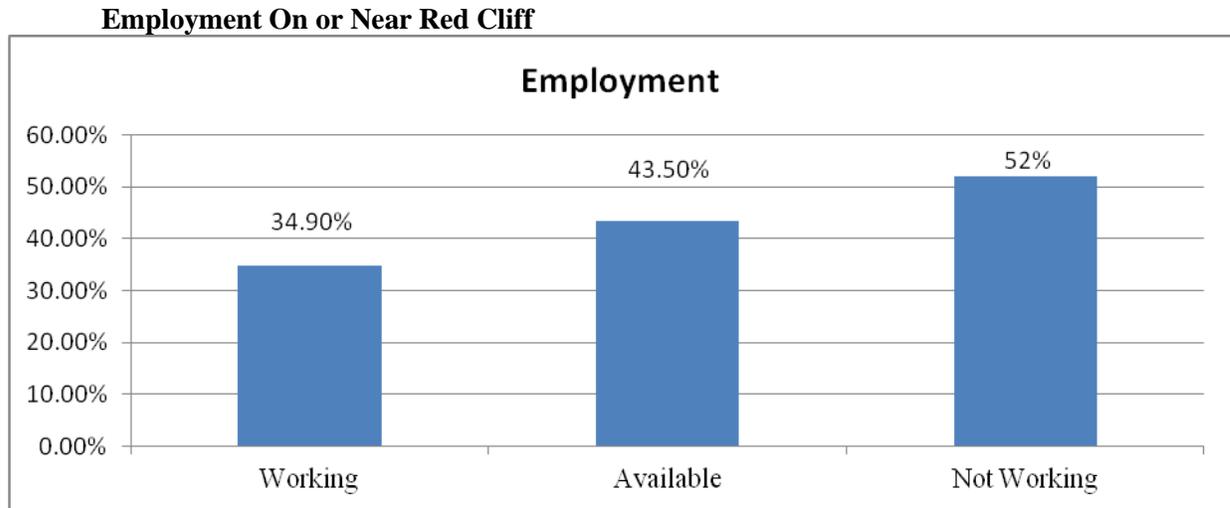
Families who experienced homelessness 2011-2014

ECC Families who Experienced Homelessness		
Enrollment Year	# of Families	# of Children
2011-2012	24	24
2012-2013	23	28
2013-2014	35	32

Source: ECC Program Information Reports 2011-2014

Employment:

The 2013 BIA Labor Force Report indicates the percentage of all American Indians, ages 16 and over, who are employed in civilian jobs on or near the reservation.



Red Cliff Tribal Employment

	Red Cliff and Other Tribal Members	Non-Native	Total
Tribal Government	176 (71%)	73 (29%)	249
Legendary Waters Casino	120 (81%)	28 (19%)	148
TOTALS	296 (75%)	101 (25%)	397

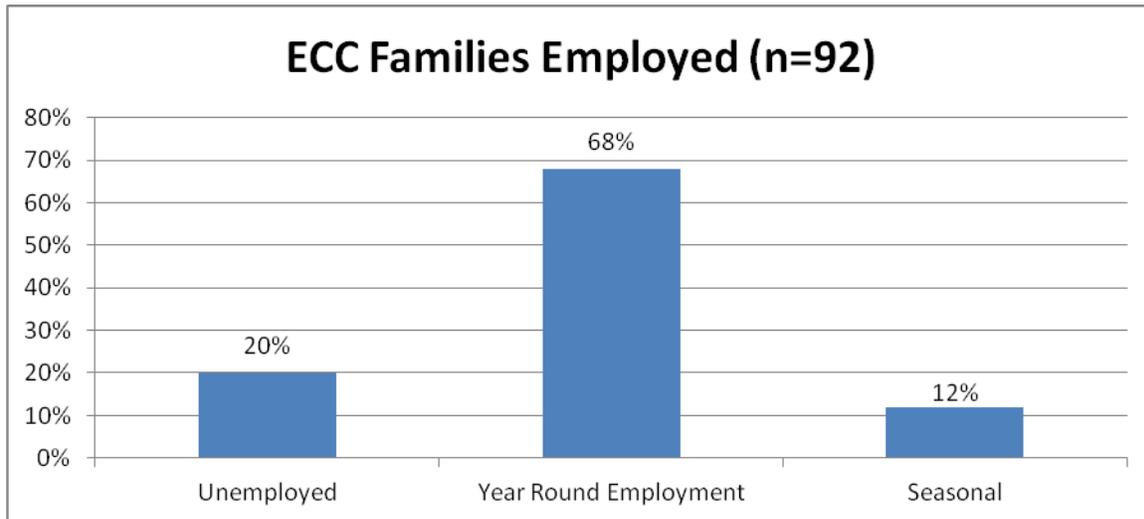
Sources: 2013 Red Cliff Band of Lake Superior Chippewa Indians Annual Report; Legendary Waters Human Resources Department

- 99 of the 148 total employees at Legendary Waters are full time; the remaining 49 employees are part time employees working less than 32 hours per week.
- High unemployment rates continue in the winter but the steadiest full-time employment is in the summer.
- There are not enough jobs in the area—in summer or winter; there are few businesses in Red Cliff. For those who do not work in a tribal program or the casino, most of the employment is seasonal work in motels or restaurants.
- The Tribe continues to be the largest employer in Bayfield County.

The geographical area surrounding Red Cliff is highly dependent on the tourism industry. When summer tourists come to the Bayfield Peninsula, it creates seasonal economic activities in the city of Bayfield and Red Cliff. Many Red Cliff people work in the surrounding area at seasonal jobs. The activities or services that attract tourists in Red Cliff are: Frog Bay Tribal National Park, the Legendary Waters Resort and Casino, the Spur Gas station and accompanying Native Spirits Gift Store, Peterson’s Grocery Store, the Point Detour campground, the Buffalo Bay Marina, and a local kayaking business housed within the boundaries of the Red Cliff Reservation, but is not owned or operated by the tribe or tribal members.

Number of Working ECC Parents: The following information identifies the highest level of employment per household and not individual parents. *** ECC management staff feels this data doesn't appropriately represent the population being served because the data presents the highest level of employment per household and not per parent.*

ECC Family Employment



Source: ECC Family Services Nov. 2014

Unemployment Rate: Unemployment rates in Bayfield County continue to be at least twice the rate of the state of Wisconsin. Low employment and lack of employment are barriers in Bayfield County.

Table 13. Bayfield County and State of WI Unemployment Rates

	Bayfield County, Wisconsin		State of Wisconsin
	Month	Rate	Rate
Unemployment 2014	January	12.7%	6.2%
	February	12.7%	6.1%
	March	12.4%	5.9%
Unemployment 2013	January	13.9%	6.9%
	February	13.7%	6.9%
	March	13.0%	6.9%
Unemployment 2012	January	13.4%	7%
	February	13.7%	6.9%
	March	13.3%	6.9%

Source: [U.S. Bureau of Labor Statistics](http://www.bls.gov)

The median family income for Bayfield County is \$43,176. While no statistical median was provided for Red Cliff, it is generally believed that income gaps exist between the Red Cliff Community and the remainder of Bayfield County. Jobs within and around the Red Cliff Community are typically seasonal and tourism-related, given the recreational nature of the entire area. Consistent data relating to social service and public assistance, along with high unemployment rates within the Red Cliff Community lead to the conclusion that the Red Cliff community has a higher poverty rate and lower social-economic status tribally, state-wide and nationally.

Public Assistance: In the 2013 calendar year, the Red Cliff Temporary Assistance to needy Families (TANF) Program served 345 families, approximately 29 families a month. In 2013 the Red Cliff General Assistance Program provided assistance to an average of 25 clients totaling \$99,629.00, averaging \$332 a month.

Percentage of ECC families receiving Public Assistance

Program	2011-2012	2012-2013	2013-2014
Families on TANF (Temporary Aid for Needy Families)	32%	35%	35%
Families on MA (Medical Assistance)	87%	92%	88%
Families on WIC (Women, Infants & Children)	85%	81%	78%
SSI (Social Security Supplement)	9%	6%	7%
Food Share (Food Stamps)	84%	73%	67%

Source: ECC Program Information Reports 2011-2014

Red Cliff Food Share: The following data indicates that Red Cliff residents represent 44% of all food share benefits in Bayfield County annually. This data indicates that Red Cliff continues to have a substantial low-income, public assistance eligible population.

Table 15. Red Cliff Food Share Recipients

Month	# of cases	Amount spent	% of Red Cliff Recipients in all of Bayfield County
Oct-13	244	\$69,167.00	44%
Nov-13	235	\$61,724.00	43%
Dec-13	243	\$64,938.00	45%
Jan-14	242	\$66,960.00	43%
Feb-14	227	\$58,826.00	41%
Mar-14	246	\$68,144.00	43%
Apr-14	256	\$68,569.00	42%
May-14	258	\$70,803.00	47%
Jun-14	246	\$69,439.00	45%
Jul-14	238	\$67,361.00	45%
Aug-14	223	\$61,611.00	44%
Sep-14	218	\$59,303.00	40%

Sources: Red Cliff Social Services and WI Dept. of Health Services

Red Cliff Food Distribution Program: The food distribution program serves the Red Cliff Reservation, Bayfield and Douglas Counties excluding the City of Superior. The program nutritionally provided for 1,511 households and 2,326 individuals in the fiscal year 2014. The Children’s Summer Feeding program served 28,856 lunches, 23,856 afternoon snacks, and 1,784 breakfasts total to Red Cliff area youth during the months of June-August, 2014.

Number of Children Participating in Free Lunch Program: School age children residing in the Red Cliff Community attend the School District of Bayfield. In 2014, the School District of Bayfield was selected for the Community Eligibility Provision of the Federal School Lunch Program; this means that 100% of the District’s students receive their meals at no cost.

Education:

The following data indicates that from the period of 2011-2014, 92% of ECC households had a high school diploma or a higher level of education. *** ECC management staff indicate this data doesn't appear to appropriately represent the population being served because the PIR requires the highest level of education per household and not per parent. 2014 year data shows us that 40 of the current 109 ECC families have a parent in their household seeking their high school diploma or equivalent. This is 37% of ECC parents.*

Educational Level Obtained by Red Cliff Early Childhood Center Parents

Level of Education	% of Families 2011	% of Families 2012	% of Families 2013
No high school diploma	9%	8%	8%
High school diploma or GED	37%	44%	54%
Some college, vocational school, or associate's degree	49%	38%	28%
Bachelor's Degree or another advanced degree	5%	10%	9%

Source: ECC Program Information Reports 2011-2014; 2014 Family Partnership Agreements

Red Cliff Education Department: The Red Cliff Education Department awarded 52 scholarships in the amount of \$50,431 to Red Cliff tribal members pursuing Bachelor degrees. 23 scholarships were awarded in the amount of \$10, 850 to Red Cliff tribal members attending vocational/technical/tribal College.

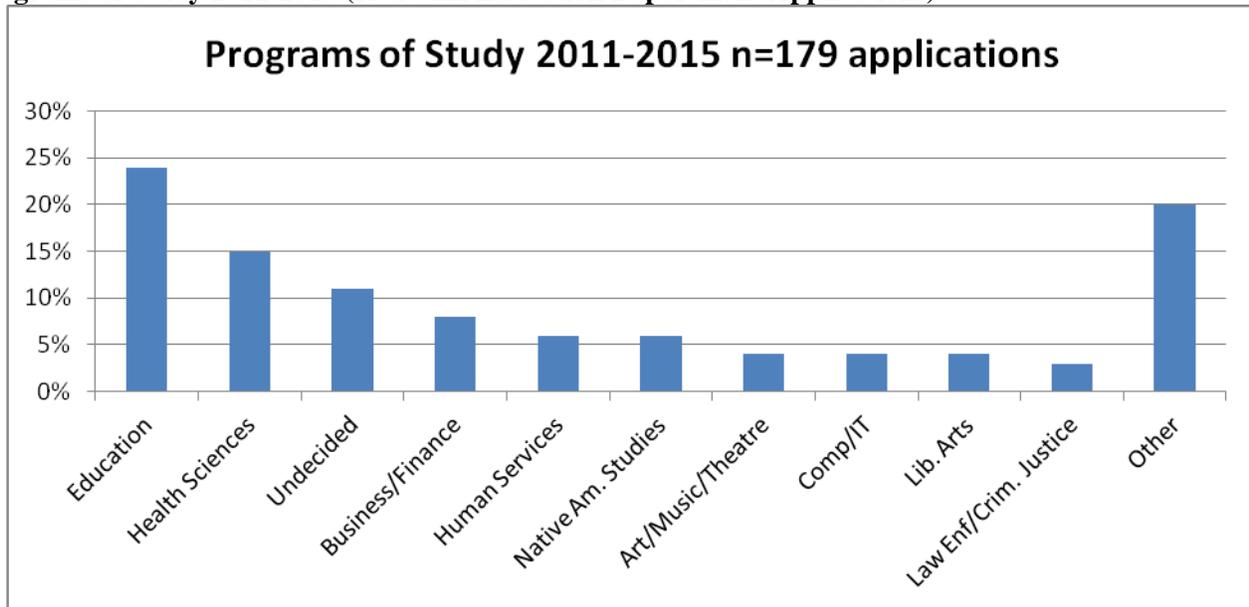
Red Cliff Education Department: Data consists of priority I students only, which are those tribal members that live on or near the Red Cliff Reservation, LaPointe and/or Bayfield. The top five areas of study for the last four school years have been education, health sciences, business finance, human services and Native American Studies.

