
Part C

State Interagency Coordinating Council (ICC)

Under the Individuals with Disabilities Education Act (IDEA) *Amendments of 2004*

AN OVERVIEW FOR STATE INTERAGENCY COORDINATING COUNCIL MEMBERS

Developed by the Mountain Plains Regional Resource Center
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This information could be made available in alternative format, including large print, Braille, audio, tapes, or computer diskette.

INTRODUCTION

The purpose of this document is to provide an overview for Interagency Coordinating Council (ICC) members regarding their role and functions. This information is a compilation of material and best practices from ICCs throughout the United States. This manual is intended to assist members of ICCs and State leaders in the development and implementation of effective meetings and activities that improve services for infants and toddlers with disabilities

The function of the ICC in shaping services for infants and toddlers with disabilities is critical. In many States, the ICC has been used as the State Part C steering committee for the OSEP Continuous Improvement and Focused Monitoring System (CIFMS). The ICCs are now involved with the Part C State Performance Plan and Annual Performance Report. With the increasing challenges of providing quality education for infants and toddlers with disabilities and the requirements of IDEA, the ICC is viewed as key a change agent in efforts to improve service options for infants and toddlers with disabilities.

The role of the Interagency Coordinating Councils members is to advise and assist, not advocate for an individual position.

- Advise means to inform, counsel, recommend, suggest, or guide.
- To advocate means to plead for your case or position, to favor an individual case or argument.
- The ICC is to provide advice, based on facts and good judgment and input from the group(s) they are representing.

The result of the increased responsibility and expectations for the Interagency Coordinating Council has left those who are responsible for organization and development faced with many challenges. This resource guide will help to provide information and experiences that have been successful for the Council.

This information is comprised of two separate documents:

1. Interagency Coordinating Council: Quick Reference—*for public awareness*
2. Interagency Coordinating Council: An Overview—*for members and ICC officers*

This overview provides the legal requirements for the State ICC and also includes best practices that might improve the group's effectiveness in fulfilling their functions and responsibilities.

ICC MEMBERSHIP REQUIREMENTS

The following is a list of the membership requirements of IDEA 2004:

- (1) IN GENERAL—The council shall be composed as follows:
 - (A) PARENTS—Not less than 20 percent of the members shall be parents of infants or toddlers with disabilities or children with disabilities aged 12 or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities. Not less than 1 such member shall be a parent of an infant or toddler with a disability or a child with a disability aged 6 or younger.
 - (B) SERVICE PROVIDERS—Not less than 20 percent of the members shall be public or private providers of early intervention services.
 - (C) STATE LEGISLATURE—Not less than 1 member shall be from the State legislature.
 - (D) PERSONNEL PREPARATION--Not less than 1 member shall be involved in personnel preparation.
 - (E) AGENCY FOR EARLY INTERVENTION SERVICES—Not less than 1 member shall be from each of the State agencies involved in the provision of, or payment for, early intervention services to infants and toddlers with disabilities and their families and shall have sufficient authority to engage in policy planning and implementation on behalf of such agencies.
 - (F) AGENCY FOR PRESCHOOL SERVICES—Not less than 1 member shall be from the State educational agency responsible for preschool services to children with disabilities and shall have sufficient authority to engage in policy planning and implementation on behalf of such agency.
 - (G) STATE MEDICAID AGENCY—Not less than 1 member shall be from the agency responsible for the State medicaid program.
 - (H) HEAD START AGENCY—Not less than 1 member shall be a representative from a Head Start agency or program in the State.
 - (I) CHILD CARE AGENCY—Not less than 1 member shall be a representative from a State agency responsible for child care.
 - (J) AGENCY FOR HEALTH INSURANCE—Not less than 1 member shall be from the agency responsible for the State regulation of health insurance.
 - (K) OFFICE OF THE COORDINATOR OF EDUCATION OF HOMELESS CHILDREN AND YOUTH—Not less than 1 member shall be a representative designated by the Office of Coordinator for Education of Homeless Children and Youths.
 - (L) STATE FOSTER CARE REPRESENTATIVE—Not less than 1 member shall be a representative from the State child welfare agency responsible for foster care.
 - (M) MENTAL HEALTH AGENCY—Not less than 1 member shall be a representative from the State agency responsible for children's mental health.
- (2) OTHER MEMBERS—The council may include other members selected by the Governor, including a representative from the Bureau of Indian Affairs (BIA), or where there is no BIA-operated or BIA-funded school, from the Indian Health Service or the tribe or tribal council.

