

PACT 4 FAMILIES  
COLLABORATIVE

THE NEXT FULL  
COLLABORATIVE  
MEETING WILL  
BE:

Wednesday, July 8

Kandiyohi Health &  
Human Services Build-  
ing in Willmar

11:45 to 1:45 pm

Cost: \$5.00

RSVP requested:

(320) 235-8938 or

Email:

shawna.steffen@  
co.kandiyohi.mn.us

#### INSIDE THIS ISSUE:

Director's  
Corner 2

Guía 3

Hope—a poem  
by a PACT 4-  
involved parent 3

Yellow Medicine  
County Chemical  
Health 4

Restorative Jus-  
tice 4

21st Century  
CCLC-featuring  
BOLD School 5

Full Collab. June  
Highlights 6

Calendar of  
Events 7

# PACT 4 NEWSLETTER

JULY 2009

## Don't forget to register for the School Connectedness Conference, held on August 18, 2009

This workshop is intended for all adults who work with young people in schools. The focus is on school engagement and what we can do to assure that every young person is engaged at school. Dr. Lynne (Michael) Blum, a faculty member of the Johns Hopkins Bloomberg School of Public Health, has more than 25 years experience as a child and adolescent psychologist working in suburban and rural Minnesota schools. More recently, she has consulted with the Hawaii School District and the Military Impacted School Association. She teaches a distance education course on enhancing school engagement through the University of Hawaii. Dr. Robert Blum is the William H. Gates Sr. Professor at Johns

Hopkins and is one of the nation's foremost researchers on school connectedness and the health as well as educational advantages of young people being connected in school. He has worked with schools in Baltimore, Hawaii and Alaska and has been the keynote at numerous national education conferences.

In the one-day workshop, Dr. Robert Blum will first review the current research on the impact of school engagement and subsequently Dr. Michael Blum will discuss effective strategies for teachers, administrators and other school personnel.

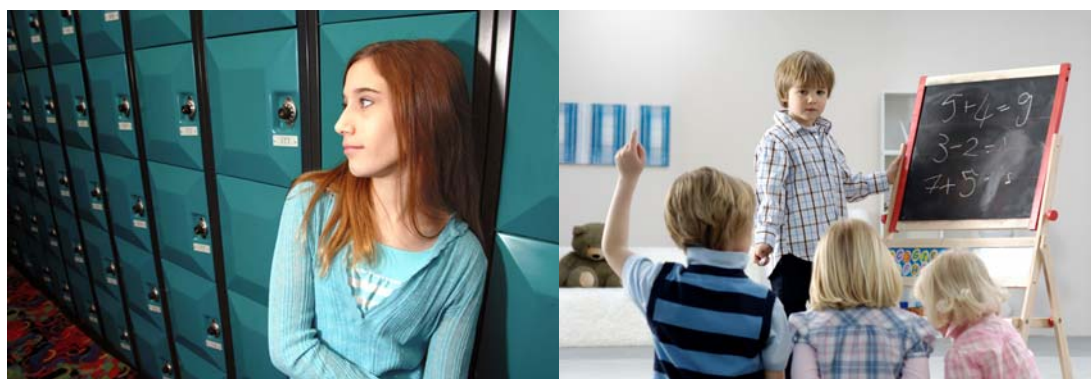
The workshop will be structured around the triad of school engagement: interpersonal

engagement with school staff and peers; an environment that is physically, emotionally and educationally safe; and academic engagement characterized by high expectations, support for learning and flexible, relevant instruction.

Who should attend? All School Staff; Professionals and volunteers who work with youth; Mentors; All adults who work with young people.