Red Cliff Education Department Data

Applications Received Based on Grade Level					
Higher Education (Bachelor Degree)					
	2011-2012	2012-2013	2013-2014	*2014-2015	Total
Freshman	8	7	7	6	28
Sophomore	16	6	5	6	33
Junior	7	13	5	6	31
Senior	6	6	9	5	26
TOTALS	37	32	26	23	118
Job Training (Associate Degree)					
1 st year	10	16	13	10	49
2 nd year	6	6	8	4	24
3 rd + year	1	1	0	3	5
TOTALS	17	23	21	17	78

*Note applications for the 2014/2015 school year are still being accepted

Programs of Study 2011-2015 (Red Cliff Education Department Applications)



School District of Bayfield: The following table reflects total Native and non-Native student enrollment in grades K-12 for the past six years. The data indicates an average of 74% Native American student enrollment over the last 6 years. This information shows enrollment data averages at approximately 293 Native students in 2013-14 and 285 Native students in 2014-15. This trend is consistent with other demographic data showing a steady tribal population increase over the past decade. Reasons were not given as to why the overall attendance is lower for Native students in grades K-3. Classroom teachers monitor and report their own attendance in grades K-3. High School Graduation rates continue to be lower for Native American students; this is a trend that the District notes is historical and continues.

Native American Student Enrollment K-12

Year	Native American Enrollment %	Non Native Enrollment %
2009-10	75%	25%
2010-11	75%	25%
2011-12	73%	27%
2012-13	73%	27%
2013-14	74%	26%
2014-15	74%	26%

Source: Anne Sullivan, Bayfield School Home-School Coordinator November, 2014

Attendance data for Bayfield Kindergarten through Grade 3 for 2013-2014

Grade	Native American				Non-Native			
	Qtr 1	Qtr. 2	Qtr. 3	Final	Qtr. 1	Qtr. 2	Qtr. 3	Final
K	94%	91%	90%	91%	91%	96%	92%	94%
1	91%	86%	86%	89%	98%	92%	94%	95%
2	92%	90%	90%	90%	99%	98%	92%	96%
3	92%	87%	89%	89%	97%	97%	92%	95%

Bayfield High School Completion Rates

Year	All Students Graduation Rates	Native American Graduation Rates
2009-10	90.0% (27 Students)	Not Available
2010-11	82.5% (33 students)	75.9 % (22 Students)
2011-12	86.1% (31 Students)	87% (20 Students)
2012-13	78.4 % (29 students)	72.4% (21 Students)
2013-14	Not Available	

Source: <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

Health Data:

The Red Cliff Community Health Center provides pediatric and general practice health care, along with dental and pharmacy services. In 2013, there were 5,235 primary care visits, 3,728 dental visits, and 46,887 prescriptions filled.

Health Nutrition/Food Survey: In April, 2014 the Red Cliff Community Health Center completed a community member survey regarding food sources, perceived health status and barriers to obtaining healthy food; completed by 97 participants (most of which were parents of children ages 0-8).

- 91% of respondents reported Wal-Mart as their food source for buying groceries
- 77% of respondents report Peterson's (a locally owned tribal member grocery store located on the reservation) as their food source for buying groceries
- 31% of respondents report that they are *slightly to not healthy*; 69% reported they are *very to moderately healthy*.
- 34% of respondents report that they are *active to very active*; 66% of respondents reported they are *somewhat active to inactive*
- 43% of respondents report that they feel their diet is *extremely-somewhat unhealthy*; 57% of respondents feel their diet is *moderately to extremely healthy*
- Barriers to obtaining healthy food: 60% reported financial barriers, 28% reported motivation as their barrier, 21% reported transportation barriers, 18% reported knowledge as their barrier

Red Cliff WIC Data:

September 2014 Red Cliff WIC Data	
31 women, 26 infants (0-12 months), 108 children enrolled, 111 enrolled families	
On Badger Care Plus	91%
On Food Share	66%
Enrolled in WIC 1st Trimester	50%
Child Weights, age 2-5 (n = 73)	
Underweight (BMI < 18.5)	1%
Healthy Weight (BMI 18.5 – 24.9)	46%
Overweight (BMI 25 – 29.9)	21%
Obese (BMI > 30)	30%
Breastfeeding, enrolled infants (n = 26)	
Fully breastfeeding	30%
Mostly breastfeeding	3%
Some breastfeeding	3%
Non-breastfeeding	61%
Low Iron (Hgb/Hct)	
Pregnant Women	21.4%
Postpartum Women	35.7%

Fetal Alcohol Syndrome Disorder (FASD) Study in Red Cliff: From 2008-2012, a study on Red Cliff community perceptions of AODA use and development of a culturally responsive intervention was conducted in collaboration with the University of Colorado – Denver. Themes that emerged from interviews and focus groups were:

- **Unplanned Pregnancies:** The majority of pregnancies were unplanned, focus group participants stressed that many women continued to drink not knowing they were pregnant. Respondents stated that many stopped drinking once they found out, but that it might still be too late in terms of causing damage to the developing fetus. Participants also shared that unplanned pregnancies were driven by drinking in the first place because young women were less likely to use effective birth control when drinking.
- **Lack of Clarity about Health Issues:** Misinformation and confusion about the results or outcomes of drinking during pregnancy were not uncommon. Misinformation/confusion included: 1) the continued belief that some drinking during pregnancy was safe; 2) the safety of drinking non-alcoholic beer (because it had some alcohol still); 3) whether or not a fathers' drinking could cause FASD; and 4) why there were not more children with FASD given how many women drink during pregnancy.
- **The Social Context of Drinking during Pregnancy:** Participants felt that alcohol was involved in many social gatherings, and that without alcohol, people they knew would feel “bored” and not know what else to do. Participants felt this was particularly true for young pregnant women, who felt left out if they were not able to drink with their friends or partners. Some participants thought that young women might deny (to themselves and others) their pregnancy so they could continue to drink and be included socially. Some participants also were aware of young women who drank because they were angry with the baby's father.

- **Need for Prevention:** Participants felt that prevention efforts were currently missing in the community. Participants recognized that efforts to eliminate FASD entirely were probably unrealistic, but because of the nature of the problem (i.e. unborn children) that any effort that would result in preventing even one case was worthwhile. Participants were realistic about the difficult task of prevention. They felt that simply knowing the facts – that drinking causes FASD – was not enough to stop people from engaging in behavior that puts themselves or their children at risk.
- **Need to Intervene Early:** The belief that intervention needed to start early in order to prevent FASD (e.g. as early as grade school) was nearly universal. While youth engaged in some of the riskiest behavior, they were least likely to make the connection between their behavior and its consequences. Some parents were proactive in talking to their children about dating and sex, and setting limits with them. Participants felt that many parents, however, were uncomfortable talking to their children about such difficult topics as sex and drinking.
- **Need to Include Men and the Broader Community:** Focus groups shared their strong views that FASD, pregnancy, and women and children’s health more broadly were not “women’s issues.” In recognizing the critical importance of the family and community relationships that surround them, participants felt that men, and the community in general, must be included in efforts to promote women and children’s health if there is to be a reduction in drinking and FASD. Elders were thought to have an important role as well, especially considering the role of many grandparents in caring for their grandchildren, and great-grandchildren.

Youth Risk Behavior Survey (YRBS):

70 of 129 (54%) high school students at the School District of Bayfield completed the 2014 YRBS administered by the WI Department of Public Instruction, measuring areas of violence, threats and personal safety, tobacco use, sexual behaviors, social supports/positive influence, and a feeling of belonging at the school. The data includes some sensitive information and startling facts regarding risky behavior that students are engaging in. Some of the 2014 highlights included the following:

- 21% of respondents believed that violence was a problem at their school
- 52.9% of respondents reported having tried cigarette smoking
- 26.5% of male respondents and 19.4% of female respondents reported having smoked cigarettes during the past thirty (30) days before the survey
- From 1993-2013, a significant decrease occurred in the percentage of respondents who reported ever having had sexual intercourse (47%-35%)
- The percentage of respondents who have ever had sexual intercourse or who have had sexual intercourse in the last three months has dropped:
 - From 2010 (49% ever had sex and 37.3% had sex in last three months)
 - To 2014 (38.6% ever had sex and 28.6% had sex in last three months)
- From 1993–2013, the percentage of high school respondents who used a condom as birth control prevention during their last sexual encounter only increased in twenty years by 5%
- 64.3% of respondents reported feeling like they belong at school
- 67.1% of respondents reported that there was at least one supportive teacher or other adult at school
- A high percentage of female respondents reported being forced to do something sexual by someone they were dating or going out with during the past twelve (12) months

*The YRBS did not measure alcohol or drug use.

Crime and Drug Data:

Red Cliff Protective Services: The Fire Department is operated solely by volunteers. They responded to approximately 100 calls in 2013. Emergency Ambulance Service staff responded to 240 calls in 2013. The Law Enforcement department received 1604 calls for service in 2013; the department has reported they reduced crime by approximately 20% and attribute this to training and community involvement as factors. All Protective Service programs continue to recruit individuals, especially those that are familiar with the unique social factors of Red Cliff.

Gang/Drug Threat: In August, 2014 the Red Cliff Community had an assessment of the drug and gang activity prepared by the National Violence Prevention Resource Center. Interviews, focus groups, meetings and observations were completed with youth, service providers and community members, in addition to data provided by various tribal programs. The interviews completed revealed that the community perceives the gang and drug activity as serious problems, fear for personal safety, challenges with bullying, and anger over negative influence. Other revealing information:

- Red Cliff is currently experiencing significant “regional” influence resulting in evolving gang and drug problems
- Drug sales, including marijuana, methamphetamines, heroin and stolen prescription drugs are increasing
- Increase in physical assaults, sexual assaults, thefts of prescriptions, extortion, threats and intimidation, weapons and crime
- Drug selling spots are well known, but individuals are not willing to bring information forth due to fear of repercussions
- Identified criminal activity by two gangs within surrounding tribal and non-tribal communities with Red Cliff community members as associates
- Weapon, drug possession and drug proceeds are being displayed on social media sites

Child abuse and neglect: In 2013 there were 92 reports of child abuse, 13 reports of child neglect, and 8 reports of sexual abuse, which were referred to Bayfield or Ashland County due to jurisdictional issues. 92% of all reports involved AODA problems in the home. Red Cliff Indian Child Welfare worked informally with 22 of the reported cases and maintained a caseload of 40.

Red Cliff Indian Child Welfare 2013 Data Report to the BIA

Abuse	Neglect	Sexual Abuse	Substantiated	Unsubstantiated	AODA Involvement	Referrals made to other sources
92	13	8	12	85	89	26

Red Cliff Tribal Priorities:

The Red Cliff Tribal Council has adopted the following tribal priorities:

1. Poverty-economic development, jobs’ support and direction for the Red Cliff Board
2. Space needs-Health Center, Library, Community Center, Early Childhood, ECC Child Care, tribal administration space
3. Serious drug/crime problem, Prescription Drug Program and alcohol/substance abuse problem
4. Need to increase land base for new housing projects
5. More educational funding for tribal members, including K-12, post secondary training future leaders.
6. Develop financial plan for debt service reduction
7. Capacity building staff funding space, time
8. Create *Task Force For Climate Change*

Part IV. Children with Disabilities Data

Red Cliff Head Start Primary Disability

Disability Category	2012-2013	2013-2014	2014-2015
Health Impairment	1		
Emotional Disturbance			1
Speech or Language Impairments	8	3	3
Intellectual Disabilities			
Hearing Impairment, Including Deafness			
Orthopedic Impairment			
Visual Impairment, Including Blindness			
Specific Learning Disability			
Autism		1	1
Traumatic Brain Injury			
Non-Categorical Developmental Delay	3	5	3
Multiple Disabilities (excluding deaf-blind)			
Deaf-Blind			
TOTAL	12	9	8

(ECC Education and Abilities Manager, 11-14-2014)

Head Start: The data from the past three years indicates that the ECC continues to serve a high number of children with an Individualized Education Program (IEP) and who receive Special Education Services from the Bayfield School. *However, the data does not show the high number of children with sensory integration needs and/or challenging behaviors. Our data adds an additional 11 Head Start age children with high needs. These children do not qualify for Special Education Services, have not been referred for various reasons, or who have a pending referral, yet require accommodations within the regular classroom.*

The availability of a certified pediatric occupational therapist, in close proximity to the Red Cliff community, is a concern. The North Lakes Third Street Clinic (formerly Treehouse Therapy, LLC), located in Ashland, is the closest location for pediatric occupational therapy services. This location is approximately 30 miles from Red Cliff. Transportation is an obstacle for many families. The North Lakes Third Street Clinic reported that there have been some billing and insurance issues in September and October but that they have been working to address those issues. Many ECC families are on Medical Assistance. MA will only pay for 35 lifetime visits, making insurance and payment another obstacle for our families.