REPRESENTING A STAKEHOLDER GROUP

One of the most significant contributions that each council member makes is that of representing a constituency. **The role of each council member is “advisory” and “assistance,” not advocacy.** Each ICC member should try to reach out to get the perspective of their stakeholder group on critical issues discussed at ICC meetings.

Listed below are the distinctions between advisory, assistance, and advocacy:

YES	YES	NO
To Advise	To Assist	To Advocate
<ul style="list-style-type: none">• To give advice• To inform• To counsel• To recommend• To suggest• To guide	<ul style="list-style-type: none">• To help• To support• To second• To attend• To aid	<ul style="list-style-type: none">• To support something• To plead your case or position• To favor a position• To argue

The federal special education regulations require that specific constituencies be represented by membership on State ICCs. The council should consider methods that can facilitate ongoing communication between council members and the public. The following methods can be helpful when reporting successful dissemination of information:

1. Disseminate Interagency Coordinating Council brochures; include the following information in the contents:

- Name of organization
- Purpose and responsibilities
- Meeting locations
- Opportunity for Public Comments
- Dates of meetings
- Membership listing with area of representation
- Contacts: phone number, fax, mail, and e-mail addresses where available
- Highlighted activities or projects
- Priority issues being addressed

2. Conduct Council meetings at various locations in the State.

- Include a presentation script for members to following with addressing groups.
- Use ICC Overview transparencies and PowerPoint.
- Provide copies of brochures or council information for distribution.
- Provide members with council business cards.
- Provide comment sheets that allow for information to be returned to the council.

3. Provide information packets for members to use when meeting with other groups.

- Publicize meeting purpose.
- Conduct in conjunction with other public meetings.
- Establish a procedure for meeting format.
- Keep meetings brief.
- Emphasize that the information received from the field is to be taken to the full council for consideration.
- Develop a method to respond to public issues (e.g., council newsletter, written response on an individual issue).

NOTE: Some Interagency Coordinating Councils are exploring the effectiveness of using the State Web site for providing information regarding council priorities and activities.

INCREASING THE PARTICIPATION OF PARENTS AND DIVERSE CULTURAL GROUPS IN THE ICC

Increasing the involvement of parents on councils, committees, and task forces, particularly those from culturally and linguistically diverse backgrounds, is a frequent challenge for State staff.

Many States make a good faith effort to assemble committees with diverse representation and struggle to attract a more diverse group of parents and service providers to public advisory committees.

There are many factors that may contribute to the challenge that States face when they try to increase diversity of committees or at the public forums including the following:

- In looking for stakeholders to serve on the committees, the tendency is often to seek out directors, chairpersons, or others in leadership positions of various organizations. Because there tend to be fewer people of color in these leadership positions, the pool of possible candidates is automatically going to decrease.
- The State departments of education and/or lead agency staff often do not reflect the diverse populations of their States, and even with the best of intentions, less diversity on the staff often translates into less cultural and racial awareness. Some staff are not aware of the need to recruit diverse participants. Others have the awareness but haven't received the guidance or training needed to reach out to underrepresented groups. Staff may not have the social or professional contacts and connections to diverse communities.

- Language barriers can be a problem for people whose first language is not English. Promotional materials in English are unlikely to reach them. Even if they do become aware of the activity, they may be less inclined to attend a public meeting, especially if the goal is to have participants voice their opinions.
- The location and time of the activity can be factors in suppressing turnout and participation of a diverse group of parents. Transportation and childcare are also issues to take into account.

The following are some suggestions of strategies that could help to increase diversity on the State ICC and other committees.