A more-detailed brochure with a registration form can be found on the PACT 4 website, at:

[www.pact4.org](http://www.pact4.org)



**"PACT 4 Families****Mission:**

**"As a collaborative, we will work together to reduce duplication and provide a family-driven continuum of quality, innovative, and cost-effective services for children and their families. These services will be culturally sensitive and strength-based."**

## Director's Corner

### Stress due to economic hardship impacts children's brains

Why is it when funds become tight, our vulnerable suffer the most? Perhaps it is because they have done without even when times were more abundant, so any less puts them closer to the edge. With the Poverty Conference coming up in August, I urge anyone who has not attended at least one day of this training to participate. This lively discussion about the Culture of Poverty will leave you with a new sense of how to view generational poverty, and why we must pay attention to the world view of the poor. Tied in with this theme of poverty, I would like to highlight some recent information about how living in poverty impacts more than just what house a child lives in or what vehicle their parents drive.

We know that "low family income can impede children's cognitive development and their ability to learn. And it can cause and exacerbate poor child health as well. The children at greatest risk are those who experience economic hardship when they are young and children who experience severe and chronic hardship."<sup>1</sup> Poverty contributes to physical, behavioral, social, and emotional problems—but why?

A new study out of Cornell University in Ithaca, N.Y. may give some clues in explaining how childhood poverty translates into cognitive disparities between the rich and the poor. Researchers integrated research from neurocognition and physiological stress, to demonstrate that the greater the duration of childhood poverty from birth to age 13, the worse one's working memory is as a young adult. The impact of poorer performance was evident for those who had gone through periods of economic deprivation, but those who spent their entire childhood in poverty scored significantly lower—about 20 percent lower on working memory—than those who were never poor.

According to results of this research, "chronic stress from growing up poor appears to have a direct impact on the brain, leaving children with impairment in at least one key area—working memory."<sup>2</sup>

Gary Evans, who led the research says, "There's been lots of evidence that low-income families are

under tremendous stress, and we know that stress has many implications. What this data raises is the possibility that it's also related to cognitive development."

Economic hardship and other types of deprivation can have profound effects on children's development and their prospects for the future. The negative effects of low income on young children are troubling in their own right, but they are also cause for concern because they are associated with difficulties later in life—dropping out of school, poor adolescent and adult health, and poor employment outcomes. I can guarantee from my own experience that the upcoming Poverty Conference will not answer all your questions about ending poverty, but it will give you a framework to understand those who live in economic hardship. And if we can offer empathy and understanding it will take us one step closer to a world where no child needs to grow up with the stresses that poverty imposes.

To find materials and to register for the Poverty Conference visit Heartland Community Action Agency's website at: [www.heartlandcaa.org](http://www.heartlandcaa.org).

*Debb Sheehan, Director*

*debb\_s@co.kandiyohi.mn.us*

<sup>1</sup>Nancy K. Cauthen, PhD • Sarah Fass, Ten Important Questions About Child Poverty and Family Economic Hardship National Center for Children in Poverty, [www.nccp.org](http://www.nccp.org), May 2008.

<sup>2</sup> Stein, Rob, Study: Poor kids' stress affects brain, The Seattle Times, April 7, 2009.



## Guía - Chemical Health Intervention for Hispanic/Latino Youth

### Immigration and the Possibility of a Future for our Guía Youth

On May 22, representatives of the Guía staff attended a forum on immigration hosted by Jeff Horwich of Minnesota Public Radio. The topic of immigration was discussed in the context of the “the changing faces of small towns.” The radio story was aired Thursday, June 25 during the MPR Midday program and should be available on the website archive.

Among the topics discussed at this media event was the issue of documented vs. undocumented immigrants, which is of concern to those of us working with Latino youth. We have a number of youth who are undocumented but have lived in the United States most of their lives. Some of these young people have spent all but a few months in the U.S., but in the eyes of the government are not here legally. People at the forum had a

number of different comments on documentation status, but all agreed it is a federal issue to resolve. Still, the concern of a person’s citizenship status has a huge impact on issues for adolescents.

For some of our Guía youth, the only home they know is here in Minnesota. They may have a parent that is undocumented but siblings that are citizens. Some of them lived through the Immigration and Customs Enforcement (ICE) raids that occurred in Willmar a couple years ago. They watched while government agents searched their homes or arrested a relative. Still, they hold out promise for a life in America where they will have the same rights as their neighbors.