Red Cliff Head Start Graduates with an Individualized Education Program (IEP)

	2012-2013	2013-2014	2014-2015
Total Number of ECC Head Start Graduates	29	21	31
Total Number of ECC Head Start Graduates Going to Kindergarten at the Bayfield School	28	19	31
Number of ECC Head Start Graduates Going to Kindergarten at a school other than the Bayfield School	1	2	0
Number of ECC Head Start Graduates with an Individualized Education Program (IEP)	5	3	6

(ECC Education and Abilities Manager, 11-14-2014)

Some ECC children going on to the Bayfield School transition to kindergarten with an Individualized Education Program (IEP) already in place. The Bayfield School has been identified by the Wisconsin Department of Public Instruction as being disproportionate or having a disproportionate number of children in special education k-12.

Early Head Start: The Bayfield County Department of Human Services provides Birth to Three services both at the ECC and in the home. Early Head Start children are eligible to receive Birth to Three services until they are

three years of age. Children who continue to need early intervention services are then referred to the local school district. As the information indicates, the number of ECC children, ages zero to three, identified for Birth to Three services has fluctuated dramatically over the past three years.

Red Cliff EARLY Head Start Primary Disability (ages 6 weeks-three years)

Disability	2012-2013	2013-2014	2014-2015
Speech/Language	8	2	
Health Impairment	1	2	1
Autism			
Non-Categorical Developmental Delay	2	1	2
Emotional/Behavior Disorder			
Visual Impairment			
TOTAL	11	5	3

(ECC Education and Abilities Manager, 11-14-2014)

Similar to Head Start, the numbers indicated in the chart above do not reflect the numbers of Early Head Start children with high needs being served in the program. Sometimes, families are reluctant to refer children for an evaluation for Birth to Three services. In addition, it is common for more children to be referred later on as the school year progresses and when developmental delays become more apparent.

Currently, staffing within the Birth to Three Program is in transition. The Birth to Three coordinator resigned in October, 2014 and the process to hire a new coordinator is currently underway. When the new Birth to Three coordinator is hired, we will be meeting to review our referral process.

Bayfield School Special Education Data: Number of Native children identified as being enrolled in Special Education at the local public school. Data for 2011-2014 follows.

Bayfield School Native American Enrollment and Special Education Data 2011 – 2014 (Kindergarten-12th Grade)						
School Year	Total Enrollment	Native Student Enrollment	Percent of Native Students	Total # of Special Ed Students	# of Native Students in Special Ed	Percentage of Native Students in Special Ed
2013-2014	396	296*	74.7	98	82	84%
2012-2013	413	305	73.8	105	92	88%
2011-2012	419	316	75.4	98	86	88%

Sources: <https://apps2.dpi.wi.gov/reportcard/> and Bayfield School Impact Aid Hearing Packets for Community 2012, 2013 & 2014

*Currently eight (8) Red Cliff students are attending *Waadookodaading* (an Ojibwe language immersion school) or Lac Courte Oreilles Tribal School, both located on the Lac Courte Oreilles reservation near Hayward, WI. Both schools are a 1 ½ hour ride one-way from Red Cliff.

Disproportionality: Research points to a number of theories related to the disproportionate numbers of Native students labeled as special ed throughout the country. Freiberg and colleagues (2002) suggested that the lack of tests designed for students who speak non-standard English dialects and are culturally diverse, may lead to disproportionality. This is due to the fact that during formal assessments, Native students often exhibit cultural speech patterns: not volunteering information, being quiet, and appearing not to have adequate expressive language. Such culturally-based speech patterns may increase the possibility that a Native student may be diagnosed with a language processing disorder, and identified as eligible for special education services.

Harry and Klinger (2006) in their book, *Why Are So Many Minority Students in Special Education*, proposed an alternative explanation to the language-related theory proposed above. They attributed disproportionate labeling and categorizing of minority students to masked social sorting and cultural stratification.

Others suggest that the increased per pupil rate of reimbursement for the school district from Impact Aid for each student identified as special education may be yet another factor contributing to disproportionality. Still others speculate that high rates of alcohol and other drug use in the community among people of childbearing age could be resulting in undiagnosed Fetal Alcohol Spectrum Disorders (FASD).

“One of the most complex issues in the field of special education today, disproportionality refers to the ‘over-representation’ and ‘under-representation’ of a particular demographic group in special education programs relative to the presence of this group in the overall student population” Van Roekel (2008).

Resources for Children with Disabilities: After a referral and identification of needs, children can receive services from the Bayfield School or from the Bayfield County Birth to Three Program as discussed above. Other resources include:

- Great Lakes Intertribal Council (GLITC) Native American Family Empowerment Center
- FACETS (Family Assistance Center for Education, Training and Support)
- CSHCN (Children With Special Health Care Needs)
- New Horizons North Respite Care
- Wisconsin Coalition for Advocacy (law-based advocacy group)
- CESA 12 (Cooperative Education Service Agency 12 in Ashland)
- Autism Waiver Program, a Medicaid-funded service for children 8 years of age or younger who are on the autism spectrum. The early intervention services include intensive in-home and/or community-based play-based therapies.

Part V. Culture and Language

LAUNCH (Linking Actions to Unmet Childrens’ Health) **Program 2012-2013 Parent Survey:** 66 parent participants, or approximately 75%, of the ECC families completed this survey. The following percentages are summaries of the importance of Ojibwe culture and language activities in the community:

97% of *mostly/strongly agree* responses indicated:

It is important for all tribal programs and services to be culturally responsive

96.9% of *mostly/strongly agree* responses indicated:

Learning the Ojibwe language is important to the community

It is important to have someone with Ojibwe cultural skills in my community

90.8% of *mostly/strongly agree* responses indicated:

Participating in Ojibwe cultural activities is important to my family

89.2% of *mostly/strongly agree* responses indicated:

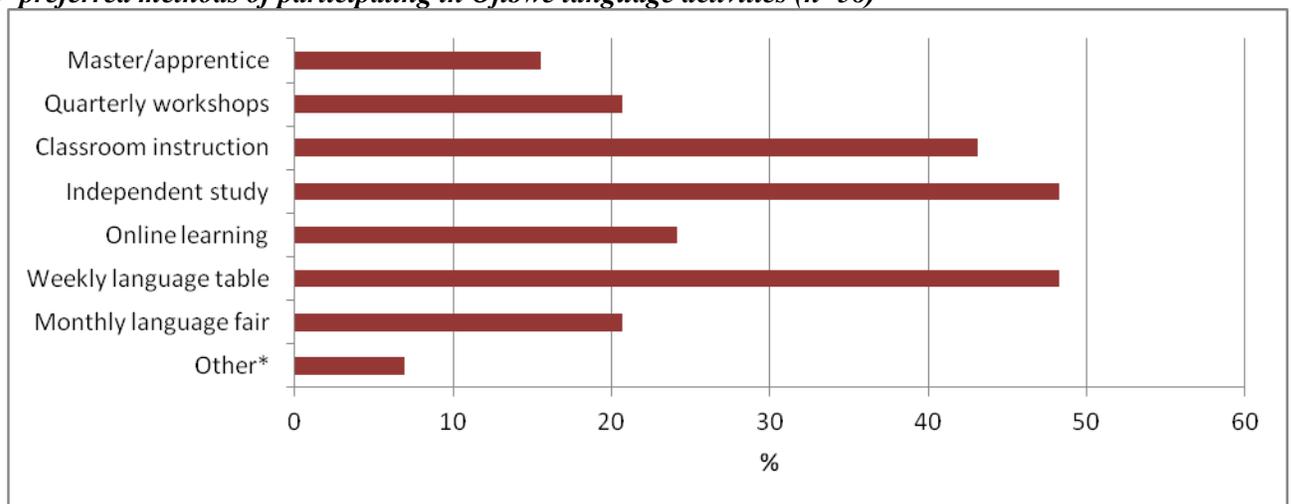
Learning the Ojibwe language is important to my family

87.7% of *mostly/strongly agree* responses indicated:

Learning about Ojibwe cultural skills is important to my family

In the same LAUNCH Program 2012-2013 parent survey, parents were also asked a series of questions about the language and culture activities at the ECC and Bayfield School, as well as the larger community. The majority of parents report their level of Ojibwe language fluency as “Beginning Speaker” (34.4%) or “Still Learning” (56.3%). Nearly half (48.3%) indicated their preferred method of participating in Ojibwe language activities as weekly language tables or independent study.

Parents’ preferred methods of participating in Ojibwe language activities (n=58)

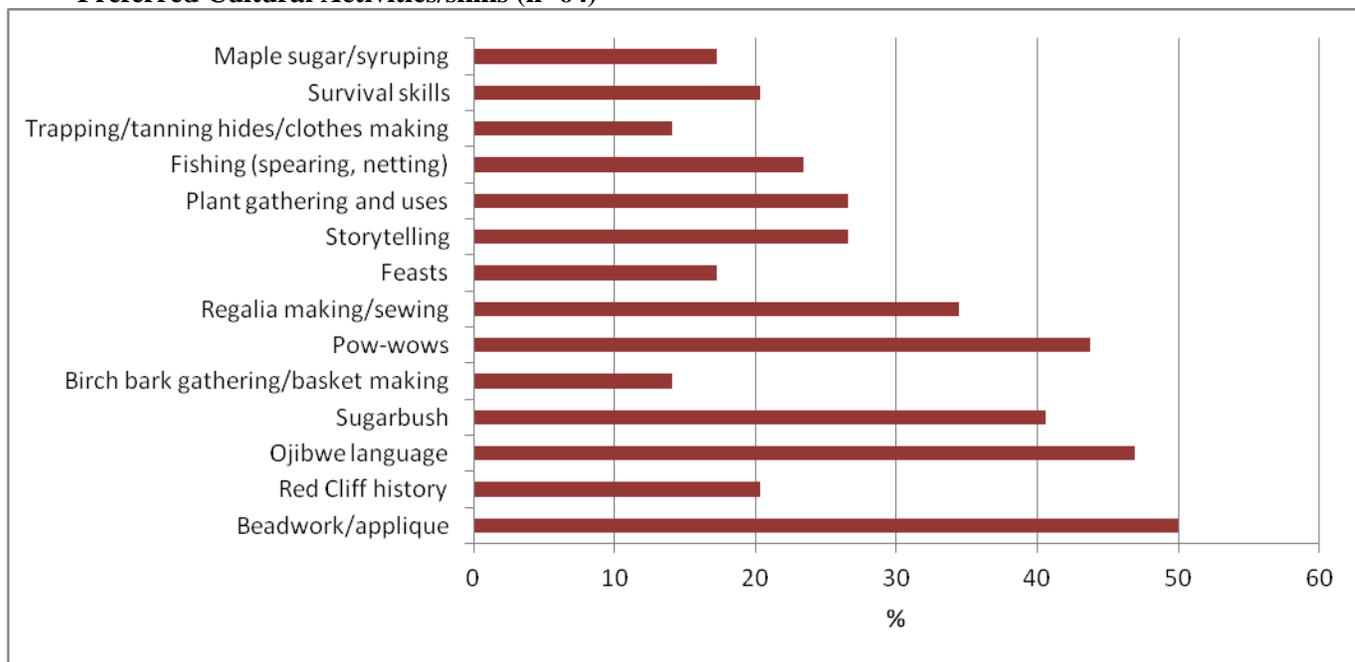


*Other includes: one-on-one learning; home/classroom visits with Ojibwe language team; hands-on learning

Parents also reported their preferred culture and language activities in this 2012-2013 parent survey. The most popular were beadwork/appliqué (50%), Ojibwe language (47%), sugarbush (41%), and pow-wows (44%). Parents also rated the importance of Ojibwe culture and language activities in the community. Parents felt that

learning Ojibwe language and culture, having someone with Ojibwe cultural skills, and having culturally responsible tribal programs were particularly important to the community.

