



Official Newsletter of the Illinois Subdivision of the Division for
Early Childhood of the Council for Exceptional Children

Volume 19, Issue 2

Message from the IDEC President...

Connie Shugart

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Find us on the web at

[http://illinois-
dec.org/](http://illinois-dec.org/)

The *IDEC Newsletter* is a quarterly publication of the Illinois Division for Early Childhood. Please send inquiries, comments, and article submissions to:

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Dear IDEC Members,

This is a busy time of year for everyone, getting back to work after the holidays and gatherings with friends and family. Now that the hustle and bustle of the season has come to an end it is time to reflect on the past year and plan for the new one.

In this past year the IDEC Board has had many discussions related to the benefits of IDEC membership and new ways to meet the needs of our members. We know that professional development and networking opportunities are important. The Sharing A Vision committees have been hard at work planning and organizing the 2013 conference and have already had discussions about 2015. This conference is a wonderful professional development event that comes around every other year. We know that you want and need more than this. Some of our ideas are workshops and webinars.

At the IDEC Board meeting held in mid-December we continued our discussions related to professional development for our members. We would like to offer some workshops and webinars that would be available only to our members. To help with this, I would like for you to email me with topics you might be interested in. My email is c-shugart@wiu.edu.

In October it was nice to see Illinois represented so well at DEC. As I went to meetings and workshop sessions, I was reminded of some of the wonderful professional development opportunities available at the national level. DEC hosts webinars and there are many Special Interest Groups (SIGs) available. I would encourage each of you to go to DEC's website and join a SIG. You can find more information in the article on page 8.

Sending you wishes for a wonderful new year!

Connie Shugart

IDEC Nominations Needed

Looking for a way to get more involved in advocating for young children with disabilities, those at-risk for developing disabilities, and their families? IDEC has leadership positions available in which **YOU can make a difference!**

Currently, there are two positions that need to be filled by election: **Vice-President** and **Secretary**. The elected officers will begin their terms on July 1, 2013. The IDEC Vice-President cycles through three other positions (President-Elect, President, Past President), thus committing to four years of participation. Although this sounds like a long time, it works to the Vice-President's advantage with regard to working with and being mentored by the other officers currently in these positions.

The **Vice-President** gradually assumes more responsibility for leadership rather than being immediately thrust into the position of President. As outlined in the IDEC By-Laws (available on the IDEC website: <http://illinois-dec.org>), specific tasks of the Vice-President include the following:

- (a) serve in the President's place and with his/her authority in the case of absence or inability of the President and President-Elect;
- (b) accept designated responsibilities that will provide training experiences that offer advancement to the office of President-Elect and President; and
- (c) serve as Chair (or Co-Chair) of a committee on the Sharing A Vision (SAV) state conference planning committee, assisting the President-elect as necessary. The Vice-President also serves as the liaison with the Illinois Council for Exceptional Children (ICEC).

The **IDEC Secretary** serves a two-year term. Per the IDEC By-laws the tasks include the following:

- (a) keep records of all proceedings of the annual business meetings, Executive & Governing Board meetings, as well as copies of SAV meeting minutes and other correspondence as necessary for the operation of the organization,
- (b) archive state conference SAV planning committee minutes,
- (c) maintain archives or designate member to store annually; document who and where this will be on a yearly basis, and
- (d) track & maintain documentation related to amendments to the Subdivision Constitution and By-laws.

If you are interested in one of these positions or know an IDEC member who might be interested, please let Julie Evans know by Wednesday, **March 31, 2013**. You may contact her at jevans@isbe.net.

Search for a New Membership Chair

The IDEC Board is searching for a member to serve as the **Membership Chair** position. This is a fun opportunity to serve your state professional organization. Sharon Doubet is currently serving in this capacity and would like to offer continued support to someone who would like to grow in the area of service to their profession.

This position will begin on **July 1, 2013**.

According to IDEC By-Laws, Article IV, Section 3, the Membership Chair shall:

1. Maintain an active record of members and provide the Executive Board a list upon request.
2. Maintain an active program for the recruitment of new members.
3. Keep a written record of the activities conducted to maintain and increase membership.
4. Support DEC and CEC in their follow-up of membership renewals.

