Minutes
Lenawee C2C Executive Committee
May 22, 2018, 10:00 a.m.
LISD Education Service Center, 4107 N. Adrian Hwy., Adrian, MI

Attendance: Stan Masters, Christine MacNaughton, Nate Hamblin, John Haught, Michael Masters, Patricia Gray, Shannon Elliott

Unable to attend: Mark Haag, April Demers

10:00 - Welcome - Highlights & Updates
- Summer Lit Lab Pop-ups - Making several adaptations / improvements from what we learned in 2017: Scaling up from 4 to 13 sites; dedicated site coordinators; partnership agreements; pre/post data collection systems.
- Handle With Care Process - The pilot is in place with Adrian and Madison. Still working through the learning curve of having officers take note of filling out HWC notices for children present on a scene when not the subject of the scene.
- Truancy Prevention System - Moving toward countywide implementation in the fall. (See attached).
- New LCAN Coordinator - Jim Southard
- Social Emotional Mini-PDSA (Plan-Do-Study-Act) opportunity at Madison Schools - One classroom of middle school students will take the Panorama SEL assessment. Post-Secondary Summit - May 31 @ Siena Heights, listening and learning focus.
- Customized Learning Success Network - Following brainstorming sessions, facilitated by Jenny Heath, the articulation of the focus is changing to learner engagement. A meeting of a dozen principals/teachers from six different districts is scheduled for this evening. The goal is to identify countywide practices that can be measured and advocated to increase learning engagement among middle and high school students.

10:30 - Parent Child Home Program (PCHP) Presentation
- Shannon Elliott introduced Todd Holden (Adrian Public Schools, 17 years) - Currently serves as a Title Reading Specialist at Alexander Elementary School. Presented the desire to pursue the PCHP for Lenawee County - an evidence-based early literacy, parenting, and school readiness model committed to closing the achievement gap by providing asset-limited families with two year, bi-weekly in home support. See attached PowerPoint.
- Currently, Todd is seeking funding and support to become trained as a site coordinator for the program. The team recommended, and Nate Hamblin offered to facilitate, connections with LISD Early-On, Great Start, and Head Start in-home visitation programs to see what is currently being done and if there are gaps this program is best suited to address.

11:00 - C2C Interactive Experience - Update
- We are in the process of securing grants from service clubs to obtain the Interactive Experience from the Summit Education Initiative. Before customizing and offering the Experience throughout the county, specific opportunities for involvement and investment in Lenawee County organizations and programs will need to be identified. This is a
process we will devote ourselves to this summer among the Data Team, individual C2C Success Networks, Community Leadership Team, and ultimately Executive Team. Will work to arrive at a finalized list by September.

11:30 - Round Table
- Will adjust the June 19 Community Leadership Team Meeting to 10:30 a.m. - noon due to the annual Safe Schools meeting that same morning.
- C2C has been approached by Bob Tebo, iChallengeU, to consider having a student team address a C2C specific challenge July 9-19. Executive Team discussed having a team help us address the issue of having and maintaining youth voice and presence within the partnership. Nate will explore this further with Bob.
- April Demers - changed roles at DHHS and will be unable to continue on Executive Team.
- Stan Masters communicated the need to identify PD local resources to help teachers identify trauma training resources. ACES training via Jackson DHHS was suggested. Also of note, BSHC is working to bring ACES training for community in 2019.
- Mason’s of Lenawee County is having a golf benefit Sept 8 on behalf of unaccompanied youth. Encourage local districts to participate with a team of four.

Noon - Adjournment
School Intervention

- At five full-day equivalent counted absences within a semester, a letter or phone call will be made to notify the parent.
- At nine full-day equivalent absences within a semester, the school administrator should, if appropriate, request a meeting with the student and parents. The reason for absences should be taken into account when determining the need for a meeting. The goal of the meeting should be to address the root cause of the absences, offer academic support, alternative education, if appropriate, and attendance expectations, including an attendance agreement. Interventions should include, but are not limited to, mental health screening, problem solving, tutoring, and mentoring (Sec 104).
- If the attendance expectations from the parent meeting are not being met, a referral form can be sent to the Truancy Prevention Specialist (TPS). The referral will include the date a letter was sent as well as a brief summary of the parent meeting. The TPS will contact the family and student and determine the next steps in the process.

Early Absenteeism (Intern engagement)

- Initial call
  - Discuss attendance, engage conversation to determine barrier and any issues. Define expectations and timeframe for follow-up.
- Follow-up phone call
  - Absenteeism has been resolved: Define continued expectations and timeframe for third phone call.
  - Continued absenteeism: Clarify issues and concerns, refer case back to Truancy Prevention Specialist for community interventions.

Continued Absenteeism (Truancy Prevention Specialist)

- Truancy Prevention Specialist will aid the family and student to engage resources addressing already identified issues and barriers in a community oriented placement.

Family Truancy Conference

- Family meets with identified representatives from youth and family serving organizations (LUSD, Juvenile Court, LCMHA, and MDHHS). Said organizations look at the needs and offer resources to reduce obstacles and long-term barriers, i.e. mental health screenings, basic needs evaluation, etc.
- Children under 10 do not attend this meeting.