1. **Committed leadership:** Success depends upon the leadership within State departments of education. Leadership must commit resources, namely personnel time, toward increasing diversity. It is essential for leaders to hold conversations with staff before they begin planning their committee activities. Having diversity on the State committee and at public forums must be a goal from the outset. States also need to try recruiting a diverse staff and provide ongoing professional development to increase awareness of diversity issues.
3. **Go to the people:** Personally contacting individuals and meeting with them face-to-face is the most effective way to increase participation, and this is possible in recruiting committee members. Convey that your interest in diverse representation is real and for the long term and not just to fill a quota for this activity. Taking these steps will begin to build the networks and relationships between the department and diverse individuals and groups.

Identify formal and informal leadership within diverse communities: Community leaders can help identify people who might be candidates for the committee and encourage parents to attend the public forums. Meet and hold conversations with individuals and groups outside of education. Contact community-based organizations such as housing and economic development or human service agencies, neighborhood groups, professional and social associations such as a Latino business groups.

FUNCTIONS OF THE ICC

IDEA 2004 requires the following functions for the ICC:

- (1) DUTIES—The council shall—
 - (B) advise and assist the lead agency designated or established under section 635(a)(10) in the performance of the responsibilities set forth in such section, particularly the identification of the sources of fiscal and other support for services for early intervention programs, assignment of financial responsibility to the appropriate agency, and the promotion of the interagency agreements;
 - (C) advise and assist the lead agency in the preparation of applications and amendments thereto;

- (D) advise and assist the State educational agency regarding the transition of toddlers with disabilities to preschool and other appropriate services; and
 - (E) prepare and submit an annual report to the Governor and to the Secretary on the status of early intervention programs for infants and toddlers with disabilities and their families operated within the State.
- (2) **AUTHORIZED ACTIVITY**—The council may advise and assist the lead agency and the State educational agency regarding the provision of appropriate services for children from birth through age 5. The council may advise appropriate agencies in the State with respect to the integration of services for infants and toddlers with disabilities and at-risk infants and toddlers and their families, regardless of whether at-risk infants and toddlers are eligible for early intervention services in the State.

In addition to these functions, the ICC will play an important role of providing public input to the Part C State Performance Plan and Annual Performance Report.

PROCEDURES FOR THE ICC

The following are general meeting procedures that should be implemented by all ICCs:

- The council shall meet at least quarterly and in such places as it deems necessary. The meetings must—
 - Be publicly announced sufficiently in advance of the dates they are to be held to ensure that all interested parties have an opportunity to attend.
 - Be open and accessible to the general public.
- Interpreters for persons who are deaf and other necessary services must be provided at council meetings, both for council members and participants. The council may use funds under this part to pay for those services.
- All council meetings and agenda items must be announced enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.
- Official minutes must be kept on all council meetings and must be made available on request.
- By July 1 of each year, the Interagency Coordinating Council shall submit an annual report of advice and suggestions to the Governor and/or Lead Agency.

INTERAGENCY COORDINATING COUNCIL AS “CHANGE AGENTS”

The State Part C ICCs are being recognized for their critical role in serving as steering committee members during the federal monitoring improvement process and their input to the State Performance Plan (SPP) and Annual Performance Report (APR) as well as their importance in advising for improved services for infants and toddlers with disabilities.

Variables to Making Change

- Develop a rapport and relationship with the group you are representing.
- Develop a positive working relationship with the State director/lead agency administrator.
- Understand the Part C SPP & APR.
- Approach your work as advisory and assistance, not advocacy.
- Keep current regarding State and national special education issues.
- Communicate with and keep open communication among the State Board of Education members, legislators, State departments of education, OSEP staff, parents, and members of disability groups.
- View change as taking an extended period of time.
- Know the ICC's relationship in the State education agency or lead agency's organizational structure and the established process to promote council directions within that structure.
- Allow time at meetings for members to share relevant information from their constituencies in the field.
- Use the Mountain Plains Regional Resource Center and National Early Childhood and Technical Assistance Center to develop and coordinate interstate linkages among State ICCs and to provide information on technical assistance activities.
- Connect and communicate with the U.S. Department of Education, Office of Special Education Programs State Team Leader and State contact.

