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Fiscal Year 2002 Budget News

On September 20, the Governor asked state government to reduce spending to generate a 7 percent cushion against revenues that are not meeting expectations. Revenues are below estimates and if that continues, it is likely the legislature will be forced to do a deappropriation bill in early 2002 when they come back into session. The reduction does impact Empowerment grant funds. Empowerment is not on the list of exemptions.

In order to minimize the impact on services and customers, the Governor is asking that we start now with 9 months left in the fiscal year) to come up with the required reductions. It will be easier to save the 7 percent in 9 months than if we start reducing later in the year.

The reduction is for the current year (FY 2002: July 1, 2001 to June 30, 2002). Since grant payments have already been made to Community Empowerment Areas, it could be possible that CEAs will have to remit payment back to the state.

The reduction would be taken based on the total FY02 grant amount. For example, an area received a school ready grant of \$250,000. If a deappropriations bill is passed in 2002 that requires a 7% reduction, the area would have to return \$17,500 to the state. That amount will be the same regardless of the timing. It will be easier to save the \$17,500 if we start reducing now, rather than later in the fiscal year.

Right now there are more questions than answers. Department directors received this information on the announcement day. Departments have until October 10 to finalize plans for

reducing spending. The cuts will be around 7 percent but could be higher or lower. As details become available we will pass them along to you.

Iowa Community Empowerment Toolkit and Website Enhancement

The Iowa Empowerment Board and State Team recently released a Toolkit. This Toolkit was created to provide technical assistance to those persons involved with community planning and implementation efforts. Whether you are a new board member or a coordinator of services, the Toolkit provides hands-on instruction as well as a central place to go to for references. The document was released in hard copy in a suitable format for duplication.

The Toolkit will also be available on the newly enhanced State Empowerment website: www.empowerment.state.ia.us. From the homepage, the Toolkit is located under the button "Empowerment Tools." We hope the organization of the enhanced website will make it easier for all persons to access the necessary information for which they are seeking.

If you have questions about the Toolkit or items on the website, you may contact, Shanell Wagler at shanell.wagler@idom.state.ia.us or Harold Coleman at hcolema@dhs.state.ia.us.

Upcoming Events

Empowerment Board Meeting Schedule

October 1

United Way of Central Iowa
Des Moines

January 11, 2002

April 5, 2002

July 12, 2002

October 4, 2002

*(2002 meetings will be held at the
Urbandale Public Library)*

Empowerment Advisory Council Meetings

March 14, 2002

June 13, 2002

September 12, 2002

*(2002 meetings will be held at the
Urbandale Public Library)*

Contact/Coordinator Meetings

February 27, 2002

May 15, 2002

September 18, 2002

Scheman Center, Ames, Iowa

Every Child Reads Training Writing Module

(Please Note: updated schedule)

October 2, Des Moines

October 9, Storm Lake

October 16, Atlantic

October 18, Ottumwa

October 23 and 24, Cedar Falls

Empowerment State Networking Conference

November 28-29, 2001

Scheman Center, Ames

Partners for Healthy Baby

Three Pilot Empowerment Areas

7-12 month Curriculum

ICN Training

October 10 and 11, 2001

Introduction to Robert's Rules of Order

What Is Parliamentary Procedure?

It is a set of rules for conduct at meetings that allows everyone to be heard and to make decisions without confusion.

The method used by members to express themselves is in the form of making motions. A motion is a proposal that the entire membership can take action or a stand on an issue. Individual members can:

1. Call to order.
2. Second motions.
3. Debate motions.
4. Vote on motions.

There are four Basic Types of Motions:

1. **Main Motions:** The purpose of a main motion is to introduce items to the membership for their consideration. They cannot be made when any other motion is on the floor, and yield to privileged, subsidiary, and incidental motions.
2. **Subsidiary Motions:** Their purpose is to change or affect how a main motion is handled, and is voted on before a main motion.
3. **Privileged Motions:** Their purpose is to bring up items that are urgent about special or important matters unrelated to pending business.
4. **Incidental Motions:** Their purpose is to provide a means of questioning procedure concerning other motions and must be considered before the other motion.

All motions must be seconded, and are adopted by a majority vote unless otherwise noted. All motions may be debated unless otherwise noted.