Preferred Cultural Activities/skills (n=64)



Parents were asked for suggestions as to how to improve the ECC culture and language program. Below are some of their responses:

- Audio clips being recorded for families
- Have language tables more frequently
- Have more flyers and get more community members to attend
- MORE - each and every classroom should have full immersion
- More activities
- More variety
- More parent involvement
- More teachers speaking the language fluently
- Send more handouts to home-based families

ANA (Administration for Native Americans) Survey: An Ojibwe language knowledge survey was conducted in February 2012 of all ECC center based families (82 total enrolled children). 67 surveys were returned and results are indicated below:

ANA Ojibwe Language Survey

	Yes	No	Little Bit
Can you read/write Ojibwe?	9	33	25
Can you understand Ojibwe when spoken?	6	19	42
Can you speak Ojibwe?	5	25	37

Language Revitalization: Red Cliff children start their educational years in the Red Cliff community at the Early Childhood Center, which represents an educational system under tribal control. The Early Childhood

Center embraces a distinct philosophy that children are treated as family. Children are immersed in traditional language and culture; it is the beginning of the celebration that their traditions and heritage are important.

In addition to in-class instruction with children and ECC staff, weekly Language Tables are offered to the families and community, the ANA project also provides supportive language instruction to the Bayfield School kindergarten teachers, students, and their families during the 2014-2015 School Year.

This year, weekly Language Tables average about 30 people a week and have had at least 81 individuals, broken down as follows:

- ECC Children = 16
- ECC Staff = 17
- K-12 Children = 13
- Parents = 18
- Grandparents = 4
- Community = 7
- Bayfield School District staff = 6

The ECC Administration for Native Americans (ANA) project, Ojibwe Language Immersion Program *Ginanda-gikendaamin* – (We seek to learn), developed the following objectives to meet by the 36th month:

ANA Objective 1: Language Immersion for Children ages 3 – 5 Year Old

- Children age 3 years old will have reached Level EC 4.12
 - Language comprehension, advanced word usage, simple sentence development
- Children age 4 years old will have reached Level EC 5.12
 - Advanced language comprehension, simple sentence mastery, ability to express wants and needs in the language
- Children age 5 years old will have reached Level K.12
 - Advanced sentence development, ability to use verb tenses, basic verb conjugation and comprehension

ANA Objective 2: Supportive Language Instruction for Parents of 3-5 Year Olds

The *Ginanda-gikendaamin* – (We Seek to Learn) project will have provided supportive language instruction for the parents and/or families of all enrolled children in the ECC's center-based Head Start to coincide with language instruction in the Center.

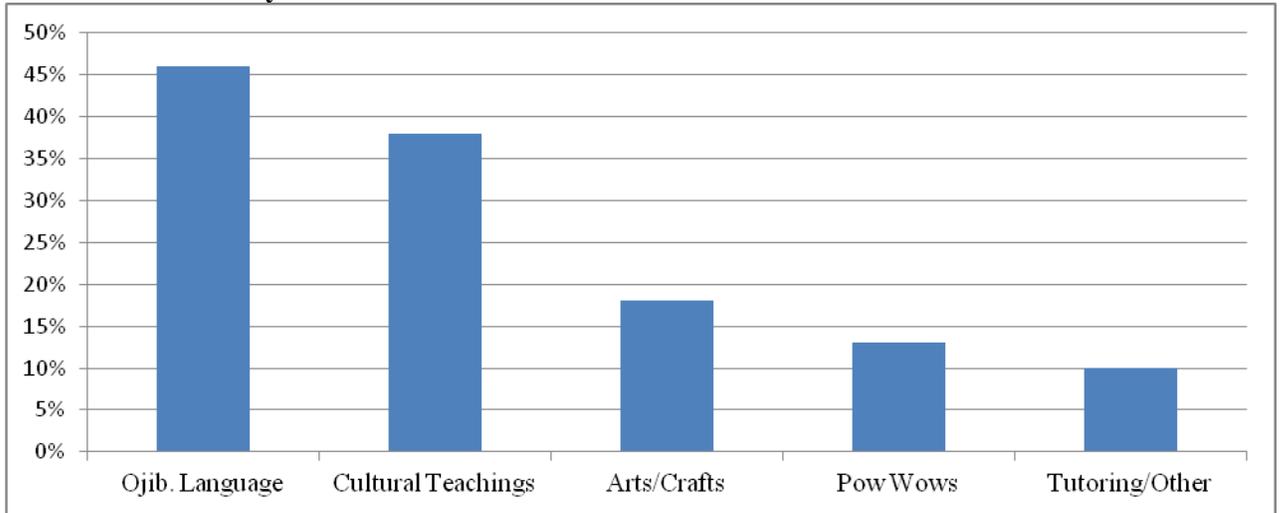
ANA Objective 3: Supportive Language Instruction for Teachers

The *Ginanda-gikendaamin* – (We Seek to Learn) project will have provided supportive language instruction for the teachers and support staff of the ECC's center-based Head Start to use and speak the Ojibwe language in all aspects of daily routines and lesson planning.

In addition to in-class instruction with children and ECC staff, weekly Language Tables are offered to the families and community, the ANA project also provides supportive language instruction to the Bayfield School Kindergarten Teachers, students, and their families during the 2015-2016 School Year.

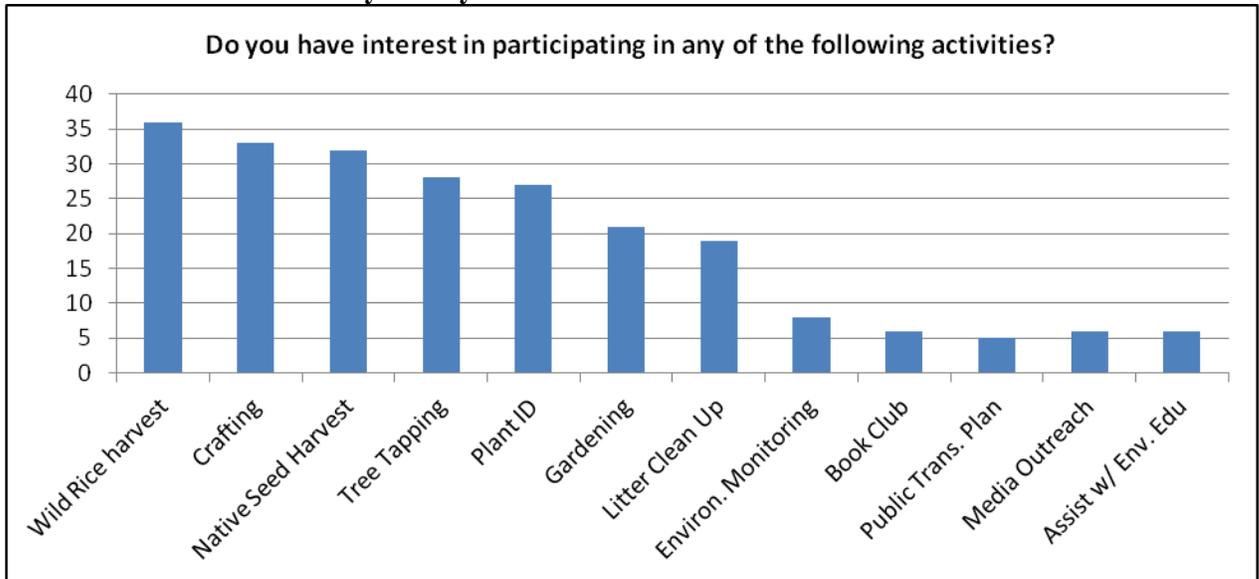
Educational Needs/Activities Identified by Johnson O'Malley & Title VII Committee: The Johnson O'Malley (JOM) and Title VII parent committee conducted a survey in August 2014; 252 surveys were completed by parents, identifying unique cultural and/or educational needs they would like their children to receive. The top five activities/needs identified on the survey were: Ojibwe language, Arts & Crafts, Tutoring, Pow Wow, and Culture (teachings, gathering).

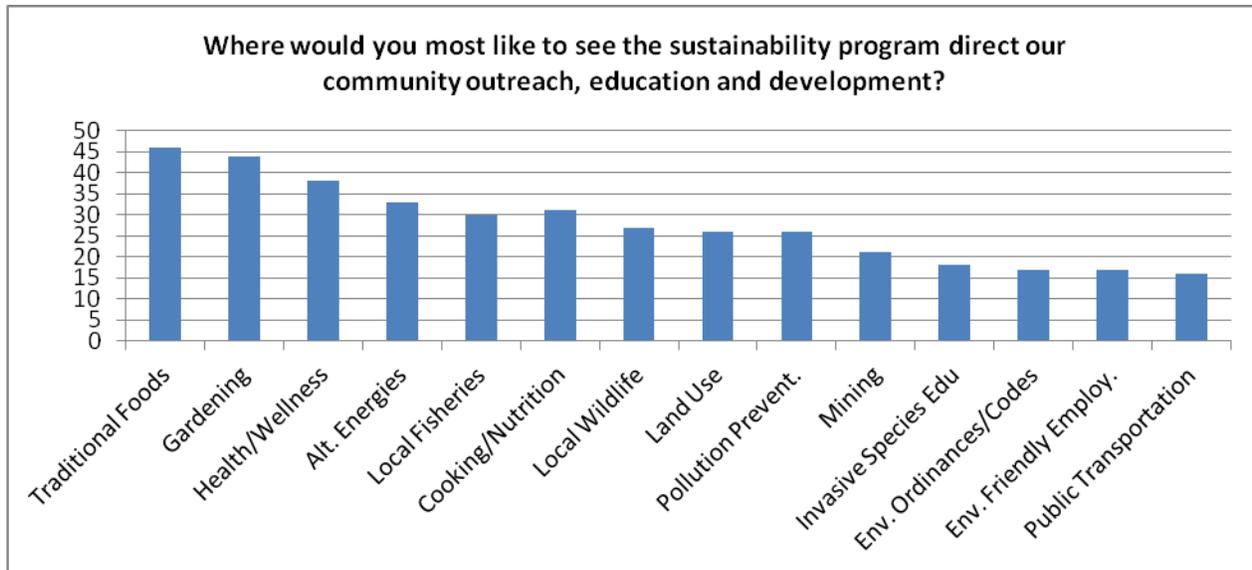
JOM/Title VII 2014 Survey



Red Cliff Sustainability Department: A survey of the Red Cliff community was completed by the Red Cliff Sustainability Department, which is housed in the Treaty/Natural Resources Division. This was an effort to obtain interests of community members and areas to focus their efforts; there were 76 respondents. The findings identified many traditional Ojibwe culture activities and ways of life such as wild rice harvesting, traditional crafts, harvesting and gathering, gardening and other life-sustaining activities.

Activities of Interest-Sustainability Survey





Source: Red Cliff Sustainability Community Survey, 2014

Finding from Focus Groups and Interviews-Red Cliff Study: From 2008-2012, a study on Red Cliff community perceptions of AODA use and the development of a culturally responsive intervention was conducted in collaboration with the University of Colorado – Denver. Themes that emerged from interviews and focus groups relating to culture were:

- Role of Culture:** Traditionally, children were seen as “gifts from the Creator.” It is recognized that children’s perfection and vulnerability, cultural practices and customs protected children from harm. Traditional beliefs and practices had a special role in protecting young women, especially around childbearing. Puberty ceremonies for young girls at the time of their first menstruation included practices to surround young girls with the support and knowledge of elder women in the community. Participants felt that men who came from traditional backgrounds were more likely to support women. Participants lamented the loss of cultural practices and teachings. Cultural loss was especially experienced by the older generations, who felt its loss was most significant in their parents’ generation due to the forces of assimilation operating during those times, including boarding schools, allotment, and relocation. As a result, older generations reported that there was nobody to teach them. Instead, they were learning about culture from their children and grandchildren.
- Need for Culturally-Based Interventions:** Due to the culture’s importance in shaping protective views of women and children, participants worried about the loss of culture and the negative impact that its loss has had on the health and well-being of their community. Some feared that culture had been lost to such an extent that the impact of its loss could not be articulated. This perceived loss left people with an emptiness that could not be named or explained. Some participants shared that they indeed longed for more cultural knowledge, but did not know where to find it or who to go to. On the other hand, there were some participants who felt that traditional tribal culture no longer had a meaningful place in people’s lives – and that ultimately it was up to the individual to decide.

Part VI. Strengths of Red Cliff ECC

A parent survey was given to ECC parents by the LAUNCH Program for the 2012-2013 school year. There were sixty-six surveys collected from parents at the ECC, which represented approximately 75% of the families. The family survey represents the home and center-based options within Early Head Start, as well as all of Head Start classrooms. Overall, parents indicated that they have strong, positive relationships with the teachers and staff at the ECC.

Highlights of the parents' perceptions of their relationships with ECC teachers and staff are shown for any of their responses for 80 - 89.4% of the parents as well as their perceptions indicated by 90 – 95.5% of the responses.

