

October 4, 2019

### Presentations/Workshops

District 16 – The Role of the Paraprofessional  
District 41 – Building Independence in a School Setting  
District 93 – Working Effectively with your Paraprofessional  
District 93 – HB3586 Big Idea and Implementation  
IATP (Illinois Technology Project) – Using CORE Vocabulary for All Learners

### Legislator Meeting

Mary Furbush, Gene Olsen (D89) and Jeanine Woltman (GECC) met with Terra Costa-Howard to discuss collaborating on some projects specific to the Glen Ellyn area. The Glenbard Early Childhood Collaborative will be contributing the student art work for her office in December and parents and children will be invited to an open house to view their children's artwork and meet a special holiday guest. We also discussed the need to continue to invest and protect resources that are targeted toward Kindergarten readiness and the importance of having a collaborative group to avoid the repetition of services and supports.

### Dupage West Cook Board Meeting

Mary Furbush attended the first DWC Board meeting of the year. Staff and administrators presented an overview of the ESY programs. The Board also reviewed the enrollment projections for the low-incidence programs for the 2019-2020 school year. There is a slight dip in elementary students placed in both the DHH and Vision programs. The high school programs continue to be about the same.

### Significant Disproportionality Task Force

Mary Furbush is a representative on the ISBE Significant Disproportionality Task Force. CASE had two districts who were on the initial significant disproportionality determination list – both were for in-school suspensions that totaled more than 10 days for minority students. ISBE found a significant error in the way the determinations were recalculated and under the new calculation formula, both of the CASE districts were removed from the list. Disproportionality is based on a 3-year average and if districts could have access to their data soon, they could determine how to work toward addressing the issue. At this time, ISBE is not able to provide districts with the information as their data team are tied up with school report cards. The task force discussed how we can work together to proactively so that districts are provided with information that will allow them to correct or learn from the data.

### Micro-Credentials

Mary Furbush met with the IPA Micro-credential team and we are partnering to create courses specific to working with students with Autism. These will not be individual micro-credentials but completion of all the courses could be part of a full micro-credential in understanding how to effectively reach and

teach students on the Autism spectrum. At this time, we are gathering resources in this area and plan to continue our work throughout the school year.

#### ISBE Special Education Monitoring Work Group

Mary Furbush is serving on the ISBE Special Education Services Department whose purpose is to help to develop a Differentiated Monitoring System using a framework known as Results-Driven Accountability (RDA). RDA focuses on improving outcomes for students with disabilities while ensuring compliance with the Individuals with Disabilities Education Act. ISBE formerly monitored districts under a Focused Monitoring System rather than a Differentiated Monitoring System. The work group will ensure that the new system is in alignment with other ISBE initiatives, while still complying with special education general supervision requirements.

#### ESY 2020

Mindy Long, Katie Kreller and Mary Furbush met with District 41 staff to discuss ESY 2020. The program will be held from June 17 to July 10 at Churchill Elementary School in Glen Ellyn. We are looking forward to working with District 41! 😊



## October 2019 Update

### **Partner Plan Act Community Systems (CS3) project update:**

This month our team met with our coach, Ruby Flores to review our Equity Self-Assessment. We also took an introspective look into comprehensive data across our community. Using the needs assessment data template provided by PPA, we were able to pull local data (most District, some County). Our team used this data to take an equity embedded look into opportunities across our community. We formed some initial conclusions but needed to include our partners in our next steps.

On September 19, Glenbard ECC held our quarterly meeting and explored the data with our community partners. Utilizing guidance and procedure from CS3, we were able to identify a Focus Question driven from the data:

“How do we shift the mindset of screening from 3-5 to Developmental Screenings for all to increase access to educational and financial resources?”

We held a Consensus Workshop to identify our Targeted Problem:

**“Not all Glenbard children are receiving developmental screenings.”**



The process included the voices of all present and produced results that were strongly supported by our partners and driven by the data presented.

There were many identified components to this problem that we will be working extensively on over the next year with guidance from the CS3 team.

### **DECC Partnership update:**

The DuPage Early Childhood Collaborative released a "Major Wins" summary of county wide collaborative efforts in FY19 (enclosed).