Please contact Sharon Doubet with any questions. sdoubet@ilstu.edu

CALL FOR NOMINATIONS
Jeanette A. McCollum Award for Service to the Field
Illinois Division for Early Childhood (IDEC)

You are invited to submit the name of an individual for the Jeanette A. McCollum Award for Service to the Field. This award is given to an individual who meets the high standards of professional practice set by Jeanette A. McCollum. Jeanette is a leader in research and personnel preparation in the field of early intervention/early childhood special education, professor emeritus at the University of Illinois in Urbana-Champaign, and has contributed significantly within Illinois and to the International Division for Early Childhood (IDEC).

Candidates for the Jeanette A. McCollum Award shall meet the following criteria:

1. Be a professional in an agency or an organization in the field of early intervention/early childhood (Birth-8), family member, student or community member, or an area that directly impacts early intervention/early childhood (e.g., government);
2. It is encouraged, but not required, that the candidate be a current member of IDEC;
3. Have made significant contributions on a state, regional, or local level which have improved or will improve the lives of young children with special needs, their families, or those who work on their behalf. Contributions may be in direct services, personnel preparation, leadership, policy development, research, advocacy, or publications and are supportive of the goals of Illinois, IDEC and International IDEC.

An award recipient shall receive a plaque or other commemorative award (trophy, statue, etc.), cash reward, have his/her registration to the Sharing A Vision (SAV) conference waived, one-year complimentary membership into IDEC/CEC, and have details of their award published in the Illinois IDEC newsletter.

Please send nominations (letter of support outlining the three criteria above and any additional supporting documentation) to Julie Evans at the e-mail address listed below **by June 15, 2013**. The outcome of this review process will be determined by August 15, 2013 and the award will be presented at the 2013 *Sharing a Vision* Conference in Springfield, IL in September 2013. Should you have any questions or concerns, please contact Julie Evans.

Julie Evans, JAM Committee Chairperson
Email: jevans@isbe.net

Assistive Technology In Action Video Series



The Family Center on Technology and Disability has videos of children and adults using assistive technology in their daily lives. *Assistive Technology in Action - Meet Mason* shows how a first grade student with visual impairment uses technology at home and school. Videos and other AT resources can be found at:

<http://www.fctd.info/show/videos>



Celebrating the Past Embracing the Future

October 2-4, 2013
Crowne Plaza, Springfield

Join us at the upcoming Sharing a Vision conference. There will be nine pre-conference sessions to choose from, as well as over 60 regular workshops. We hope you will plan on attending this wonderful professional development opportunity.

Further information can be found at www.sharingavision.org

Keynote Speakers for SAV 2013

Jim Gill, musician and author of children's music CD's and books

Kathy Buckley, comedienne and inspirational speaker



Conference is coordinated by Illinois Division for Early Childhood (IDEC)
and sponsored by ISBE, IDHS, IDEC and Illinois Head Start.

For information on the Children's Art Exhibit and submitting works of art, see page 13.

Illinois Early Intervention Training Program 7th Annual Empowering Professionals Conference

Double Tree Hotel and Conference Center in Alsip, Illinois
March 1, 2013

Keynote by Michael Trout, Director of the Infant-Parent Institute, author and clinician

For descriptions of breakout session and registration information, visit

<http://www.illinoiseittraining.org/page.aspx?item=300>



Race to the Top-Early Learning Challenge

Talking Points – Illinois Wins!

by Cindy Zumwalt

The following document written December 6, 2012 is a summary and proposed plan for the funding Illinois will receive from the Race to the Top- Early Learning Challenge.

Overview

- Illinois won \$34.8 million in Phase 2 of the highly competitive Race to the Top-Early Learning Challenge.
- The grant funds will help Illinois to connect the children most at risk of school failure with the high-quality early learning programs they need.
- This grant will help Illinois taxpayers by maximizing the effectiveness of existing investments in early learning.
- Illinois was one of only 13 states to win an Early Learning Challenge Grant.

What Illinois will do with the grant funding

- The Early Learning Challenge is a great opportunity to increase the efficiency and effectiveness of early childhood education in Illinois by:
 - Taking a patchwork of early learning programs and integrating them into a unified system
 - Increasing early childhood program quality—both making sure that all programs provide good quality and helping already good programs to become great
- Illinois' plan builds on our existing foundation and investments in early childhood education so we can accelerate the improvements we know we need in this state.