80 - 89.4% of ECC parents replied *mostly/strongly agreed* to the following statements:

- I have a good relationship with my child's teacher and other staff. I talk with my child's teachers about my child at least once a week (or every day if my child is in EHS Center-Base). I am invited to take part in classroom activities and events.
- The teachers and program staff often share information about things happening in the program and want to know about things my child is doing at home. They also ask about things that are important to our family and use this information to help my child grow and learn.
- ECC staff and home-visitors work with me to meet my child's special nutritional needs and let me know what my child eats each day.
- The ECC staff helps me to see I am a good parent. They support me in the decisions I make about myself and my family. They understand when something is difficult for me—and they work with me to meet my needs. The ECC staff also encourages me and my child to learn about our traditions, culture, and history.

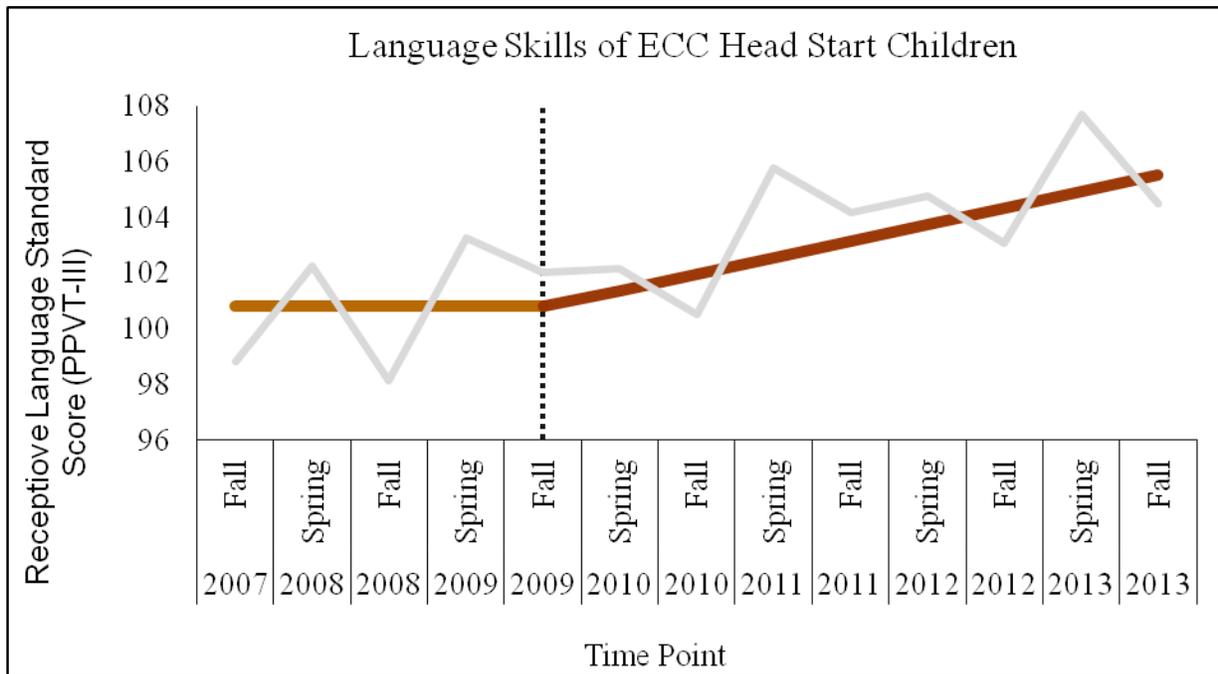
90 – 95.5% of ECC parents replied *mostly/strongly agreed* to the following statements:

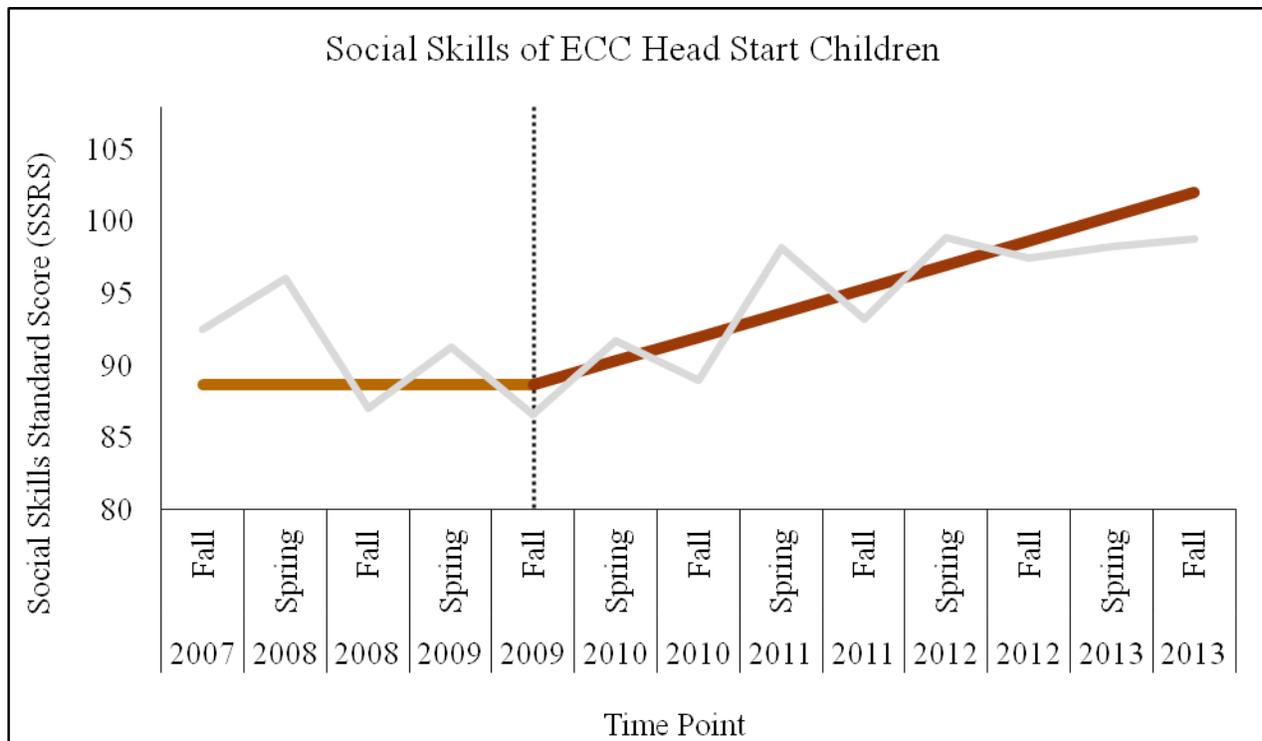
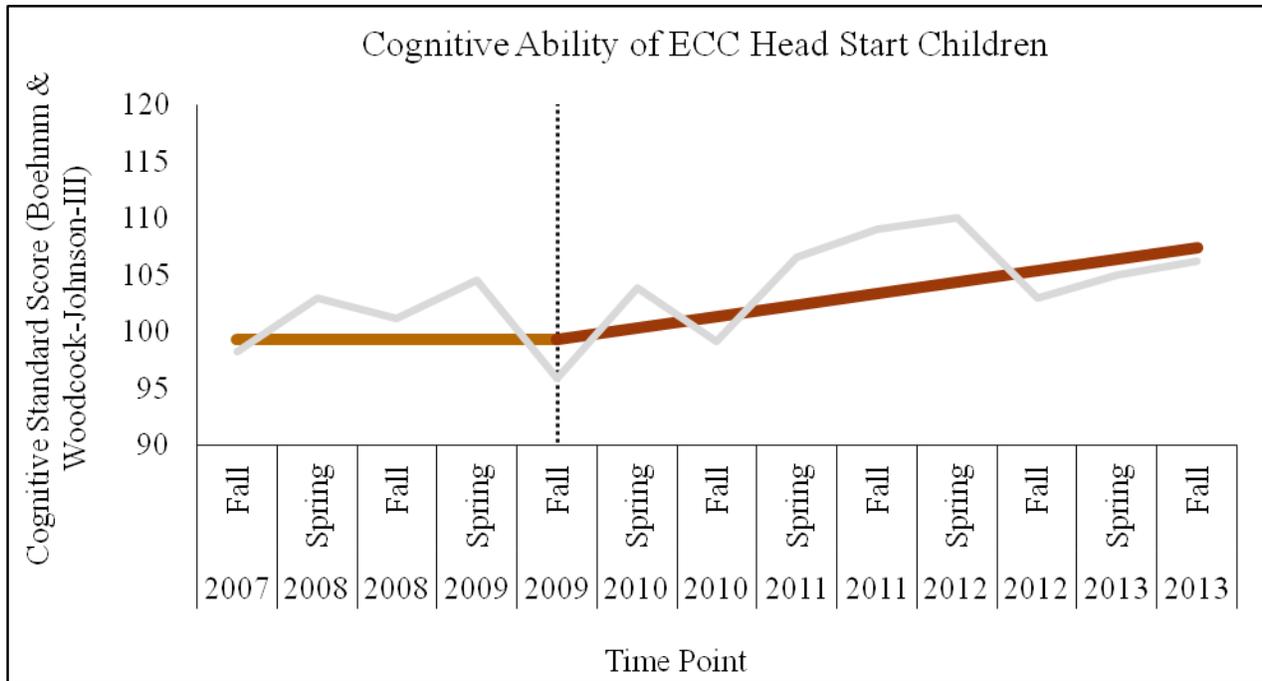
- As a parent, I feel welcome at the ECC. The staff respects my family's cultural and/or religious beliefs.
- The teachers and program staff take good care of my child and help my child learn to get along with others. I am told about my child's progress in ways that are respectful to me and my family.
- The teachers and program staff work with me to meet my child's individual or special needs, and they give me good information about where to go for other services I need.
- I am comfortable with what my child is learning and how my child's progress is measured. I have the opportunity to discuss what is learned and how it is measured. I know how the teachers/program makes sure that information about my child and his or her progress is kept confidential.

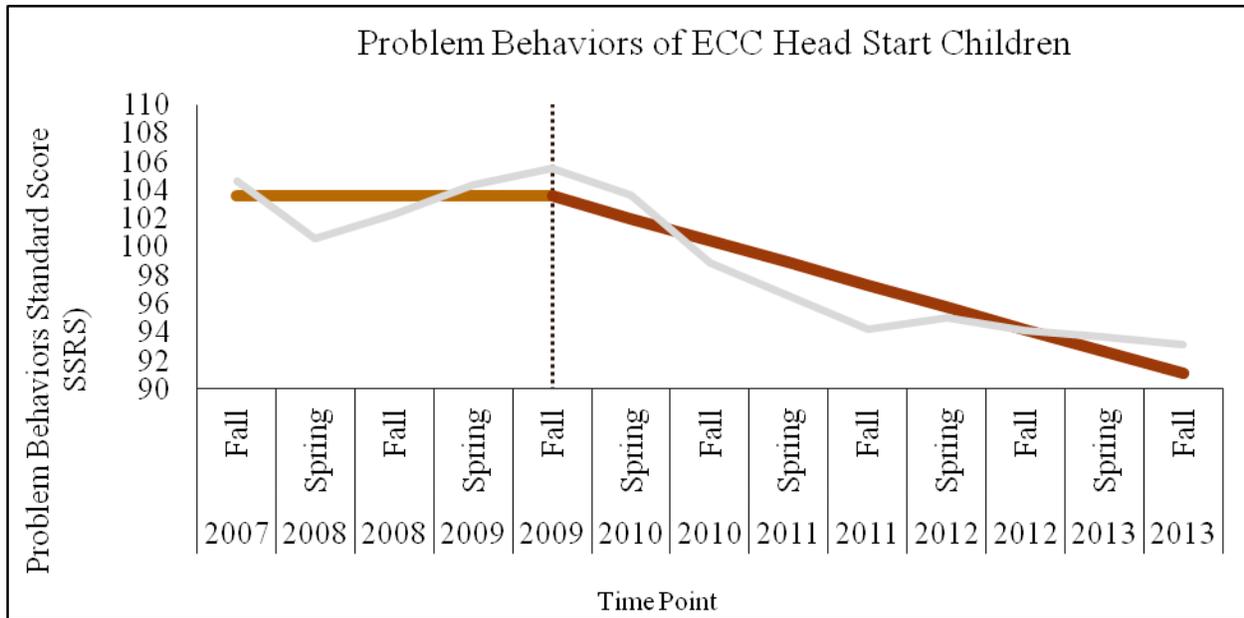
School Readiness: The Early Childhood Center's kindergarten readiness goals were developed in consultation with parents of children participating in the program and Bayfield School staff meets the requirements of the Head Start Performance Standards. At least three times each year, the ECC school readiness goals progress monitoring is included in the ECC newsletter. The School Readiness Leadership Team meets monthly to address school readiness data analysis, community and family engagement.