Two major wins directly related to our Glenbard community to highlight from the report:

1. The number of children enrolled in publicly funded EC Programs increased by 24%. This is due in large part to districts in the Glenbard community increasing pre-k spots in our schools.
2. The number of home visiting slots increased by 49%. This growth is primarily due to our Glenbard PAT program, supporting families across the Glenbard area.

Our partnership with Fakelia Guyton and DECC continues as we work together to increase opportunity for kids within Glenbard and across DuPage.

### **Advocacy Efforts:**

In September, we (Jeanine Woltman, Mary Furbush, Gene Olsen and Fakelia Guyton) were able to meet with Representative Terra Costa Howard. We were able to share our collaborative efforts and successes across the Glenbard community, as well as our hopes for future endeavors.

Rep. Howard asked to feature artwork from our youngest learners (our birth to 3-year old's) in her office in the upcoming months. In addition, in December she will host an art show reception for the families and their children featuring a surprise guest.

Illinois Developmental Therapy 2019 Conference, September 13, 2019



Carol Montgomery Fate, Jeanine Woltman and Peggy Kiefer (Naperville 203) presented “Sharing the Floor: How Early Intervention and Home Visiting programs can work together to support families”. The goal of the presentation was to inform how home visiting programs and EI can be supports to each other. In addition to the “how and why”, home visiting program referral information was shared out to all who attended.

Sharing a Vision, October 3, 2019

Jeanine Woltman, Carol Montgomery Fate and Amy Waters (Glen Ellyn Public Library) presented: “The More We Get Together: Growing School and Public Library Partnerships that Serve a Diverse and Multilingual Population”

The presentation focuses on collaborative efforts made over time between the Glen Ellyn Public Library, D41 and now CASE in building family engagement among a diverse and multilingual population.

#### **Funding Future Endeavors:**

Our first Glenbard EC Collaborative Fundraiser at Ellyn’s brought out folks from across the community, including district staff and administrators, community partners, EC collaborative leaders, families and even former Glenbard students. We were delighted by the turn out and support.

Our first time out we raised \$252.30 that will go towards Collaborative efforts. In addition, due to connections made from the event, discussions are under way with a potential local funder of an FY20 endeavor. More to come....

We are so appreciative to all who have supported these efforts on behalf of our youngest learners and future Glenbard graduates!





## September 2019

### Outreach

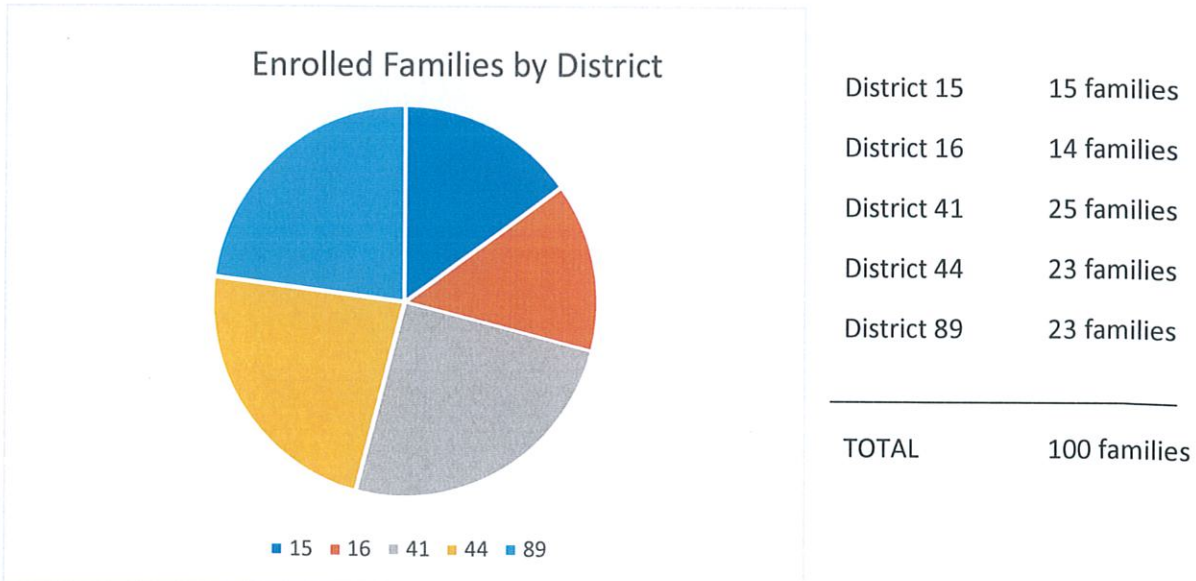
In September, we conducted 7 outreach events, 1 in Districts 15 and 6 in District 16. Thank you for the invitations to your screenings, your parent groups, and your school staff meetings.