COUNCIL BY-LAWS AND OPERATING PROCEDURES

One of the key documents used by members is the Council by-laws or operating procedures. This document may be referred to as the operating procedures, rules, or council regulations. Every council member should have a good understanding of the operating by-laws.

The council should review and revisit the by-laws annually to determine if revisions need to be made. The by-laws reflect information describing how the council will conduct business and the formal structure of the organization. Additionally, it often serves as part of a comprehensive resource to provide information to the public about the role and responsibilities of a State ICC.

The following issues are suggested items for the council's by-laws.

1. Council name
2. Purpose of council
3. Council functions and responsibilities
4. Council membership
5. Term of office
6. Voting rights
7. Meeting procedures
8. Quorum requirements
9. Compensation issues
10. Committees
11. Public comment procedures
12. Council decisions/consensus process
13. Council officers/term/duties

SETTING ANNUAL COUNCIL PRIORITIES

Strategic planning and establishing annual priorities are important for any group or organization. While each State has its own unique challenges and political structure, there are methods of building unity and strength in council membership that will assist an Interagency Coordinating Council in its efforts to provide guidance in serving infants and toddlers with disabilities. Commitment and serious thought should be given to the course that will be used to begin strategic planning and setting priorities for the year. To guide the process, it is suggested to enlist the services of an outside facilitator. The Regional Resource Center staff can provide assistance or suggest qualified individuals in your area. The annual priority setting process can ultimately provide a common ground among the council membership and set the group in the direction of

providing advice and assistance that will lead to positive results for infants and toddlers with disabilities.

Some suggested ideas to establish annual priorities for the council include

1. Conduct a summer meeting to provide orientation for new members. All council members should attend to foster positive relationships and a team approach.
2. **Use recent data from the State Performance Plan and Annual Performance Report to help establish priorities.**
3. At the same meeting, decide on three to four priority issues that the council should address during the year. The priority areas should be selected by using current data and State lead agency input.
4. Establish subgroups/committees from the ICC to address and advise each priority.
5. Use the State/lead agency for data and information for each issue. Include advice on each priority in the annual report.

USING CONSENSUS DECISION-MAKING IN COUNCIL MEETINGS

It is recommended that the councils use consensus decision-making rather than voting when the committee comes to agreement on decisions. Consensus is a process for decision-making that involves all members, and **the final decision is one that all members can live with and publicly support.**

Each State must experiment and design the process that works best for their Council.

Members should focus on addressing each other's interests rather than their own position. This provides a more effective way of making decisions when issues are complex and reaching decisions is difficult. Voting often results in a win/lose situation that may not provide members with the opportunity to find creative solutions to problems. Decisions arrived at through consensus will often be implemented faster and easier because all stakeholders have agreed to support the decision or not block the decisions adopted by the group.

Consensus is not

- A unanimous vote
- Everyone's first choice
- Everyone in agreement

Consensus is

- Creative problem solving
- Compromise
- Win/Win

Consensus presupposes that members can expect to disagree, have different interests, and will be working to educate their colleagues about their opinions rather than advocating positions.

Common characteristics of consensus decision-making include that all members

- PARTICIPATE.
- Are RESPONSIBLE FOR THE SUCCESS.
- Keep themselves INFORMED.
- Are open to being EDUCATED by each other.
- Share a COMMON UNDERSTANDING.
- CONSIDER MULTIPLE OPTIONS.
- Make decisions by MODIFYING OPTIONS.
- LIVE WITH and PUBLICLY SUPPORT the final decision.

The traditional consensus process allows members to express their objections in a variety of ways, such as the following:

- Support the decision or support with reservations.
- Support with modifications.
- Blocking: "I cannot support this decision."
- Withdrawing: "I cannot support this decision but will not block the group from reaching consensus."

Many councils generally use modified consensus. This means that if the committee is unable to reach consensus on a given conclusion, the decision is deferred to the State staff to make the decision. This provides incentive for participants to work toward a win/win solution if there is controversy so they retain the decision-making privilege.