1. **Motion to Adjourn:** not debatable; goes to immediate majority vote.
2. **Motion to Recess:** not debatable. May be for a specific time.
3. **Motion to Appeal the Facilitator's Decision:** Not debatable; goes to immediate vote. Allows the body to overrule a decision made by the chair.
4. **Motion to Suspend the Rules:** suspends formal process for dealing with a specific question. Debatable; requires 2/3 vote.
5. **Motion to End Debate and Vote or Call the Question:** applies only to the motion on the floor. Not debatable; requires 2/3 vote.
6. **Motion to Extend Debate:** can be general, or for a specific time or number of speakers. Not debatable.
7. **Motion to Refer to Committee:** applies only to the main motion. Refers question to a specific group with a specific time and charge.
8. **Motion to Divide the Question:** breaks the motion on the floor into two parts, in manner suggested by mover.
9. **Motion to Amend:** must be voted for by a majority to be considered and by a 2/3 to be passed. If amendment is accepted as "friendly" by the proposer of the amendment then many bodies will allow it to be accepted without a formal vote; this is a way of including a consensus-building process into procedure without endless debate over amendments to amendments. Strictly speaking, however, once the main motion is made it is the property of the body to amend.

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The Coalition for Family and Children Services

The Coalition for Family and Children Services in Iowa represents 33 private and county agencies that annually serve over 100,000 children and families in Iowa. The agencies provide a continuum of services in areas including: prevention, crisis intervention, family preservation, family-centered services, therapeutic foster family care, foster group care, shelter care, domestic violence, detention, maternal and child health, day care, residential treatment, PMIC, day treatment, jail alternatives, independent living, special needs adoptions, and diagnosis and evaluation. Formed in 1979, the coalition provides a way for members to improve services for children and families and impact public policy.

A complete list of member agencies and services provided is available on the Coalition's website: www.iachild.org.

The Coalition provides information and consultation to government leaders in the legislative, executive and judicial branches; offers training, resources and networking opportunities for child welfare and juvenile justice professionals through an annual conference, meetings and newsletters; monitors existing administrative and legislative rules, policies, and programs and when indicated, advocates for policy changes to positively impact children and families.

The Coalition's Kidsake special needs adoption project recruits families to adopt children with special needs. The project is funded through a grant from the State of Iowa and from Wendy's Restaurants. The project represents a multi-year partnership with the Iowa Department of Human Services, Iowa Professional Photographers Assoc., Iowa Farm Bureau Women's Organizations, Wendy's Restaurants,

and the Iowa Postal Service Auxiliary. For more information, please consult the Kidsake website: www.ikids.org

The Coalition was also the recipient of a four-year grant from the Northwest Area Foundation to assess the impact of federal block grants and devolution and work on its implementation.

For more information, contact the Coalition for Family and Children's Services at 515/244-0074.

Meet State Empowerment Board Member

Romaine (Ro) Foege



Born in George, Iowa, Romaine (Ro) Foege attended Wartburg College in Waverly, earning a BA degree with a Social Work major in 1960. His part-time college job at a residential treatment center for children sparked his life-long interest in working with children and families. Subsequently, Ro obtained a Master's of Social Work degree at the University of Iowa in 1963. He received additional training and certification in Psychotherapy from the Alfred Adler Institute of Minnesota.

Ro has been involved in a wide variety of professional and voluntary human service and community activities. While with the Linn County Department of Human Services, he developed their foster family program. Later, while working as a consultant with the Linn County Juvenile Court as administrator of Catholic Charities in Cedar Rapids, Ro was a founding board member of both Four Oaks and Alternative Services. He also served on the Marion Independent School Board.

Since 1978, Ro has been a School Social Worker with Grant Wood AEA in Cedar Rapids. In 1992, he was named Iowa's "School Social Worker of the Year." Ro has been recognized with awards from the American Academy of Pediatrics, the Coalition for Family and Children's Services in Iowa, and Alternative Services for Youth and Families, commending his work as an advocate for children and families in Iowa.

Ro was first elected to the Iowa House of Representatives in 1996, campaigning primarily on educational, environmental, and health issues. During the past two years, Ro has been the ranking Democrat on the Human Resources Committee. In that role, he continues to help shape policies that affect the health and well being of Iowans of all ages.

Ro is married to Susan Salter. They have lived in Mt. Vernon since 1979. Susan works as a Partnership Consultant with Grant Wood AEA and is the Regional Coordinator for Early ACCESS, Iowa's system of early childhood intervention services. Ro and Susan are the parents of 5 adult children and seven grandchildren.

Empowerment Exhibit Fair

January 31, 2002

This date may seem a ways off, but actually, it is just around the corner. Please mark your calendar for our upcoming Exhibit Fair to be held at the State Capitol. Although the basic format will be the same as last year, a few changes will be made to enhance the event. The hours will be 11:00 a.m. to 1:30 p.m.