Guía services for youth and their families are administered without regard to one’s documented status; in fact, youth in our Guía program are not even questioned about their citizenship. But working with youth to

set and meet goals for a healthy life are impacted by this one issue in a huge way. For example, it is difficult for some adolescents to see a future based on continuing education after high school or even completing a GED when their educational level will not make a difference to an employer. They cannot be hired legally for a position with or without a diploma.

During these times of economic stress, everyone is worried about making ends meet, the fear of losing their source of income and the option for stable health care. For many of our Guía youth, the economy and unemployment situation in the U.S. complicates the landscape for their future, but sorting out the issue of immigration is of primary importance for their daily survival and more importantly for their sense of a future.

*Debb Sheehan, Guia Program Supervisor*

*debb\_s@co.kandiyohi.mn.us*

## Hope

*An original poem written by parent Kathy Willing*

Hope!  
Such a small word,  
but such a big meaning.  
What is it?  
Is it something we carry in our pocket?  
Or something we carry in our hand?  
No!

Hope!  
Comes from within,  
something from the heart,  
something in the soul.  
An awakening,  
an enlightening,  
a goal to reach for,  
a goal achieved.

Hope!  
A sense of awareness,  
a healing,  
a road less traveled,  
a path in life, we must follow,  
to succeed . . . to success.

Hope!  
Is like a small bubbling creek,  
stemming into a river.  
It grows inside,  
like the seed of a tree.  
Growing, growing, growing,  
the seed of life!

*Kathy Willing,  
Renville County Parent*

## Yellow Medicine County Chemical Health

We've all seen statistics used in articles, posters, TV ads, and on the radio. Have you ever wondered which surveys are accurate and which surveys are not? I have been asked this question several times in regard to the MOST of Us® survey that the Yellow Medicine East High School students in grades seven through twelve have taken twice. In February of 2008, 338 students completed the survey and 347 students completed it in February, 2009.

First, I would like to explain the purpose of the survey. It not only asks questions about students' behaviors, but also measures their attitudes about alcohol, tobacco, and other drugs, and their perceptions of others' use. For example, 82% (285) of the 2009 survey respondents reported using alcohol less

than once a month. A misperception exists in that 61% of those same students (50% of all respondents) think most students at their school drink at least once a month.

In response to the questions about this survey, the results are tested and verified by MOST of Us®, an affiliation of Montana State University. There are several questions that verify the legitimacy of each respondent as well as other means used to determine if the survey was taken truthfully. If the respondent is deemed to be questionable in the honesty of their answers, their survey is not admitted into the analysis.

The same survey was administered in thirteen schools across the state and the results are similar across all sites. And, in comparing

YME's 2008 data with the 2009 data, the results are particularly comparable.

The goal of the coalition and the MOST of Us® campaign is to first correct some of the misperceptions that our youth and the community have about alcohol use. By correcting those misperceptions, we may see a reduction in actual use by youth. The statistics show that most of the YME survey respondents report not using alcohol in a typical month.

If there are any questions about the coalition or the MOST of Us® Survey, or if you are interested in joining the coalition, please contact: Ann Orren, Coalition Coordinator at 507-829-2241 or [annorren@frontiernet.net](mailto:annorren@frontiernet.net).

## Restorative Justice/Circle Sentencing

Kandiyohi County Community Corrections and PACT 4 Families Collaborative are proud to announce Circle Sentencing as the recipient of a two-year \$60,000 grant from the Otto Bremer Foundation. With the new grant comes new expectations. Tricia Buggs, Coordinator, is collaborating with the PACT 4 evaluation team and Community Corrections to ensure grant expectations are being met. It is our intent to show financial savings as well as positive youth outcomes over the period of the grant so that future funding can be obtained.