In summary, consensus provides a fair and open problem-solving process that encourages groups to feel their voices are heard. The process prevents certain members from dominating and impacting the decision-making process.

STATE INTERAGENCY COORDINATING COUNCIL MEETINGS

Some of the key factors impacting the success of council meetings are leadership, attitudes, planning, and development of agendas. States have reported meeting duration as being in two half-day sessions, full day meetings, and multi-day meetings. Most annual meetings are two-days in length while meetings during the year are one day in duration. It is of primary importance that council members view their participation and actions as impacting State special education initiatives and programs. Below are strategies to consider when planning council meetings.

Considerations for effective meetings

Prior to meeting

- Use the executive committee to identify relevant issues to be included as agenda items.
- Receive input from the State director or lead agency administrator regarding agenda items.
- Provide members with a copy of the agenda and materials with adequate time to read before the meeting date.
- Schedule the meeting room in an area that allows for adequate group interaction.
- The meeting location should be accessible for individuals with disabilities.
- When possible, alternate meeting sites to facilitate traveling arrangements for individuals coming greater distances and allow for public access.
- Help facilitate travel plans for individuals coming long distances.
- A cover letter should identify the meeting purpose and main issues to be discussed.
- Meeting location should have phone and restroom accessibility.
- Provide members with directions to meeting location and parking instructions when needed.
- Use Internet to expand public awareness of meeting dates and agenda.
- Plan for necessary audio-visual needs
- Publicly announce the council meeting and agenda items in accordance with open meeting laws.
- Provide travel and childcare compensation for council members.

Planning the Meeting Agenda

- Meeting purpose and outcomes should be clearly stated on the agenda.
- Give time for follow-up from the previous meeting.
- Provide time for the State director or lead agency administrator to give reports on current issues impacting the State.
- Allow time for a progress report on the State Annual Performance Plan and Annual Performance Plan.
- Set specified time for each topic and stay within established timeline.
- Indicate on the agenda the type of action to be taken on a given issue.
- Follow the established voting process (e.g., consensus building).

- Follow presentations with a short response period.
- Develop a format for a clear agenda, identify recorder/secretary, and appoint a person (taskmaster) to bring group back on task when needed to refocus the discussion on agenda items.
- Schedule adequate time for sub-committee or group work and reporting.
- Adhere to the agenda timelines.
- Provide time on the agenda for public comment.
- At the end of each agenda item, summarize the discussion and any follow-up necessary.

Meeting Day Preparations

- Prepare meeting name plates to be used at the tables so that names are clearly visible providing for easy identification by attendees.
- Plan light refreshments and a possible group lunch.
- Check audio-visual equipment.
- Provide meeting packets or folders for each member. Include a copy of the agenda and any new material not received in the pre-meeting packet. **Meeting Packets:** Include copy of meeting agenda, relevant documents, reports, or public comments that have been added since the mailing of initial meeting materials.
- At the beginning of each year, provide each member a tabbed three-ring binder. Materials from each meeting can be three hole-punched and inserted.
- Include expense forms — to be completed by members for reimbursement purposes.
- The council purpose and outcomes should be referred to and be in written material for all council members.

GROUND RULES FOR PUBLIC COMMENT

The following is a general list of guidelines for conducting public input at Interagency Coordinating Council meetings.

- Provide notice to the public well in advance of the Interagency Coordinating Council meeting.
- Specify a consistent time on the agenda for public comment.
- Set aside around 30 minutes on the agenda for public comments.
- Limit public comment to no more than five minutes per individual.

- Public comment can be verbal or sent in written form to be read by the council chairperson.
- Caution individuals giving public comment to be factual and objective. Avoid using names of children or program staff. Maintain confidentiality and privacy standards.
- Mention to those providing comments that their input will be taken under advisement as the council addresses its priority issues.
- Don't interrupt the speaker during their five minutes. Ask questions for clarification after they are finished.
- Provide a verbal or visual cue one minute before their time is up.
- Provide an opportunity for individuals who can't be physically present to call in on a cost free teleconference line during the 30 minute public comment period.