Child Development Outcomes for Early Head Start and Head Start		
Objective and Dimensions from Teaching Strategies Gold Assessments	% of Children who met or exceeded expectations Fall 2013	% of Children who met or exceeded expectations Spring 2014
Manages feelings	92%	95%
Demonstrates gross motor manipulative skills	82%	82%
Uses fingers and hands	78%	85%
Engages in conversations	69%	69%
Demonstrates knowledge of patterns	86%	89%
Attends and engages	86%	89%
Counts	69%	75%

School Readiness/Assessment Data: Head Start children’s development has been followed using standardized measures of language, social skills, challenging behaviors and cognitive skills. As the scores are nationally normed, with 100 the average score, we are able to show ECC Head Start children are doing as well developmentally -- and in most cases better -- than children nationally. The following information shows progress from the years 2007-2013:







Source: ECC Assessment Data 2007-2013 provided by LAUNCH

School Readiness/Kindergarten Transition Activities:

Transition activities for ECC kindergarten bound children are scheduled and planned each spring by the School District of Bayfield and ECC. Jointly planned transition activities may include events such as *Parents and Pizza Night*, *Kindergarten Field Trip*, and *Kindergarten Breakfasts*. ECC staff and Bayfield School staff meet each spring to coordinate and plan transition activities. Additionally, both agencies have shared in-service training, such as *Time to Sign* and *Handwriting Without Tears*. These shared trainings afford ECC teachers and Bayfield School teachers an opportunity for continuity across programs and grade levels. For the purpose of a smooth transition to kindergarten, ECC staff share assessment data with kindergarten teachers.

According to a parent survey given in 2012-2013 by the LAUNCH Program, the following information was concluded regarding kindergarten transition activities:

- The majority of parents (80.4%) felt that the program offers activities to help ensure that their family makes a smooth transition to kindergarten and that transition activities are important to them (86%). See Table 5 for additional information. Approximately 35% of respondents indicated that they or their child participated in the Preschool at the Bayfield School transition activity in April, 2013 and over half (52.8%) responded that they saw culture and language reflected in the transition activities.

Parental perceptions of kindergarten transition activities (n=55)

	Strongly disagree		Mostly disagree		Disagree a little		Agree a little		Mostly agree		Strongly agree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The program offers activities for my child/family to participate in to help ensure that our family makes a smooth transition to kindergarten	3	5.9	1	2.0	1	2.0	5	9.8	17	33.3	24	47.1
I think kindergarten transition activities are important and value the opportunity to participate in them.	2	3.6	2	3.6	0	0.0	4	7.3	5	9.1	42	76.4

ECC CLASS Scores: Classroom Assessment Scoring System (CLASS) Observations

The CLASS is a tool for observing and assessing the qualities of interactions among teachers and children. The CLASS is organized into three broad domains that research shows contribute to children's social development and academic achievement:

- Emotional Support
- Classroom Organization
- Instructional Support

Each domain is further broken down into dimensions. During a 20-minute observation, each dimension is scored and then the domain scores are obtained by calculating the average. These are high stakes observations. The Office of Head Start uses the CLASS during on-site reviews as part of Performance Standard 1307.3; the basis for determining whether a Head Start agency will be subject to an open competition. While these observations only take place in Head Start classrooms and not Early Head Start classrooms, it must be emphasized that these are *grantee-level* scores. The ECC earned extremely high scores during the 2014 review. This illustrates the ECC's continued program-wide commitment to high quality and improving outcomes for children and families.

Data from all 2014 reviews is not yet available. The Office of Head Start has informed grantees that 2014 national and regional CLASS statistics will be available at the end of December 2014. The data below is from 2013. Grantees with CLASS scores at or below the lowest 10% nationally fall into the Designation Renewal System and are subject to open competition for their grant. The ECC's 2014 CLASS scores compared with the 2013 national scores shows the ECC's scores are among the highest 10% in the nation.

Red Cliff Early Childhood Center CLASS Statistics:

Red Cliff ECC CLASS Scores from 2014 Federal Review			
Domain and Dimensions Scores (1=lowest, 7 = highest)			
Domain	ECC Scores	Average Score All Grantees Nationally	Range of Scores All Grantees Nationally
Dimension			
Emotional Support	6.6667	5.99	4.99 – 6.94
Positive Climate	7.00	5.97	4.50 – 7.00
Negative Climate*	1.00	1.05	1.00 – 1.65
Teacher Sensitivity	7.00	5.70	4.06 – 7.00
Regard for Student Perspectives	5.67	5.32	3.47 – 7.00
Classroom Organization	6.50	5.63	4.15 – 7.00
Behavior Management	7.00	5.87	4.25 – 7.00
Productivity	7.00	5.89	4.50 – 7.00
Instructional Learning Formats	5.50	5.12	2.72 – 7.00
Instructional Support	4.00	2.72	1.33 – 4.83
Concept Development	3.33	2.42	1.00 – 4.70
Quality of Feedback	4.50	2.73	1.25 – 5.10
Language Modeling	4.17	3.02	1.10 – 5.00

*For Negative Climate, a lower numerical score is preferred.

ECC Staff Qualifications:

The ECC believes that education and continued training is the key to successful early childhood programming. Currently, all Head Start and Early Head Start teachers meet early childhood qualifications. Other Red Cliff Early Childhood Center staff – Family Services, ECC Management, other support staff are also pursuing various degrees per their annual individualized staff development plan. The table below shows us that 33% of staff have an Associate’s degree, 33% of staff have a Bachelor’s degree, 11% have a graduate level degree (3 Doctorates and one Master’s degree), 6% are currently enrolled in an Associates in Early Childhood Education, and 22% of staff have a certificate or other credential specific to their position.

STAFF 36 (currently 1 vacancy)	OTHER CDL, ECE credits, certificates	Associate Early Childhood or Other	Currently Enrolled AA	Bachelor’s Early Childhood or Other	Graduate Level	Percentages (by staff type)
Teachers 18	2	8 ECE	2 ECE	6 ECE	0	44% AA 33% BA
Support Staff 8	2 CDL 3-certif. 1-fluent Lang. Inst.	2 Hum. Serv. 1 Acct.	0	0	0	25% AA 75% other
Mgmt. 10	0	1	0	6	4	60% BA 40% Grad

Part VII. Needs of ECC Eligible Children and their Families

ECC Family Risk Factors: The following tables provide the top risk factors that parents completing pre-applications for the ECC have identified:

Early Head Start Top Risk Factors 2014 (68 Children and Prenatal)	
1. First Time Parents	47%
2. Prenatal Substance Abuse(Drugs, Alcohol, or Tobacco)	41%
3. Mother was in the habit of drinking before she knew she was pregnant	41%
4. Not working and not in School/Job training	40%
5. Parent Does Not Have High School Diploma or GED	32%
6. On Public Assistance : TANF, SSI, SSDI , GA	29%
7. Family is Homeless (Living with relatives or friends)	28%
8. Parent Diagnosed with Mental Illness	24%
9. Teen Parent/Pregnant Teen	22%
10. Parent or Sibling Living in the Household with a Long-Term Chronic Illness	18%
11. Single Parent	16%

Head Start Top Risk Factors 2014 (50 Children)	
1. Prenatal Substance Abuse(Drugs, Alcohol, or Tobacco)	44%
2. Mother was in the habit of drinking before she knew she was pregnant	38%
3. On Public Assistance : TANF, SSI, SSDI , GA	36%
4. Alcohol & Drug Abuse within Child's Primary Household	25%
5. First Time Parents	24%
6. Not working and not in School/Job training	24%
7. Parent Diagnosed with Mental Illness	22%
8. Parent or Sibling Living in the Household with a Long-Term Chronic Illness	16%
9. Home Safety Concerns (Lead, Carbon Mon., Other)	16%
10. Single Parent	14%

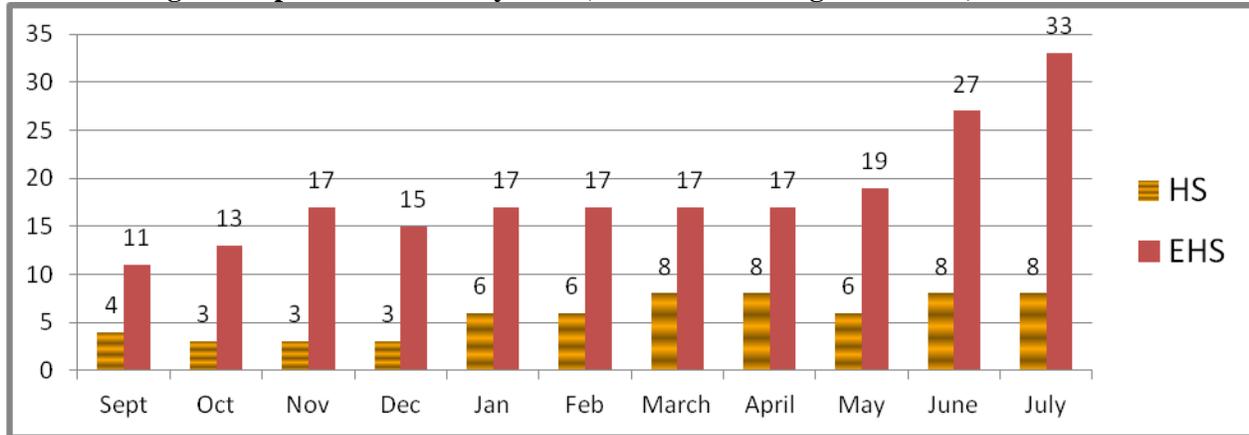
The above data indicates that prenatal substance abuse and mothers in the habit of drinking before she knew she was pregnant rise to the top of the risk factors that ECC families **self-report**.

Other risk factors that are concurrent to both EHS and HS data include a high number of ECC families receiving public assistance, a high number of first time parents, a high number of families not working or in school, and a high number of ECC families who have a parent diagnosed with a mental illness. Further data analysis shows us that **67% of families enrolled at the ECC have an average of at least four risk factors** on their pre-application.

Waiting List:

The ECC waiting list continues to increase as the population increase. The table below clearly shows this trend.

ECC Waiting List September 2013-July 2014 (Children receiving no services)

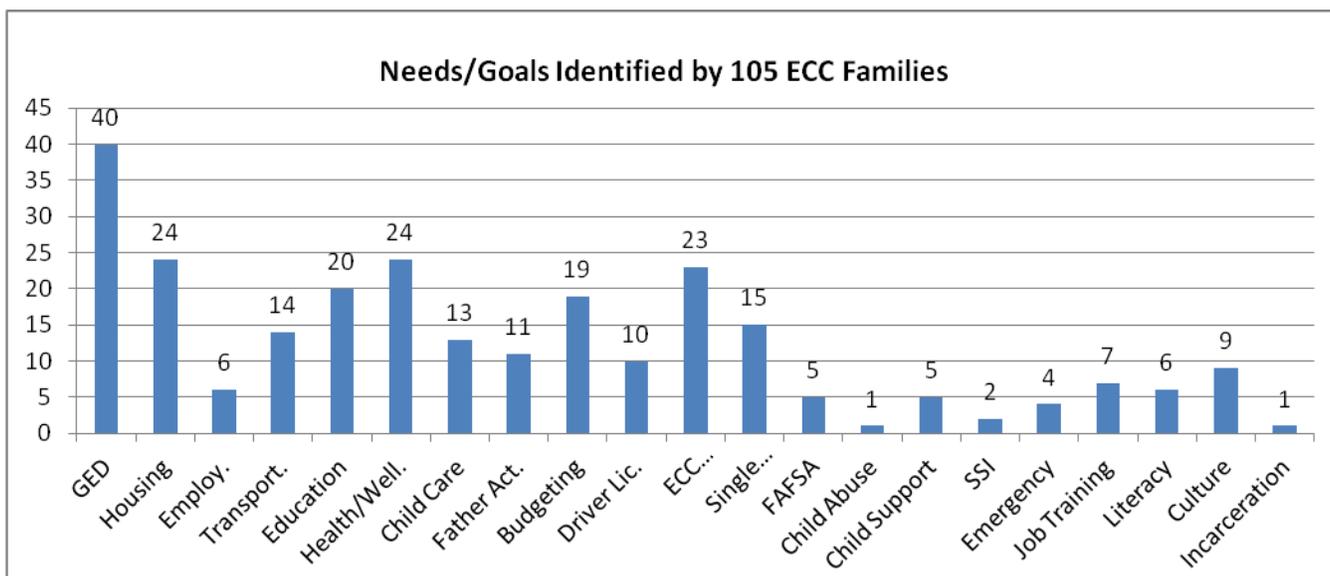


Ages and number of children on waiting list for EHS & HS enrollment – not currently enrolled in any program option.