Thirsty Brains Can't Think

From "Making the Early Years Count: Enhancing Your Child's Brain Development"

By J.M. Parramon

Water enhances our ability to stay alert. Researchers suggest that we drink between ten and fifteen glasses of water a day, depending on body size and activity level. Toddlers may need less water. Infants should be given water according to a physician's guidelines as they can become over hydrated.

Drinks with caffeine and sugar do not offer hydration. As a matter of fact, both reduce hydration, caffeine because it is a diuretic and sugar because it activates digestion.

Ways to help children increase water intake: 1) Talk to children about the importance of drinking water. Tell them that water keeps their thinking alert. 2) Keep a water bottle in the refrigerator for each member of the family. Children will be more likely to drink water if they see you drink water. 3) When children say they are hungry and isn't dinnertime, offer them water. The researchers tell us that the brain's signal for water is often misread as a signal for food.



With the back-to-school season upon us, it is important to ask, as a Community Empowerment partner, how you can make a difference in getting more children health coverage in your community. Children without health insurance are more likely to:

- Be absent from daycare and school
- Perform poorly in the classroom
- Not participate in athletic events.

Approximately 47,000 Iowa children do not have health insurance, despite Iowa's effort to get the word out about *hawk-i*, (Iowa's State Children's Health Insurance Program). Children who do not have health insurance are 7 times as likely not to get needed care than those children with insurance coverage. Covering Kids in Iowa is urging communities to get the word out about *hawk-i*, so parents can put enrolling for *hawk-i* at the top of their back-to-school checklist.

Covering Kids in Iowa is funded by the Robert Wood Johnson Foundation and is part of a national initiative to increase access to health insurance for low-income children. Since Covering Kids in Iowa (CKI) wants to help local communities increase the number of insured children, this is the first article of an ongoing series the Community Empowerment Newsletter. We at CKI are excited to share best practices on *hawk-i* outreach as well as ways to improve coordination between Empowerment and other local health agencies such as maternal/child health clinics.

An initial activity Community Empowerment partners can take in advancing *hawk-i* enrollment is to do a community needs assessment of existing

programs already involved with *hawk-i* outreach and enrollment. Starting a new program is usually not necessary, especially since resources are already limited. Your job might be to convene these key community players and strategize ways to improve coordination on *hawk-i* outreach and enrollment among programs.

One way to get started is to check out the Covering Kids in Iowa web site at www.idph.state.ia.us/coveringkids. The icon called "location of services" on the homepage will take you to an Iowa map showing every maternal/child health agency in Iowa.

For questions or comments about this article or the Covering Kids in Iowa program, contact Sonni Vierling at (515) 281-4516 or svierlin@idph.state.ia.us.

The 1,2,3's of Positive Parenting

The below tips were adapted from a booklet that the Child Welfare League of America and Prudential Foundation published. Anyone wishing to acquire these booklets may contact the Child Welfare League of America online at www.cwla.org.

The 1,2,3's of Positive Parenting:

- Appreciate the value of play. It's a child's work.
- Talk with and listen to your child.
- Build your child's brain and body.
- Promote positive behavior and self-responsibility in your child.
- Be your child's first source of information.
- Learn how children develop and know your unique child.
- Cherish your child's individuality.
- Set your household up for success—make it work for the whole family.
- Take care of yourself.
- Make time for family activities.
- Be creative in preventing or responding to unacceptable behavior.
- Teach your child right from wrong.

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How are Motions Presented?

1. **Obtaining the floor**
 - a) Wait until the last speaker has finished.
 - b) Address the Chairperson by saying, "Ms. Chairperson"
 - c) Wait until the Chairperson recognizes you.
2. **Make Your Motion**
 - a) Speak in a clear and concise manner.
 - b) Always state a motion affirmatively. Say, "I move that we ..." rather than, "I move that we do not ...".
 - c) Avoid personalities and stay on your subject.
3. **Wait for Someone to Second Your Motion**
4. **Another member will second your motion or the Chairperson will call for a second.**
5. **If there is no second to your motion it is lost.**
6. **The Chairperson States Your Motion**
 - a) The Chairperson will say, "it has been moved and seconded that we ..." Thus placing your motion before the membership for consideration and action.
 - b) The membership then either debates your motion, or may move directly to a vote.
 - c) Once your motion is presented to the membership by the chairperson it becomes "assembly property", and cannot be changed by you without the consent of the members.
7. **Expanding on Your Motion**
 - a) The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.
 - b) The mover is always allowed to speak first.
 - c) All comments and debate must be directed to the chairperson.
 - d) Keep to the time limit for speaking that has been established.
 - e) The mover may speak again only after other speakers are finished, unless called upon by the Chairperson.
8. **Putting the Question to the Membership**
 - a) The Chairperson asks, "Are you ready to vote on the question?"
 - b) If there is no more discussion, a vote is taken.
 - c) On a motion to move the previous question may be adapted.