Details on the Illinois plan

- Create a 5-level quality rating improvement system that will cover most early learning programs, including Preschool for All, Head Start, Early Head Start, center- and home-based child care, and private preschools licensed through DCFS.
- Provide professional development and other supports to raise the quality of early childhood programs
- Implement a statewide kindergarten assessment system that will allow us to better understand how children are doing when they enter school
- Integrate budget and performance management systems across state departments
- Enhance workforce development programs to increase the number of high-quality teachers and caregivers
- Implement revised early learning standards for children ages birth to five (what a child should know or do at different development stages)
- Implement an ambitious research and evaluation agenda for the early childhood care and education system that builds on the state's strong track record of rigorous evaluation and evidence-based decision-making.

What the win means for parents

- Parents will have access to more high-quality programs for their children.
- Parents will be able to visit a website with quality ratings and other information to help them choose the best program for their child (this will be fully operational by July 2014).
- When a child enters kindergarten, parents will have more information on their development and what they can do to enhance it.
- Communities will have better ways to connect at-risk families to programs they need to give their children a healthy start.

What the win means for early childhood programs

- With the new quality rating system, programs will have a public incentive to subscribe to the highest standards possible.
- Illinois will provide resources to help programs improve classroom quality.
- Programs will receive resources to enhance children's healthy development, as informed by the revised early learning standards.

What the win means for Illinois

- Research proves that children who gain a solid educational foundation in the first five years of life are significantly more likely to be successful in school, college, career and life.
- Guaranteeing children a solid educational foundation before they begin kindergarten is the first crucial investment we as a state can make in a future workforce that will drive economic growth in Illinois.
- Quality early childhood education is a cost-effective strategy for reducing deficits and promoting growth.
- Improving the quality of early learning in Illinois will produce quality results that will pay dividends to all for generations to come.

Where money will go:

- Strengthening program quality and supporting the development of great teachers for early learning programs--\$10.5 Million
- One-time investments to improve efficiency, streamline program administration and data systems, and evaluate effectiveness--\$11.6 Million
- Quality Rating and Improvement System (QRIS) that will inform parents about program quality--\$7.3 Million
- Helping communities connect the children with the greatest needs to high-quality programs--\$6 Million

Cindy Zumwalt is the Early Childhood Division Administrator for the Illinois State Board of Education.



Save the Date

**Early Childhood Outcomes Illinois Faculty Summit**

April 30, 2013 – 10:00 a.m – 3:00 p.m.

Illinois State University Alumni Center - Normal, Illinois

The Illinois State Board of Education and Illinois STARNET will host an event to begin the process of developing training material to assist faculty in incorporating Early Childhood Outcomes (ECO) content into coursework. Participants in this event will form a working group to identify teaching resources and develop plans to fit ECO content into different courses and formats. The important work of this group will be recognized by ISBE and demonstrates valued service to the field.

To register, contact Linda Robinson, 800-227-7537 ext. 250 or send an email message to L-Robinson1@wiu.edu.

Inclusion ... a Road for Professional Growth

by Sue Milewski

The road of inclusion offers many challenges. At the recent Early Childhood Administrators' Conference, just such a journey was presented by Ron Gonser and myself from District 146. We indicated that the keys to maintaining such a journey lie in developing a strong vision while continuing to reflect, refine, and renew decisions along the way. This journey also is framed within a collaborative environment that further supports moving forward successfully.

"Learning for All" is the motto that focuses the District 146 inclusion journey. This phrase in itself emphasizes that everyone, including staff, are learners. We work together to put the pieces together to create the framework for each child's learning. Each of our blended preschool classrooms is supported with a speech pathologist, an occupational therapist, and an English Language Learning Teacher who make up the classroom team. During our monthly meetings, this team works together to develop differentiated instruction to meet the needs of all students. Additionally, the principals offer consult time upon request for problem solving and/or consultation related to individual students with IEPs. The preschool teacher holds the role of case manager and bridges communication among all team members, including the family. However, when it comes to making decisions about a student, each member of the classroom team holds an equal role in this process.