Court Petition

- Continued truancy on a child nine years or younger: Petition is requested under Parent Responsibility or Truancy statute from the residential municipal law enforcement agency for prosecutorial review.
- Continued truancy on a juvenile 10 years or older: Petition is requested under the the Delinquency Code from the residential municipal law enforcement agency for prosecutorial review.
Parent-Child Home Program

National Center

Mineola, NY

http://www.parent-child.org/
2012-16 Lenawee County

27% in poverty

2012-16 State Wide

16.3% in poverty

Data from the U.S. Census, United Way, CDC Community Health Indicators, and Robert Wood Johnson Foundation. 

ALICE, a United Way acronym which stands for Asset Limited, Income Constrained, Employed, represents the growing number of individuals and families who are working, but are unable to afford the basic necessities of housing, food, child care, health care, and transportation.
Majority of U.S. public school students are in poverty according to the Southern Education Foundation
Students of poverty

- Trail their more privileged peers and rarely catch up
- Less likely to have support at home
- Less frequently exposed to enriching activities outside of school
- More likely to drop out of high school and never attend college
In high poverty neighborhoods, 13 to 830 children would need to share a single book

In borderline neighborhoods, 1 to 11 children would need to share a single book

In higher-income neighborhoods, over 300 books are available per child

Nell Duke, University of Michigan study on six urban neighborhoods, three high poverty tract and three borderline tract
In Adrian Public Schools, we continue to see an increase each year in the number of students who enter kindergarten not knowing their letters and sounds which puts them significantly behind other students.

Most do not overcome this deficiency and receive Title reading services during their elementary years and some end up in special education.

APS needs a supplemental in home service to address the widening achievement gap.
Parent-Child Home Program (PCHP)

A national program that connects families and early learning specialists (a.k.a. Home Visitor) in underserved communities to ensure every child has the opportunity to enter school ready to succeed.
For over 50 years, PCHP has been bringing its early childhood school readiness program into homes of families with 2-4 year olds.
PCHP bridges the achievement gap.

Program graduates:
- Achieve at or above national norms
- Graduate high school at the rate of middle-class students nationally, a 20% higher rate than their socio-economic peers, 30% higher than the control group in the community.
Program graduates are 50% more likely to measure ready for kindergarten than their socio-economic peers and enter school performing 10 months above their chronological age.

Program graduates were as ready for school as children from high-income, better-educated, English speaking homes.
Half of the children identified as “at risk” in their home environments at the start were found to be no longer at risk at the completion of the Program.

The number of positive interactions between parent and child increased dramatically as a result of the Program. Families engage in more educational activities at home and in their communities.

Indiana University of Pennsylvania’s independent evaluation of PCHP replications in two Pennsylvania counties.
PCHP utilizes a model of early intervention and remediation that can result in long-term savings by increasing school readiness and reducing the need for special education services.

An independent study produced by the City of New York Office of the Comptroller calculates savings from the reduced need for special education services for PCHP graduates at $210,00 per child.
Home visits and center-based programs with a parental focus can help prevent child abuse and neglect by focusing on known risk factors:

- Parents’ lack of understanding of children’s needs and development
- Lack of positive parenting skills
- Poverty
- Unemployment
- Lack of education
- Community violence

U.S. Advisory Board on Child Abuse and Neglect
The strength of the program comes from working with parents promoting positive parenting skills and building positive parent-child verbal interaction to enhance the child’s conceptual and social-emotional development.
In twice weekly home visits, a trained Home Visitor models, for the parent and child, play, verbal interaction, and reading activities that create a language-rich home environment.

The trust that develops between parent and Home Visitor empowers parents to seek or follow-up on referrals to other services and join in community-based activities such as story time at the library.
Early Learning Specialists

- Should speak the native language of families being served
- Must participate in a minimum of 16 hours of training provided by site coordinator
- Participate in weekly staff supervision meetings and trainings by site coordinator
- Go through a background check
Site Coordinator

- Trained by the National Center
- Oversees all aspects of the local replication site
- Hires, trains, supervises, and evaluates early learning specialists
- Recruits families
- Maintains demographic, programmatic, assessment, and evaluation data in the Management Information System
- Selects appropriate curricular materials for the families being served
- Completes written reports after each family visit
The site coordinator works with families to connect them to other community-based services, supports and opportunities such as housing, medical and educational services (pre-K or Head Start).
Intensity of the Model:

- Minimum of 46 Home Visits per year (92 visits over 2 year period)
- Two 30 minute visits per week for 23 weeks
- Families receive at least 46 books and educational toys
PCHP recommends raising $3,500 per family*

- Majority of the cost is for staffing home visitors & site coordinator
- Money is also used to purchase books & educational toys for families to keep
- It is recommended that a new home visitor have a caseload of no more than 12 families. More experienced home visitors can have a caseload of up to 16 families.
- It is required that the site coordinator has a case load of at least 2 families
- 25 families require a site coordinator at .5 FTE & two home visitors
- 50 families require a site coordinator at 1 FTE & four home visitors
- $8,000 one-time training and technical assistance fee
- Travel costs for training in New York

*Cost per family may vary depending upon salary structure, regional cost of living, organizational overhead, etc. This estimate reflects the national average across urban areas.
Do not go where the path may lead, go instead where there is no path and leave a trail.

- Ralph Waldo Emerson