On June 19th and 20th, Gwen Chandler-Rhivers of Summit University Frog Town Community Circles conducted a two-day Circle training at Hope Presbyterian Church in Spicer. Gwen Chandler-Rhivers became interested in Restorative Justice in 1997 while serving as Director of Housing and Support Services. In 1998, she helped initiate an RJ Sentencing Circle program in St. Paul, Minnesota, in partnership with the criminal justice system. She was that Circle's keeper

and eventually became its program and grants manager. She has trained a wide range of groups across the country in the peacemaking circle process. This has involved extensive work with the criminal justice system, communities, individual organizations, and local and state governments. Individuals who attended this training provided positive feedback and renewed belief in the power of Circles.

The training included employees and new and current volunteers from the Guia program and from Restorative Justice Circles. The mix of experienced and new participants added the dimension of learning from one another. Gwen provided a focus on community volunteers taking ownership of the process and assuming leadership as Circle Keepers. This wonderful training and the Bremer grant are clear indicators that the Circle experience will continue as an option for giving positive adult support to at-risk youth.

*Tricia Buggs, Restorative Justice/Circle Sentencing Coordinator*  
[tricia\\_b@co.kandiyohi.mn.us](mailto:tricia_b@co.kandiyohi.mn.us)

# 21st Century Community Learning Center

## BOLD 21st CCLC Elementary Summer Valleyfair Project

The BOLD Elementary 21st CCLC Site held a Valleyfair Summer Project in June, 2009. Fifteen students were eligible to participate in the project. The students met for 2 days prior to going to Valleyfair to review lessons from the Valleyfair website, modified by staff to fit the students' needs and age. The first day the students were introduced to timelines and created a timeline showing when certain rides were added to the park. They also researched other important events in history that happened in that same year. Students worked in pairs and used the computers for research. After gathering information, participants shared it with the group. An actual paper time-

line was constructed using their events.

On the 2nd day, participants learned how to read maps using the Valleyfair map as a reference. Parts of a map were discussed and reasons for their importance were explored (i.e. keys, direction, scale, location). Students also predicted which rides would be fastest, highest, shortest, longest, scariest, etc. and then visited the Valleyfair website to research the accuracy of their predictions. After seeing that some rides had height requirements, youth measured each other's height. They then designed their own rides and wrote a short paragraph explaining how their ride worked.

On June 15, 9 of the 15 program participants ventured to Valleyfair. During the 2-

hour ride to the park, they practiced reading the Valleyfair maps and discussed the day's events. They were instructed to gather data as to which rides were the scariest, fastest, highest, shortest, etc. for compilation on the bus ride home. The 21st CCLC staff said the Valleyfair experience was the best "connection" piece of the whole year! This was the first time these youth had been to Valleyfair and it was fun to see the AWESOME looks on their faces! A great time was had by all. Thank you, 21st CCLC grant, for this experience.

Bonnie Wertish, BOLD 21st CCLC Summer Site Coordinator



*Funding for the PACT 4 Families Collaborative 21<sup>st</sup> Century Community Learning Centers grant program is provided by the federal government through the No Child Left Behind Act and is administered by the Minnesota Department of Education.*

## Raising a Summer Reader

When the lazy days of summer arrive and the schedule is packed with swimming, camp, and family vacations, it can be a challenge to find time for learning.

But kids' reading skills don't have to grow cold once school's out. Here are some ways to make reading a natural part of their summer fun:

**Explore your library.** Visit your local library to check out books and magazines that your kids haven't seen before. Many libraries have summer reading programs,



book clubs, and reading contests for even the youngest borrowers. With a new library card, a child will feel extra grown-up checking out books.

**Read on the road.** Going on a long car trip? Make sure the back seat is stocked with favorite reads. When you're not at the wheel, read the books aloud. Get some audiobooks (many libraries have large selections) and listen to them together during drive time.