Along this journey, there is the need for flexibility, willingness to try new things, to maintain the vision, and to step out of your comfort zone. A key example of this was in the delivery of speech services in our blended classrooms. Our speech staff moved along a continuum of service beginning with a pull out speech delivery and currently evolving into providing services within the classroom play environment. This was a long road that took the support of administration and team members and involved risk taking on the part of the speech pathologists. They struggled with how to get and record the data differently from the way they were trained. They needed to learn how to be more spontaneous and responsive in order to illicit conversations within a child's play environment. Each step of the way required reflecting on the student outcomes and attitudes. It was the increase of student motivation and achievement that encouraged the speech staff to move into a classroom delivery.

Collaboration has been the key to our success. The journey of building collaborative relationships was not always easy. Collaboration focuses our efforts on the students rather than our personal philosophy or manner of practice. It requires staff to step outside of their comfort level making a paradigm shift in their practice and thinking. In shifting the delivery of service into the playful class environment, we gift each child the role of being a community member while affording them the opportunity to learn about and from each other. Yet this shift continues to evolve. The process of planning; working through problems; implementing cognitively appropriate practice; and making intentional decisions for the needs of each student continues to refine itself and us. In keeping the vision at the forefront of our decisions, it supports staff in creating an environment where all children can learn and grow together while providing the momentum to sustain this difficult journey.

Challenges often invade this vision requiring staff to reflect, refine, and renew the goals along the way. Some challenges include changes in staff, limited knowledge and/or skills, and differentiating for student needs. Staff changes can occur at all levels from administrators to teachers and can slow the process of inclusion. New staff members often are new to the profession and need to learn about inclusion and how to adapt their practice to meet all student needs. This suggests a need for training about the vision and District philosophy as well as learning how to be more intentional in their teaching, collaborating, and communicating with staff. With the diversity of student needs, staff often struggle to meet the needs of each student. They need support and practice in collaborating with others and in sharing the teaching role among the classroom team. We have been fortunate to have administrators who support this vision by offering opportunities for staff learning and time to collaborate and plan.

Through these practices our staff can reflect more intentionally on student needs, their own practice and growing professionally. In using these practices, our teams refine or improve on what and how they meet the goal of inclusion, continuing to renew our goals in working toward inclusion.

The road to inclusion is not an easy road. In taking this road and meeting the challenges along the way, a teacher grows professionally and becomes more insightful in working with peers, students, and families. It means developing a strong learning community where, with commitment and challenge, growth occurs, success ensues, and inclusion evolves. Are you ready to travel this road and take the challenge?

Sue Milewski is an Early Learning Teacher for Fulton School, District 146 in Tinley Park, Illinois.

DEC Special Interest Groups (SIGs)

by Bernie Laumann

Are you someone who provides early intervention services to infants and toddlers with disabilities and their families? Are you a coach or trainer who provides professional development activities and wants to connect with other professionals in the field? Are you a graduate student who would like to learn about student activities sponsored through DEC? Are you interested in adding your ideas and experiences to the development of important DEC policies and position papers that are published and disseminated to the field?

You can engage with others and add your own voice to the discourse within DEC by joining a DEC Special Interest Group (SIG). There is no cost to join a SIG and you will benefit from your connection to a group of other professionals with similar areas of interest.

The SIGs provide a forum for DEC members to meet (virtually and/or in person during the national conference) to discuss issues and support DEC activities around several topics: Early Intervention, International, Leadership, Policy, Professional Development, Research, and Students. The SIGs provide opportunities to become involved with DEC members from other states and nations who share your interests and concerns about young children with disabilities and their families. Joining a SIG is an easy way to get involved in DEC and promote the voices of the membership around important topics.

DEC sponsors several national Special Interest Groups (SIGs). Join a SIG by going to the DEC web site at http://www.dec-sped.org/About_DEC/Special_Interest_Groups and clicking on the link(s) of the SIG (s) that you wish to join.



Bernadette Laumann, Ph. D., is an Assistant Professor in the Department of Special Education at Eastern Illinois University.

RtI (Response to Intervention) in Early Childhood (EC) and Preschool Settings

by Robin Miller Young

Past editions of the IDEC newsletter have had occasional updates on resources you can access on the development of Response to Intervention (RtI) practices in Early Childhood and Preschool settings. Presented below is another installment of resources you might find helpful!