EHS		Head Start	
Ages	Waiting List #	Ages	Waiting List #
Prenatal	1		
0-1	3	3	0
1-2	3	3-4	3
2-3	7	4-5	2

ECC Child Plus Enrollment Data, November 2014

ECC Family Partnerships-Identified Needs/Goals: The following needs were identified from the 2014-2015 ECC Family Partnership Agreements (a family assessment tool). The family partnership process includes families and staff, timetables, and strategies for achieving goals/needs.



**Information obtained from 2014-2015 Family Partnership Agreements/PIR Updates

ECC Family Partnerships-Identified Needs/Goals:

- **Adult Education:** There is a high number of families without a high school diploma or equivalency, plus the availability and options there are to families for higher education; and the lack of educational priorities for families because of multi-generational and cultural impacts. This includes resources such as budgeting and financial literacy. The ECC Family Services team continues to provide opportunities in these areas and building their knowledge to support families.
- **Housing:** Challenges around housing continue to be expressed by families. Families continue to wait and rely on public housing; resulting in doubling-up or moving out of the area. The need for affordable housing is drastic. Along with housing needs, the Family Service Team also acknowledges the high need for education for families regarding household management, financial management and maintenance. In addition, it was identified that resources must be culturally sensitive and family friendly.**Health & Wellness:** Stress management, weight loss and health education were included in this section. The lack of mental wellness providers, resources and education has been identified by both families and Family Resource Coordinators. Parents face challenges when caring for their children because they lack the ability to cope with stress.
- **Transportation:** The need for transportation falls into many areas. Rising to the top is poverty; families cannot afford to own a vehicle, purchase fuel, secure and pay for car insurance and maintenance of their vehicle. Also identified is the need for car seat assistance and education. Due to the cost of car seats, people continue to recycle seats, not use the appropriate seats, or not use safety seats at all. This need continues to increase as an additional economic difficulty. Another continued challenge is the loss of driver's licenses due to past and current criminal charges or the challenge of obtaining a driver's license.

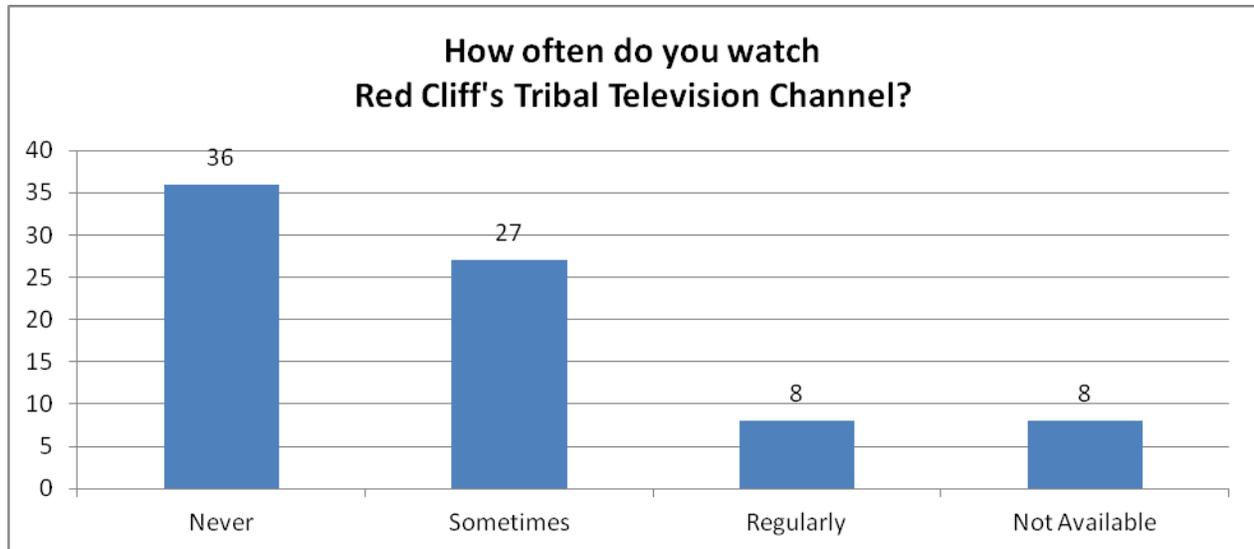
Child Care: Currently there are eight certified home/child care providers within the Red Cliff boundaries; only four are currently active and providing child care for children. For the calendar year of 2013-2014 there were a total of twelve certified providers.

Lack of providers, lack of space, and cost of child care are all barriers to quality child care. Child care assistance from the State Young Star program recently changed, resulting in reduced assistance rates to providers and increased training requirements for family childcare providers.

Infant and Child Death Rates: No official data was available on the incidence of infant and child deaths. The ECC served one family in 2013 that experienced the tragic loss of their infant within days after birth.

ECC Parent Deaths: In the past year the ECC has experienced the tragic loss of four young parents of ECC enrolled children, some of which have been reported to be linked to substance use.

Communication: Nearly 100% of ECC families have telephones (land line or cell); approximately 91% of families have internet access either through home internet or wireless devices such as cell phones, computers or tablets that they access public/mobile wifi from, resulting in immediate access to Facebook private messages or text messages. The program has been successful in streamlining communication with parents through Facebook private messages. Often times Facebook is the only way the program can reach a parent. ECC parent surveys and interviews indicate Facebook has proven to be an extremely effective and efficient means of communicating with parents and community. Every attempt to communicate effectively with families is closely monitored. The graph below shows us that the Red Cliff tribal TV channel is watched *sometimes/regularly* 44% of time.



Source: Community Sustainability Survey, Treaty Natural Resources Division Sustainability Component, 2014

Health Services:

ECC Children Up to Date*

	2011-2012	2012-2013	2013-2014
Health	87%	77%	80%
Dental	89%	89%	70%

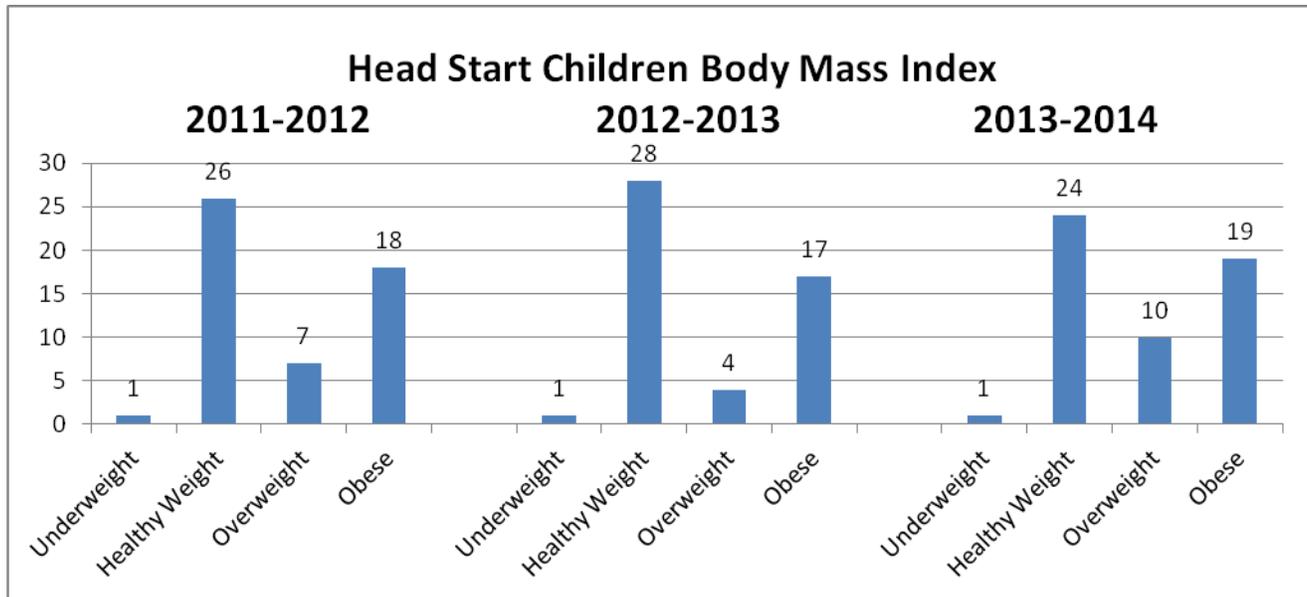
Source: ECC PIR's 2011-2014

*Health up to date meaning on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care; dental up to date meaning those who have completed a professional dental examination.

ECC Children Medical Treatment Received

From 2011-2014 there were 10 children treated for anemia, 4 children treated for hearing difficulties, 3 children treated for vision problems, and 4 children treated for high lead levels. Asthma continues to be the highest area of medical treatment that children receive.

Children treated for Asthma	2011-2012	2012-2013	2013-2014
	16 (12%)	22 (17%)	20 (15%)



Head Start Overweight/Obesity: The above data shows that of the 3-5 year olds enrolled in Head Start, 48% were overweight or obese in 2011-2012; 42% of children in 2012-2013; and 54% of children in 2013-2014. *Underweight (BMI < 18.5); Healthy Weight (BMI 18.5 – 24.9); Overweight (BMI 25 – 29.9); Obese (BMI > 30).

Dental Services:

Head Start: There were 50 children enrolled in Head Start for the 2013-14 program year, 48 have had a dental exam by a dental professional during the 2013-2014 year. The current school year 2014-2015 has an enrollment of 50 Head Start children; thus far 47 have been screened by a dental professional

Early Head Start: Out of 32 children enrolled in center-based Early Head Start, 27 have been screened by a dental professional since the beginning of this program year.

All children (with parent consent), both Head Start and Early Head Start, who receive the on-site screening/exam, also receive an application of fluoride varnish (preventive treatment).

Barriers: Despite the high number of ECC children who have received exams and preventive treatment (fluoride varnish), there remains systemic barriers for those children who need dental treatment. The nearest dental clinic that specializes in children's' dental care is 30 miles from the reservation. At this time the dental clinic that specializes in pediatric dental care is scheduling six to eight weeks out. Worse, if a child needs general anesthesia, the family must drive the child 3 1/2 hours one way for the appointment. Not only is this extremely inconvenient, it is also expensive and difficult to accomplish, especially for parents who must be at work. In addition, many families do not have transportation at all. Easy, close-to-home access to dental professionals and others who can administer general anesthesia is a dire need for the Red Cliff community.

Part VIII. Resources to meet the Needs of ECC Eligible Children & Families

The Red Cliff Band of Lake Superior Chippewa Indians is the owner and operator of dozens of community services and programs. The Tribe operates six divisions that host programming and services for our unique Red Cliff community population. According to the Tribe’s annual report from 2013 it managed an estimated budget of \$28,692,000.00 and approximately 72 program budgets. The following chart reflects some of the many community resources per division:

Red Cliff Divisional Resources

Red Cliff Divisional Programming					
EDUCATION	HUMAN/FAM SERVICES	HEALTH SERVICES	PUBLIC WORKS	PROTECTIVE SERVICES	TREATY/NAT RESOURCES
Educ. Dept.	TANF	Health Clinic -Family Practice -Ped.Practice	Road Maint.	Law Enforcement	Fisheries
Head Start & Early Head Start	Med. Assist.	Dental Clinic	Water & Sewer	Ambulance	EPA
Child Care	General Assistance	Comm. Health Programs	Building Maintenance	Fire Department	Water Resources
School District of Bayfield	Food Dist.	AODA Program		Indian Child Welfare	Hatchery
Interim Library*	Elderly Program	Mental Health		Conservation Wardens	Historic Preservation
ANA Language Revitalization	Food Shelf	WIC		Respite/Kinship	Recycling
Circles of Care*	Youth Services	Home Visiting*		Tribal Court	Integrated Resource Manag. Plan
GED/HSED (WITC @ ECC)	Tribal Coordinated Services Team*	RC Garden		Child Support*	Frog Bay Tribal National Park*
	Violence Prevention				

* Represents new programs available within last two years.

Red Cliff Community Health Center: The Red Cliff Community Health Center provides general family practice, pediatrics, pre-natal care coordination, dental, laboratory, x-ray, and mental health services for the Red Cliff Community. Access for major medical issues, however, requires Red Cliff members to travel to Ashland (30 miles) to Duluth, Minnesota (over 100 miles) and Eau Claire, Wisconsin (over 190 miles).

- **Zaagichigaazowin Home Visiting Program:** Provides family-focused, culturally-based home visiting services for prenatal families and families with young children. The program provides a unique partnership between traditional cultural knowledge, primary care, community health and developmentally based supports. Services include pregnancy support, doula services/birth attendance, breastfeeding/infant feeding support and many other services (Note: The term *doula* means a non-medical person who assists women before, during, and after delivery of a baby). Zaagichigaazowin is available through the Red Cliff Community Health Center; the Red Cliff Early Childhood Center is a strong collaborating partner.
- **Prenatal Care Coordination (PNCC):** The Public Health Nurse at the Red Cliff Community Health Center provides prenatal care and follow-up care to expectant and newly delivered families. This service is also a component of the Zaagichigaazowin Home Visiting Program.