**Make your own books.** Pick one of your family's favorite parts of summer — whether it's baseball, ice cream, or the pool — and have your child draw pictures of it or cut out pictures from magazines and catalogs. Paste the pictures onto paper to make a booklet and write text for it. When you're done, read the book together. Reread it whenever you need to fend off

the cold-weather blahs!

**Keep in touch.** Kids don't have to go away to write about summer vacation. Even if your family stays home, they can send postcards to tell friends and relatives about their adventures. Ask a relative to be your child's pen pal and encourage them to write each week.

**Keep up the reading rituals.** Even if everything else changes during the summer, keep up the reading routines around your house. Read with your kids every day — whether it's just before bedtime or under a shady tree on a lazy afternoon. And don't forget to take a book to the beach! Just brush the sand off the pages — it's no sweat!

Source: <http://www.kidshealth.org>

## Full Collaborative Highlights-June

**Grant Updates:** we're waiting to hear the results of a justice and mental health collaboration planning grant application that was submitted in March. This is a one-year grant, and if completed successfully, we are allowed to apply for an implementation grant. We also applied for a targeted capacity expansion grant through SAMHSA, focusing on youth who are using/abusing alcohol and other drugs. This is similar to the Guía program, but is not population-specific. We submitted a grant through the Office of Juvenile Justice to expand/sustain the mentoring programs that are currently in place. Another mentoring grant originating from the same office is due on Monday. This one targets higher-risk kids who may not yet be involved in the criminal justice system but are on the edge – engaging in unlawful behaviors, truancy or other high-risk behaviors. This grant is similar to a program being launched in Yellow Medicine County. This grant would provide input, support and advocacy for youth, in a circle-mentoring format. We were recently awarded a Birth to Five grant for early childhood mental health. The contracts have been signed and sent back to the state. We've had assurances that these funds will not be on Governor Pawlenty's unallotment list.

Members from the Early Childhood Committee presented information about the ASQ-SE (Ages and Stages Questionnaire-Social/Emotional). This questionnaire is used in different ways by schools, Head Start, and Public Health, and at different stages of a child's development. Eighty percent (80%) of mental health issues go unidentified without the use of a screening tool such as this one. Depending on the score, a child may be referred on for additional services.

### Committee Reports:

*Executive Board* – officially began the 2008 audit process with the State Auditor's Office. Reviewed and approved changes to the Purchasing and Reimbursement policy. The LCTS payback begins in July and we will begin invoicing the impacted school districts. Reviewed committee reports. Heard an update on the keynote speaker for the 2009 Brain Conference on November 19th - Esther Sternberg, M.D. Her speaker's bio can be found at the following e-address: <http://macmillanspeakers.com/speaker.aspx?name=esthermsternberg>. Advertising will begin for a new part-time coordinator position for the Birth to Five mental health grant.

*Adolescent Services* – a guest from the Resource Center attended to discuss partnering and information sharing. Discussed the second printing of the Resource Card.

*Early Childhood* – continued to discuss the early childhood mental health grant, the providers partnering on it, the referral processes, and third party billing.

*Elementary/Middle School-Age* – did not meet.

*Mentors* – discussed possible joint summer activities, despite the fact that the programs have limited or no funding beyond June 30th.

*Wraparound* – conducted the first youth Wraparound survey and it went very well. Discussed Wraparound sustainability.

*Parent Advisory* –elected a new chair, watched the Wraparound DVD, and discussed ways to partner with the Resource Center program.

### Grant Reports:

*Restorative Justice* – learned that the Department of Justice will not be funding Restorative Justice Programs in the next budget cycle, but the program did receive funding through a grant from the Otto Bremer Foundation, for \$60,000 over two years. By using Adolescent Services grant dollars to supplement, the program is fully funded for the next two years.

*SHARE* – the Coordinating Council met and reviewed the budget and expenditures, and what needs to be completed before the end of the grant on September 30th. Discussed continuing a modified version of the SHARE survey that schools have been doing. The information is quite useful both to schools and as data in applying for grants. The next meeting is on August 19th. The Advisors/Liaisons will hold their last meeting on August 12th.