1. **Virtual Visit: Prairie Children Preschool:** The National Center for Learning Disabilities' **RTI Action Network** travels to schools across the country to find examples of real people doing real work with RtI. Our latest Virtual Visit features Prairie Children Preschool in Aurora, Illinois, which has been successfully implementing RtI in an early childhood setting for several years. Listen to Principal LuAnn Shields and her staff as they discuss the reasons they have designed their program the way they have, how they use data to make decisions and how they involve parents throughout the process of RtI implementation. Let Prairie Children Preschool walk you and your team through the RtI process from beginning to end!

You can access the video and watch it at

<http://www.rtinetwork.org/professional/videos/virtualvisits>

2. **RtI in Early Childhood Position Paper:** Although the period for "Public Comment" has passed, you can still download the latest draft of the position paper being developed among the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC) and Head Start. <http://www.naeyc.org/content/frameworks-for-rti-in-ece> Plans are also in place to develop a comprehensive annotated bibliography of various resources to share when the final version of the paper becomes available.
3. **CRTIEC Summit Fall 2012 (Center for Response to Intervention in Early Childhood - CRTIEC):** Be sure to go online and download the handouts and other resources for the terrific sessions http://www.crtiec.org/rti_summit/2012RTISummit.htm Note in particular the session conducted by Donna Nylander, the Principal of the Valley View Early Childhood Center in Bolingbrook, IL on their use of the "Say-Tell-Do-Play" Tier 2 Intervention (click on the link for **Implementing an Innovative Tier 2 Intervention that Improved Vocabulary and Comprehension Skills for Preschoolers.**).
4. **RtI in EC Movement is Gaining Momentum:** Illinois is a leader among many states (Iowa, Missouri, Utah, Vermont, Rhode Island, Florida, Kansas, Michigan, North Carolina, Delaware, Washington, and Wisconsin) where practitioners are moving forward and implementing RTI practices into early childhood programs and talking about them at the RtI Innovations Conference (September, 2012, Salt Lake City, Utah) and the CRTIEC conference (September 2012, Albuquerque, NM). Wisconsin is looking for presenters on RtI in EC/Preschool for a spring conference. Follow the link to get more information about making a presentation. <http://awsa.affiniscape.com/associations/10159/AWSAUpdateBulletin/?nbr=779>
5. **Division for Early Childhood Conference (DEC).** The conference was held at the Hilton Hotel in downtown Minneapolis, MN on Sunday (10-29), Monday (10-29) and Tuesday (10-30). Check out the DEC link at <http://www.dec-sped.org/> for information on this year's sessions and dates and location for next year's conference. There are many opportunities for networking and gaining new skills for developing and implementing an RtI framework.

6. **NASP February 2013.** There will be a 1/2 day presentation on the topic on Friday, February 15, 2013, 12:30 to 3:30 in Seattle, <http://www.nasponline.org/conventions/2013/index.aspx> Lynette Chandler (NIU) and Robin Miller Young (recently retired from Prairie Children Preschool) will be doing an update on the "rationale and promising models" of this reform initiative. Many other sessions and PD opportunities will be available.
7. **Early Numeracy and Math :** Virginia Buysse and her colleagues have been awarded \$1.5 million to look at early numeracy and math as targeted skills in their Recognition and Response Model; check it out! <http://www.fpg.unc.edu/projects/recognition-and-response-addressing-early-learning-difficulties-math-through-rti-model-pre> The grant will run from February 2012 through March 2015.
8. **Early Math and Numeracy Assessment:** Five west suburban school districts have written letters of support for a large federal grant with Dr. Robin Hojnoski at Lehigh University (Roh206@Lehigh.edu) to secure funding to further develop the Preschool Numeracy Indicators (PNIs), a promising early math and numeracy tool. Check out the poster session she held at the CRTIEC conference at http://www.crtiec.org/rti_summit/documents/Hohnoskiposter.pdf and then click on "Technical Adequacy of the Preschool Numeracy Indicators," to get more information. Contact Dr. Hojnoski to obtain assessment materials and to get more information.
9. **Book on RtI in EC:** Virginia Buysse, one of the most well-known researchers in this area and one of the developers of the Recognition and Response model (Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill) is in the process of editing a book on RtI in EC. Look for it to be published by Brookes Publishing this year. Amanda VanDerHeyden, one of the most prolific writers on the subject, has contributed a chapter on early math and numeracy. Citation: Buysse, V., & Peisner-Feinberg, E. (Eds.). (in press). Handbook for Response to Intervention in early childhood. Baltimore, MD: Brookes.
10. **Professional Development on Tiered Instruction in EC:** Check out the new CONNECT Module on Tiered Instruction in Early Childhood programs at <http://www.fpg.unc.edu/resources/connect-module-7-tiered-instruction>

I hope you find these resources helpful and useful.