Mental Health:

- The Red Cliff Community Health Center currently has one psychotherapist who provides psychotherapy services, primarily individual, to adolescents and adults with an average caseload of 30 adolescent and adult clients.
- **Calm Waters Wellness:** Calm Waters, a rural clinic under the umbrella of New Horizons North, provides mental health services through three outpatient clinics, located in Bayfield, Washburn, and Ashland. This includes embedded offices at Ashland, Bayfield and Washburn Public Schools. Services are provided across the lifespan.
- **Circles of Care:** the Red Cliff Band of Lake Superior Chippewa Indians was recently awarded a Circles of Care planning grant, which will provide an opportunity for the community of families, youth, providers and policy makers to envision, together, a culturally-grounded system of care for the provision of a range of mental health services and supports across the care continuum, along with community-generated definitions of healing and wellness.

Red Cliff Human/Family Services:

- **Tribal Coordinated Services Team:** Red Cliff recently received a grant to operate a Coordinated Services Team program that will assist families in receiving services from multiple providers/services through the facilitation and coordination of the program.
- **Violence Program:** the Red Cliff Family Violence program is committed to providing current and quality services to victims and children of domestic and sexual violence. Services include assistance attaining restraining orders to ensure their safety, referrals and coordination to mental health providers, legal assistance, individual counseling, and one time security deposit assistance to ensure a safe home environment for the family.

Nutrition Resources:

- The *Miino bii maa da se win* (Return To The Good Life) garden: producing fresh, healthy vegetables that are given to community groups and to the Red Cliff food commodities program.
- **Woman, Infants, Children (WIC) Program** in Red Cliff: promotes and maintains the health and well being of nutritionally at-risk pregnant, breastfeeding, and postpartum women, infants and children.
- The Red Cliff Food Distribution Program provides food to eligible community members.
- The Bayfield School provides healthy meals to all students at no cost.

Red Cliff Protective Services

- Red Cliff Child Support Program: the recent opening of the Red Cliff Child Support Services Agency has been in response to the growing number of families needing services and in a more culturally responsive manner. This local service provides paternity establishment and child support services to families where one or more of the parties are enrolled members of the Red Cliff Band of Lake Superior Chippewa Indians or for non-members who reside within the boundaries of the Red Cliff reservation.
- Red Cliff Law Enforcement: A pressing concern over prescription drug abuse and drug-endangered children prompted the Red Cliff Community Health Center to require a signed controlled substance agreement prior to the prescription of controlled medications; Tribal Law enforcement, in collaboration with Family/Human Service Division programs (ICW/DV/Reentry/Youth Services), Education Division Programs (Early Childhood and Childcare) and Health Division Programs (Prescription Task Force, Zaagichigeezowin Home Visitation program) recently received training on and have formed a Drug Endangered Children's program.

Education:

- Red Cliff Library: the return of the Red Cliff Library (in its interim location) will provide families with local access to much needed literacy resources (with a high amount of cultural resources), along with a space for computer access.
- Adult Basic Education: the ECC and WITC-Ashland have been collaboratively hosting weekly adult basic education classes at the ECC for adults seeking their General Education Diploma (GED) or High School Equivalency Diploma (HSED). This no cost, on-site service has great attendance, feedback and response from the community.
- Child Passenger Safety: the ECC currently has Nationally Certified Child Passenger Safety Technicians, with two technicians in the process of retaining their 'Trainer' certification. The ECC, in collaboration with the Red Cliff Community Health Center, has successfully been combating child passenger safety; the ECC and Clinic have obtained a WI Department of Transportation grant to support the purchase of car seats for the last three years. The average number of seats distributed each year is approximately 100 at the ECC.

Non-Tribal Resources:

In addition to working directly with Red Cliff tribal programs and services, the ECC finds their working relationships/collaboration agreements enhance resources and services to the families. The following programs are some of the partners who help meet the unique needs of the Red Cliff community:

- Bayfield Recreation Center
- Bayfield Carnegie Library
- WITC-Ashland
- School District of Bayfield
- Northwest Wisconsin Concentrated Employment Program (NWCEP)
- Bayfield County Child Support
- Birth to Three
- State of Wisconsin—Roles, Responsibilities and Collaboration related to service young children with disabilities and their families
- UW Extension-Ashland & Bayfield Counties

- Gitchigami Kids Early Learning Center, Inc: in response to the high need for child care and the growing waiting lists at the ECC, a licensed, affordable nonprofit child care center, belonging to the community itself, is projected to begin soon in the city of Bayfield, Wisconsin. The top quality center will offer healthy food and stimulating curriculum for infants, toddlers, preschoolers and schoolagers led by caring and fully-trained staff in a clean and safe facility. The facility will accept a maximum of 35 children and is projected to open February 2015. The ECC will be working closely to provide assistance to the new center such as trainings, sample policies or any other guidance needed.

Part IX. Key Findings of Red Cliff Specific Information

The 2014-2015 full community assessment data and key findings highlight the challenges facing Native American children and their families; these challenges need to be understood within the context of the historical trauma suffered by their ancestors and the ongoing effects of this intergenerational wounding. Reservations have many characteristics that place children at risk for less than optimal development and Red Cliff demographics highlight the need for supportive interventions and services. The following risk factors and key findings were identified:

AODA

- The reported number of substance (drugs, alcohol, tobacco) use during pregnancy from the ECC pre-applications totaled 43% of children enrolled. It is impossible to identify whether or not this is drugs, alcohol or tobacco; at this time the assumption is that it is largely tobacco use but we are not eliminating drugs or alcohol as possibilities. In addition, 40% of enrolled children's applications identified that the mother was in the habit of drinking before she knew she was pregnant.
- The Bayfield School Youth Risk Behavior Survey (YRBS) indicates an alarming number of high school students that are participating in tobacco use, sexual behavior and unprotected sex. YRBS did not measure alcohol or drug use.
- The crime/drug/gang assessment completed recently in Red Cliff indicates that the population of potential parents may have extensive and escalating influence of drugs and crime related behaviors, which have been identified as later barriers to employment, housing and transportation due to criminal backgrounds, in addition to the risk of prenatal substance use.

Language and Culture

- Ojibwe language revitalization efforts have been indicated as a high area of need from several community and ECC parent surveys.
- Traditional Ojibwe cultural activities such as seasonal gathering, pow wows, arts/crafts, and ceremonies have been indicated as high areas of need from several community and ECC parent surveys.

Health

- The birthrate in Red Cliff has been an average of 33.5 births a year for the last six years.
- Obesity/overweight rates in Head Start age children have averaged 48% of children from 2011-2014. Red Cliff Women Infants and Children (WIC) data support this by indicating that currently 51% of children ages 0-5 participating in WIC are obese/overweight.
- The health and nutrition surveys completed by the Red Cliff Community Health Center indicated that 43% of respondents felt their diet is extremely/somewhat unhealthy, and that barriers to obtaining healthy food are finances, motivation, transportation and knowledge.
- ECC data shows that an average of 15% of enrolled children receive treatment for asthma annually.
- The Mayo Clinic identifies being overweight, exposure to second-hand smoke, and having a mother who smoked while pregnant as risk factors that increase the risk of developing asthma.
- 23% of enrolled ECC children have a parent diagnosed with a mental illness.

Housing

- There have been an average of 27 ECC families (average of 28 children) a year that experienced homelessness from 2011-2014. Many families are doubling up (multi-generational and multi-households) due to long waiting lists and extremely limited rental/owner options.
- The Red Cliff Housing Authority waiting list averaged 58 on their waiting list for the last five months; no new tenants have been moved in or will be moved in soon due to several remodel projects occurring.

Education

- Red Cliff continues to have a high number of individuals seeking Basic Adult Education/General Education Diploma (GED); currently there are 40 ECC parents and community members who are seeking their GED.
- The ECC waiting list continues to increase throughout the school year, with the largest number of wait-listed individuals seeking EHS center-based services.
- 84% of students in special education at the Bayfield School are Native American (82 students). The Bayfield School has been identified by DPI since 2006 as having a disproportionate number of Native American students receiving special education.
- The ECC currently has 8 children in Head Start with an Individualized Education Plan (IEP); 11 Head Start children who may have a pending referral, did not qualify, or has a high need such as behavioral or sensory integration; and 3 children in Early Head Start with an Individualized Family Service Plan (IFSP).
- The number of tribal members living on or near the reservation seeking and obtaining scholarships for higher education has decreased over the period of 2011-2014.

Unemployment/Poverty

- The Bayfield County unemployment rate continues to be at least twice that of the state of Wisconsin.
- An average of 34% of ECC families annually receives TANF. Red Cliff residents represent 44% of all food share benefits in Bayfield County; 66% of WIC participants receive food share and 91% of WIC recipients receive Badger Care plus (WI Medicaid).

The community assessment also had key findings in areas other than risk factors including the following **strengths**:

- 90-95% of ECC families report that they mostly/strongly agreed that they feel welcome at the ECC, the staff respects their family's culture, the staff take good care of their child and told about their child's progress, the staff work with the family to meet individual or special needs, the staff give good information about where to go for services, and that they feel their child's information is kept confidential.
- ECC data indicates that children enrolled make progress toward school readiness goals despite the high risk factors and impoverished community. Data also shows that ECC Head Start children are doing as well developmentally -- and in most cases better -- than children nationally.
- Child care needs will potentially be addressed with the projected opening in the spring 2015 of the Gitchigami Kids Early Learning Center, Inc in the nearby city of Bayfield, WI.
- Circles of Care planning grant will assist in developing a culturally-grounded system of care for the provision of a range of services and supports across the care continuum, along with community-generated definitions of healing and wellness.

The following **lack of resources** were also identified:

- Currently there is only one mental health professional at the Red Cliff Community Health Center to meet the clearly indicated needs of the Red Cliff community, including several ECC families.
- Red Cliff AODA in-patient services are currently temporarily unavailable and outpatient services are extremely limited to the community due to staffing shortages.
- Studies show that young adults feel there is limited community supports about dangers of substance use during pregnancy; young adults feel that it is socially acceptable to smoke, drink and engage in risky behavior while pregnant or before pregnancy.
- Cultural and language resources are scarce in the Red Cliff community, providing evidence that the Red Cliff community faces severe cultural identity loss and the desire to reclaim their traditional teachings. Currently there is only one fluent Ojibwe language speaker who is hired through the ECC's Administration for Native Americans (ANA) grant that Red Cliff has through September, 2016.
- Local access for pediatric dental care and/or specialty health services, such as allergies is not available.

Part X. Recommendations and Decisions

Input from the ECC staff, Policy Council and Tribal Council informed the following recommendations. These are not community wide recommendations but are specific to the scope of the Early Childhood Center.

AODA

- To capture more accurate data, the ECC pre-application will be revised to separate drug, alcohol and tobacco use during pregnancy.
- Advocate for preventative and intervention AODA services and programming for families and youth/adults of reproductive ages.
- Continue to provide credible and culturally sensitive resources to families enrolled at the ECC regarding the risks of tobacco, drug and alcohol use during, before and after pregnancy.

Language and Culture

- Increase emphasis on Ojibwe language and culture (in response to community and family input) at the ECC and provide more agency-to-agency and collaborative trainings related to culture and language.
- Support the tribe's efforts as a collaborating partner to build an early learning, library and Ojibwe language immersion center.

Health

- Seek training efforts or programming to build ECC staff's knowledge related to health needs of the community that can be implemented on a parent training level.
- To capture more accurate data, the ECC pre-application will be revised to add more clarification identifying what types of mental illness parents have been diagnosed with.
- Provide training opportunities for families relating to healthy nutrition choices.

Housing

- Continue to partner and collaborate on housing needs, development projects and resources with tribal, regional and other Housing partners.

Education

- Continue to provide Basic Adult Education/GED classes on-site at the ECC for parents and the community through Wisconsin Indianhead Technical College (WITC).
- Advocate for increased opportunity for early childhood education/higher education for potential ECC staff, parents and Red Cliff community; such as the return of the Lac Courte Oreilles tribal community college (or other higher education institute) to the Red Cliff community.

Unemployment/Poverty

- Continue to seek and provide services that would help to meet the needs of the population served, such as family resource coordination, trainings, and community responsive programs.

Strengths

- Provide the data and advocate for additional Early Head Start center-based slots and space/facility to address the need evidenced by waiting lists and the success of the ECC on school readiness.

Resources

- Continue to collaborate with local and regional service providers, maintaining up-to-date information and programming availability; communication and relationship building are fundamental to building resources, referring families to resources, and showing the need for resources.