We also were able to present a workshop entitled, "Sharing the Floor: How EI and Home Visiting Can Work Together to Support Families" at the Illinois Developmental Therapists Annual Conference. The presenting team included Peggy Kiefer from Naperville 203's PAT program, Jeanine Woltman from the Glenbard Early Childhood Collaborative, and me. This is another way that we will increase our referral base as well as being a part of strengthening the knowledge of Home Visiting Services within DuPage County. This helps our CASE member districts in that families who are eligible for Prevention Initiative home visiting services (that's our GPAT program) tend to move often. A family served by other DuPage programs at the Birth to 3 age, may end up in Kindergarten in one of our schools. So, we believe that anything that we can do to work together in our area strengthens the CASE area boundaries too.

We do make sure that when we find a District 93 family, we refer them to our partner program, the ROE Parents as Teachers for quick enrollment.

### Caseloads

We currently have room for 17 families in the program. Here is the breakdown by district:



To further highlight this data, in Districts 15 and 16, there are other Birth to 3 programs serving these areas (Early Head Start, Teen Parent Connection, DCHD, and the ROE PAT). Together, we are attempting to reach every family in need. In Districts 41, 44, and 89, there is Early Head Start, Teen Parent

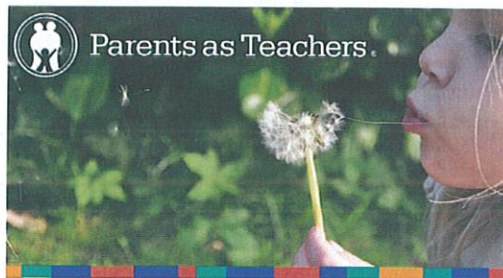
Connection, and the DCHD). Other programs do not always delineate their data by school district, which makes it harder to know how many families are receiving services.

### Referral sources

Our main referral source continues to be the DuPage County Health Department. As families come in for WIC appointments, they are routed to the Home Visiting program which will best meet their needs.

Additionally, the teachers and social workers and nurses in your districts continue to send potential families to us. One social worker recently realized that we serve PREGNANT women in addition to children Birth to 3. I may start referring to our program as a Pregnancy to 3 program to help spread the word on that key fact.

### Research



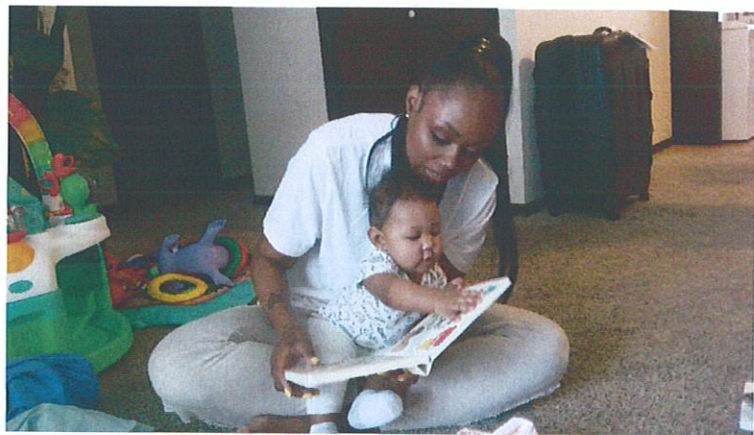
We know that the work we are doing with providing opportunities for children and parents to bond, to have fun together, and for parents to feel successful and competent is directly connected to children's well-being and a key part of a prevention of child abuse/neglect effort.

Here are a couple of moments of delight during recent home visits. In each visit, parent and child have time to engage in a developmentally appropriate activity together. Enjoy these photos of this special parent-child time.

### **NEW RESEARCH**

**22% reduction of child abuse**

Research published in the May 2018 *Child Abuse & Neglect, The International Journal*, shows that large-scale implementation of the Parents as Teachers evidence-based home visiting model results in a significant decrease in cases of child maltreatment.



Submitted on behalf of the Glenbard Parents as Teachers/CASE team, Carol Montgomery Fate