*21st Century CLC* – program staff are in a Project Wet/Project Learning Tree training today, conducted by the Minnesota DNR.

*Guía* – Creating Lasting Family Connections sessions will begin on June 25th, and will run every Thursday evening through September, from 6:00 pm to 8:00 pm. Hosting a two-day Circle training this weekend in Spicer. Staff are kicking off summer activities with youth by visiting the MN Zoo on June 11th. There are now almost 30 youth in the program.

*Chemical Health Coalitions* – both coordinators are at training in St. Paul today sponsored by the Wilder Foundation, which is doing the evaluation for the grant. Both grants have a number of summer activities planned.

<b>JULY</b>				
<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
		<b>1</b>	<b>2</b> ■ Raymond RJ Circle; 5:30-7:00; St John's Lutheran Church ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>3</b> <b>PACT 4 OFFICE CLOSED-INDEPENDENCE DAY HOLIDAY</b>
<b>6</b> ■ Willmar RJ Circle #2; 5:30-7:00; Lakeland Ctr	<b>7</b> ■ Executive Board; 11:30-2:00; #2055 ■ Bilingual RJ Circle; 4:30-6:00; Lakeland Ctr	<b>8</b> ■ PACT 4 Comm. and Full Collaborative meetings-KCHHSB; check website for details on committee times ■ Willmar RJ Circle #1; 5:30-7:30; Lakeland Ctr	<b>9</b> ■ Restorative Justice Steering Comm; 12:00; The Oaks at Eagle Creek; Willmar ■ Willmar RJ Circle #3; 5:30-7:00; Lakeland Ctr ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>10</b>
<b>13</b> ■ Parent Advisory Mtg; 5:30-7:30; YMCA	<b>14</b> ■ New London RJ Circle; 5:30-7:00; Peace Lutheran Church	<b>15</b> ■ Restorative Justice Volunteers Mtg; 12:00; #2055	<b>16</b> ■ Raymond RJ Circle; 5:30-7:00; St John's Lutheran Church ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>17</b> ■ MN Juvenile Justice Advisory Council; 9:00-12:00; MPR
<b>20</b> ■ Willmar RJ Circle #2; 5:30-7:00; Lakeland Ctr	<b>21</b> ■ Bilingual RJ Circle; 4:30-6:00; Lakeland Ctr	<b>22</b> ■ Willmar RJ Circle #1; 5:30-7:30; Lakeland Ctr	<b>23</b> ■ Boundaries Trng; 1:00-4:00; MPR (Registration Required) ■ Willmar RJ Circle #3; 5:30-7:00; Lakeland Ctr ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>24</b>
<b>27</b>	<b>28</b> ■ New London RJ Circle; 5:30-7:00; Peace Lutheran Church	<b>29</b>	<b>30</b> ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>31</b>