Robin Miller Young recently retired from her position as Student Services Coordinator and EI Transition Coordinator at Prairie Children Preschool, Indian Prairie SD # 204 ECE/ECSE Program in Aurora. She currently works with the Illinois Resource Center (IRC) and the RtI in EC Steering Committee to assist programs who are moving into RTI practices.

IDEC Members Attend 2012 DEC Conference!

Thank you to everyone who attended DEC's 2012 conference. It was an exciting event with hundreds of posters, sessions, workshops, and networking opportunities.

Seventy-five Illinois DEC members attended the conference in Minneapolis/St. Paul. This represents 37% of our state membership!! We are a strong state organization with national representation. Our IDEC members consistently attend this conference and many are presenters. IDEC hosts a social gathering at the conference. Be sure to watch for details in advance of the Oct. 2013 event.

The next annual conference will be held in San Francisco, **October 16-18, 2013** at the gorgeous San Francisco Hilton Union Square. Plan now to include this professional development event in your travel budget!



Functional Hearing and Vision Screening Training

In vision, participants will learn how and who to screen as well as who is at risk of vision impairments, warning signs, types of screening tools, and when/how to refer for further assessment/services. In hearing, participants will learn the types and causes of hearing loss, its impact on development, communication and language use of a screening questionnaire, when/how to screen, and when/how to refer for further assessments and services.

March 13, 2013 - Batavia
Trainers Nancy Scott and Mindy Ely
Site TBD - 9:30 am – 3:30 pm

Please register online at www.morgan.k12.il.us/isd/hveio
CPDU 5 credit hours
EI 5 credit hours Assessment

CALL FOR PROPOSALS TO PRESENT A SESSION

Illinois Council for Exceptional Children



2013 Fall Convention:

Celebrating Special Educators

Hyatt Lisle - November 7-9, 2013

The Illinois Council for Exceptional Children invites you to submit a proposal for the ICEC Fall Convention scheduled for November 7, 8, 9, 2013, at the Hyatt in Lisle, Illinois. Program submissions should be based on the theme: "Celebrating Special Educators." The program will focus on the positive contributions that special educators make in the lives of children with special needs.

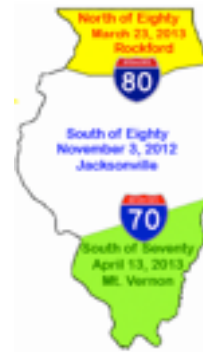
Deadline for program submissions is January 15, 2013.

For the proposal form, contact Bev Johns at bevjohns@juno.com or beverley.johns@mac.edu

Conferences for Parents of Children with Hearing Loss

North of Eighty
March 23, 2013
Rockford

South of Seventy
April 13, 2013
Mt. Vernon



Conference topics include:

Assistive Technology; the IEP; Literacy; Sibling Issues; Deaf Culture

CPDU and EI credits are available.

Financial assistance may be available for parents to help with travel, lodging, and childcare costs.

To register:

By phone, call toll-free 1-877-339-2686

By fax, 1-217-479-4328

Online, go to: http://morgan.k12.il.us/isd/outreach_events.html

Save The Date  
  **March 9, 2013**



7th Annual Family Leaders Conference Spaulding Pastoral Center - Peoria

Featured Speaker: Dr. Mary Meduna-Gross,
former Special Education Director who works with families and school districts

For more information, contact:

Family Matters Parent Training and Information Center

866-436-7842 or info@fmptic.org

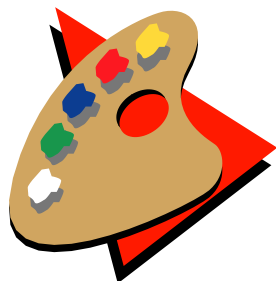
or visit STARNET Regions I and III website:

www.starnet.org



Creative Expressions Art Gallery

The **2013 Sharing a Vision: Celebrating the Past; Embracing the Future Conference** will feature the “exhibition and raffle” of young children’s artwork gathered from around the State of Illinois.