Voting on a Motion:

The method of vote on any motion depends on the situation and the by-laws of policy of your organization. There are five methods used to vote by most organizations, they are:

1. **By Voice** -- The Chairperson asks those in favor to say, "aye", those opposed to say "no". Any member may move for an exact count.
2. **By Roll Call** -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.
3. **By General Consent** -- When a motion is not likely to be opposed, the Chairperson says, "if there is no objection ..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.
4. **By Division** -- This is a slight verification of a voice vote. It does not require a count unless the chairman so desires. Members raise their hands or stand.
5. **By Ballot** -- Members write their vote on a slip of paper, this method is used when secrecy is desired.

There are two other motions that are commonly used that relate to voting.

Motion to Table -- This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.

Motion to Postpone Indefinitely -- This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.

Parliamentary Procedure is the best way to get things done at your meetings. But, it will only work if you use it properly.

1. Allow motions that are in order.
2. Have members obtain the floor properly.
3. Speak clearly and concisely.
4. Obey the rules of debate.
5. Most importantly, *BE COURTEOUS*.

Helping Children Cope with Disaster

Knowing your interest in supporting children and students during these difficult times, we decided to share some valuable information forwarded to us from the National Association for the Education of Young Children’s list serve on helping children deal with disaster.

As all of us struggle to deal with the tragic and terrible events of September 11, it’s important to recognize how young children may be affected by these terrorist acts. Parents and others who care for young children need to provide comfort, reassurance and stability.

When children witness violent events, directly or on television, the result is often fear and confusion. Not only can the sudden and unexpected nature of many disasters cause high anxiety and even panic, but young children are also most fearful when they do not understand what is happening around them. Their feelings and reactions should be expected and considered natural.

Helping children deal with their reactions to this disaster can be challenging when adults haven’t had adequate time to deal with their own reactions; but adults should remember that children are very perceptive and will quickly recognize the fear and anxiety that adults are experiencing.

The following strategies can help parents and other adults give children emotional support they need, and show them that you are there to take care of them.

Give reassurance and physical comfort. Physically holding children brings comfort and a sense of security. Children need extra hugs, smiles and hand-holding. Reassure them that they are safe and that there is someone there to take care of them. Model and demonstrate coping skills, because

children will imitate adults in reacting to the situation.

Provide structure. Children need to find consistency and security in their day, especially when the rest of their life is unpredictable. Provide a framework that will be the same from day to day. Emphasize familiar routines at playtime, clean-up, naptime, meals and bedtime. Make sure children are getting appropriate sleep, exercise and nutrition. Play soothing music and model moving slowly and using a quiet voice. Children may have a difficult time accepting routines and other limits, but persevere by being firm and supportive. Make decisions for children when they cannot cope with choice.

Welcome children’s talking about the disaster. Children regain a sense of control by talking about things that bother them, and talking with a supportive adult can help them clarify their feelings. At the same time, children should not be pressured to talk; they may need time to absorb these experiences before discussing them. To help children feel comfortable, parents and other adults can share their own feelings of fear and anxiety, but they should always do so in a calm, reassuring way. What children need most is to feel that the situation is under control.

Focus on experiences that help children release tension. Give children more time for the relaxing, therapeutic experience of playing with sand, water, clay and playdough. Provide plenty of time and opportunity for children to work out their concerns and feelings through dramatic play. In dramatic play, children can pretend that they are big and strong to gain control over their trauma and to overcome feelings of helplessness.

Spend more time in settings that give children opportunities for physical activity and that provide an emotional release. Model peaceful resolution to conflict. This will provide a way to give children a stronger sense of power and control, especially critical in the

wake of a disaster, which leaves them feeling powerless. Because children who have experienced the emotional trauma and violence of disaster often behave aggressively, they need to see alternatives to using violence to solve problems.

Maintain perspective. As we learn more about the individuals who are responsible for these tragic events, adults must help children avoid making inappropriate assumptions and using labels about groups of people based on their race, ethnicity, religious background or national origin.

Watch for changes in behavior. Mental health professionals suggest that, children, like adults, may exhibit symptoms of stress following a disaster. For preschoolers, such symptoms may include thumbsucking, bedwetting, clinging, changes in sleep or eating patterns, and isolation from other children. Older children may be irritable or aggressive and display poor concentration, among other changes in their behavior. Experts also suggest that it is natural for children to display behavioral changes as they emotionally process their anxiety and fear.