<b>AUGUST</b>				
<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>

<b>3</b> ■ Willmar RJ Circle #2; 5:30-7:00; Lakeland Ctr	<b>4</b> ■ Executive Board; 11:30-2:00; #2055 ■ Bilingual RJ Circle; 4:30-6:00; Lakeland Ctr	<b>5</b>	<b>6</b> ■ Raymond RJ Circle; 5:30-7:00; St John's Lutheran Church ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>7</b>
<b>10</b> ■ Parent Advisory Mtg; 5:30-7:30; YMCA	<b>11</b> ■ New London RJ Circle; 5:30-7:00; Peace Lutheran Church	<b>12</b> ■ Willmar RJ Circle #1; 5:30-7:30; Lakeland Ctr	<b>13</b> ■ Restorative Justice Steering Comm; 12:00; The Oaks at Eagle Creek; Willmar ■ Willmar RJ Circle #3; 5:30-7:00; Lakeland Ctr ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>14</b>
<b>17</b> ■ Willmar RJ Circle #2; 5:30-7:00; Lakeland Ctr	<b>18</b> ■ School Connectedness Conference; E-Free Church ■ Bilingual RJ Circle; 4:30-6:00; Lakeland Ctr	<b>19</b> ■ PACT 4 All-Staff Mtg; 8:30-12:00; MPR— <b>OFFICE CLOSED</b> ■ SHARE Coordinating Council; 11:30; The Oaks ■ Restorative Justice Volunteers mtg; 12:00; #2057	<b>20</b> ■ Raymond RJ Circle; 5:30-7:00; St John's Lutheran Church ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>21</b>
<b>24</b> ■ Bridges Out of Poverty Conference; E-Free Church	<b>25</b> ■ Bridges Out of Poverty Conference; E-Free Church ■ New London RJ Circle; 5:30-7:00; Peace Lutheran Church	<b>26</b> ■ Willmar RJ Circle #1; 5:30-7:30; Lakeland Ctr	<b>27</b> ■ Willmar RJ Circle #3; 5:30-7:00; Lakeland Ctr ■ CLFC Training Session; 6:00-8:00 pm; #2055 & #2057	<b>28</b>

<b>31</b>	<i>All Willmar meetings are held at the Kandiyohi County Health and Human Services Building unless otherwise noted.</i>			
-----------	---	--	--	--

## 2009 Executive Board

**Arliss Stenger, Parent-Meeker Co. (Vice Chair)**  
Serves through 2010—3rd Term  
(320) 453-8153 / arliss\_stenger@yahoo.com

**Debi Brandt, Heartland Comm. Action Agency**  
Serves through 2009—1st Term  
(320) 235-0850 / debib@heartlandcaa.org

**Gerald Brustuen, Renville Co. Human Svcs.**  
Serves through 2009—2nd Term  
(320) 523-2202 / jerry\_b@co.renville.mn.us

**Jill Bruns, Renville Co. Public Health**  
Serves through 2011—3rd Term  
(320) 523-3723 / jill\_bruns@co.renville.mn.us

**Tammy Thompson, Meeker Co. Corrections**  
Serves through 2011—1st Term  
(320) 693-5260 / tammy.thompson@co.meeker.mn.us

**Debb Sheehan, Director (non-voting)**  
(320) 231-7036 / debb\_s@co.kandiyohi.mn.us

**Becky Romosz, Parent-Kandiyohi Co.**  
Serves through 2009—2nd Term  
(320) 235-2204 / becromosz@yahoo.com

**George Dubie, Greater MN Family Svcs. (Chair)**  
Serves through 2010—1st Term  
(320) 214-9692 / gdubie@greaterminnesota.org

**Greg Schmidt, MACCRAY School Dst.**  
Serves through 2011—1st Term  
(320) 847-2154 / schmidtg@maccray.k12.mn.us

**Loren Hacker, Canby School Dst.**  
Serves through 2010—3rd Term  
(507) 223-7226 / lhacker@canby.mntm.org

**Val Mersch, Fiscal Agent (non-voting)**  
val\_m@co.renville.mn.us

## Chief Elected Officials

**Dick Larson, Kandiyohi County; (320) 235-5805**  
7grand@charter.net

**Jane Remiger, Yellow Medicine County; (507) 768-3626**  
jane.remiger@co.yellow-medicine.mn.us

**Amy Wilde, Meeker County; (320) 275-3684**  
amy@wildestudios.com

**Bob Fox, Renville County; (507) 557-8265**  
bkfox@means.net

If you have any questions regarding the content of this newsletter or would like to be included on the mailing list, please call (320) 231-7030.

If you would like to receive this newsletter electronically, please contact  
shawna.steffen@co.kandiyohi.mn.us

It is the policy of PACT 4 Families to provide equal employment opportunity for all, without discrimination on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, or age.



PACT 4 Families Collaborative  
2200 23rd Ste NE Ste 2030  
Willmar, MN 56201

RETURN SERVICE REQUESTED