Where: Crowne Plaza Springfield

When: October 2, 3 and 4, 2013

In order to make this a successful event, we are requesting donations from children who are attending early childhood programs, Birth-Age 8. Items will be collected *through August 1st*.

Participating programs will have the chance to **win** new art supplies for their classroom!



PLEASE NOTE

- Select items that show creativity and originality.
- **NO** items will be returned.
- Conference participants will have the opportunity to purchase artwork through a raffle process or “**BUY IT NOW**” option which will allow artwork to be purchased immediately.
- A signed “**Parental Consent Form**” must accompany each item. Your Art Committee Representative will provide you with the consent form.
- Also, please attach a photograph of the child engaged in “creating” their artwork.



CRITERIA

- 2-Dimensional paintings & drawings cannot exceed: 16”x20” (media: paint, crayons, markers, etc.).
- 3-Dimensional objects cannot exceed: 8½” x 11” base and 24” high (media: clay, paper, wood, metal, plastic, etc.).
- No fragile items (items must be transportable).

Contact one of your local art committee representatives to make arrangements for the delivery of quality art gallery items.

Jennifer Weidner
217/923-5141 Ext. 251
jennifer@erbainc.org

Anna Owen
309/799-9895
Ak-owen@wiu.edu

Ann Curtis
309-333-9404
AL-Curtis@wiu.edu

Advertisement Poster 2013/JAW1



YOU ARE INVITED
To Get Involved in Illinois Division for Early Childhood!

Join now (or renew your membership) in the premier professional organization for anyone working in early intervention or early childhood special education! DEC is the Division of Early Childhood special interest division of the Council for Exceptional Children (CEC). This national organization is recognized as a valuable asset to you and your colleagues.

- Illinois DEC is one of the largest and most active DEC subdivisions in the nation. Join an energetic group of fun people with big dreams for ALL young children.
- As of 12/1/12, we have **202 members in IDEC**. The breakdown of membership is listed below.

| Membership Level | Professional | Student or Family Member | Premier | Retired or Associate | TOTAL IL DEC MEMBERSHIP |
|----------------------------|--------------|--------------------------|---------|----------------------|-------------------------|
| # of members as of 12/1/12 | 157 | 26 | 11 | 8 | 202 |

Illinois DEC is YOUR professional community. The benefits of engaging in a professional community include:

1. DEC/CEC members receive four professional journals a year: Young Exceptional Children, the Journal of Early Intervention, Exceptional Children, and Teaching Exceptional Children, and a newsletter!!!
2. Be invited to Illinois DEC Members Only events, details to be announced in November!
3. Order DEC products online and save 20%. Save approximately \$25 off of webinars & other events.
4. Illinois DEC members receive a discounted registration fee for Sharing A Vision, Illinois' leading professional development conference.
5. Each year, members receive \$100 off their DEC conference registration if they join before registering.
6. Illinois DEC members are involved in policy and advocacy at a community, state and national level. Examples of recent advocacy/testimony/policy-building activities: strengthening Early Childhood Outcome process, assisting development of Race to the Top – Early Learning Challenge grant, supporting development of a Pre-K to Grade 3 Seamless Learning Continuum, establishing defining features of Response to Intervention (RtI) in EC, working to revise Teacher and Principal training programs, and working to ensure adequate funding for services.
7. Faculty members and others seeking to advance their careers might want to review conference proposals, serve on a state or national committee, or serve on a journal editorial board— DEC membership is required for these valuable service activities.
8. Student members value the opportunity to interact with leading researchers (and other students around the country) in discussion forums, in committees, and at professional meetings. Many members first join as students and they learn about our field by their participation in DEC.
9. Special Interest Groups provide a great connection for members with common interests. Members benefit by identifying colleagues for collaboration on research, practice, and problem-solving.
10. The friendships and networking opportunities of DEC membership can't be underestimated. As a professional community, you have the opportunity to interact with others who share our passions.

Are you a member? Invite and encourage a colleague to join.