NAEYC has several other resources on their website that may be helpful for parents and others who work with young children:

Discussing the News with 3- to 7-Year-Olds: What to Do?
<http://www.naeyc.org/resources/eyly/1998/22.htm>

Helping Children Cope with Violence
<http://www.naeyc.org/resources/eyly/1998/01.htm>

Additional helpful sites on the Web include:
American Academy of Pediatrics
<http://www.aap.org/>

“Helping Children Deal with Scary News” from Mr. Rogers/Family Communications, Inc.
<http://www.misterrogers.org/families/>

National Association of School Psychologists
<http://www.nasponline.org/>

NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs



"There is no greater insight into the future than recognizing when we save our children, we save ourselves."
 --Margaret Mead

The National Association for the Education of Young Children (NAEYC) is the nation's largest professional organization of early childhood educators. The mission of NAEYC is to serve and act on the behalf of the needs, rights, and well-being of young children. The Association promotes high-quality, developmentally appropriate programs for all children and their families. The NAEYC's Governing Board has adopted position statements on issues related to early childhood education practice, policy, and/or professional development.

One of NAEYC's position statements articulate the principles underlying developmentally appropriate practice and guidelines for decision making for everyone engaged in the early education of infants, toddlers, preschoolers, and school-age children. The Association's position is fully described in the book *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (1997). NAEYC states their understanding of theory and research regarding how children learn as well as the beliefs about practices that are most supportive and respectful of children's healthy development.

The position statement emphasizes that developmentally appropriate practice result from a process of making decisions about the well-being and education of children based on many interrelated dimensions of knowledge. One of the dimensions that influence the quality of an early childhood program is the knowledge about child development and learning. The early childhood educators that have an understanding of how children develop and learn are

better able to plan activities, materials, and interactions that are safe, healthy, interesting, achievable, and challenging to children. Next, early childhood educators should be aware of how to provide an environment that is responsive to the strengths, interests, and needs of the individual children participating in the program. In addition, the early childhood educators need to consider the social and cultural contexts in which children live as they select learning experiences that are meaningful, relevant, and respectful for the children and families.

The NAEYC's position statement on developmentally appropriate practices describes quality early childhood programs as a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families. It also emphasizes that early childhood programs need to support the development of positive, personal relationships between adults, children, and families in order to be responsive to children and families. *Developmentally Appropriate Practice in Early Childhood Programs* provides many examples to support the implementation of the beliefs and practices that are articulated in the Association's position statement.

This resource is available through NAEYC at www.naeyc.org or by calling 1-800-424-2460 ext. 2001.

Other Activities

Uniting the Caregiving Team...Coming Together to Partner for Respite, Crisis and Child Care

October 4-6, 2001
 Four Points Sheraton Hotel
 on Army Post Road, Des Moines

Communities and Schools Stronger Together

Hotel Fort Des Moines, Des Moines
 October 23-24, 2001

Iowa Public Television Presents “Television and School Readiness”

Mr. Mcfeely, the special delivery guy from Public Television’s Mr. Rogers Neighborhood made a guest appearance recently in Northwest Iowa. It was during a workshop conducted by Tom Rendon of Iowa Public Television on learning how to make effective and appropriate use of programs on Iowa Public Television in ways that help children become ready to learn and ready to succeed in school.



Mr. Mcfeely stopped by Spencer en-route to the Iowa State Fair to sign autographs and visits with the workshop participants.

Three Empowerment areas (Lakes, Emmet and PAK) sponsored the workshop. The coordinators and program participants gave this program two thumbs up and hope to bring Tom Rendon back for future programming efforts.

For more information on how to bring a television workshop to your community, contact: Tom Rendon, Ready To Learn Coordinator, 515-242-3102, or 1-800-532-1290, rendon@iptv.org.

Links to Empowerment Web sites

State:

www.empowerment.state.ia.us

Buchanan Delaware Fayette:

www.bdfempowerment.org

Cherokee, Lyon, Plymouth Sioux:

www.northwestiowa.org

Floyd, Chickasaw, Mitchell:

www.fmccom.org

HAWC (Howard, Allamakee,

Winneshiek):

www.HAWC-Iowa.com

Humboldt, Hamilton, Wright

www.buildingfamilies.net

Linn:

www.linnempowerment.homes

tead.com/homepage.html

Marshall:

www.youthandviolence.org

Polk:

www.humanservicesplanningal

liance.org

Scott:

www.scottcountyempowermen

t.org/

Story:

<http://www.storycountyfamily>

org

Woodbury:

www.siouxlandship.org

Send us your web site address and we’ll include it in the next newsletter