ROLE OF THE STATE SPECIAL EDUCATION DIRECTOR AND/OR LEAD AGENCY ADMINISTRATOR

Although the role of the State special education director and/or lead agency administrator in relation to the Interagency Coordinating Council will vary from State to State, most directors and administrators generally have the following roles:

1. Supports the council to carry on their functions.
2. Provides support for the council to carry out their responsibilities.
3. Provides relevant and current information on council members.
4. Services in an ad hoc capacity—nonvoting member.
5. Assists with the agenda development.
6. Reports on topical issues and priorities.
7. Provides a "State-of-State" report at Council meetings.
8. Reports on State Performance Plan and Annual Performance Report.
9. Reviews and comments on the ICC annual report.
10. Keeps the Council current on State, regional, and national issues.
11. Assists in identifying ICC priority areas.
12. Provides secretarial support.

ANNUAL ORIENTATION AND PLANNING MEETING

One of the most useful activities for the ICC is the annual orientation and planning meeting. Those councils who have annual planning meetings increase their capacity to be effective change agents.

Orientation meetings can be a positive and beneficial experience for new, as well as returning, members of the council. Most often, this meeting provides information on responsibilities of council members and provides an overview of existing laws and regulations governing the council. This meeting can also provide an opportunity to summarize and report council activities and initiatives that have been the focus of the council's past year. Conducting an orientation prior to, and in conjunction with, the annual planning meeting can provide a common level of knowledge for council members.

Considerations for the annual meeting and orientation session

- Welcome, introductions, and warm-up activity
- Structure of Lead Agency and purpose of ICC
- Brief historical background of council's past accomplishments
- Discussion of participant's current level of understanding regarding their role on the Interagency Coordinating Council
- Review of the role and functions of the council
- Federal and State laws and regulations related to the council
- Review of the council by-laws
- Update on the current council activities and involvement
- **A discussion of what "advisory," "advocacy," and "assist" mean to council members**
- Explanation of meeting purpose and process (e.g., developing annual priorities)
- Assignments of a council member to serve as a mentor for the new member's first year on the council
- Discussion of the State director/lead agency administrator's role in the council
- Discussion and implementation of a consensus-building process
- **Establishment of annual ICC priorities based on recent SPP and APR data**

NOTE: Orientation sessions are most often reported to be conducted on the evening or half-day prior to the annual meeting day. Holding the orientation the evening prior to the annual meeting may provide opportunity for new members to review the information received and be more adequately prepared to participate the following day.

THE ANNUAL REPORT

One of the major challenges for State ICCs is the development of the required annual report. Without planning, the annual report often becomes a hastily completed document that includes copies of meeting agendas, minutes, published State and federal reports, and miscellaneous “filler” documents.

Annual reports can be meaningful and useful. The following are those elements that can contribute to an attractive and useful document. The information provides a format for the development of an annual report and components found to be helpful in the process. While each State has its own unique needs and political requirements, most often those documents that are clearly organized and easily read become most used. The following are key content elements of ICC manual reports:

Annual Reports

1. **Cover letter (brief):** Letter written by State director, lead agency administrator, and/or council chair providing content information to the public.
2. **Preface:** A brief statement of purpose, followed by a listing of the names and related area/consistency representation of council members and other relevant State officials.
3. **Table of Contents:** Listing of content and page numbers.
4. **Annual Priorities and Goals:** A list of key priority areas addressed by the council.
5. **State Performance Plan:** How priorities relate to the SPP
6. **List of Membership and Officers**
7. **Key Activities and Accomplishments:** Brief statement of activities and actions taken by the council to address annual priorities and goals. Information should reflect council involvement and responsiveness to State issues and public concerns.
8. **Identified Areas of Concern:** Noted areas where the council recognizes continued efforts are needed to improve education for children with disabilities in the State.
9. **Council Advice and Recommendations:** List of advice and recommendations to the State lead agency.
10. **Future Issues:** A list of identified issues that the council might address in the future. Many of these issues may result from efforts to implement changes in State or federal law and meet infants and toddlers’ needs in the State.

NOTE: In some States, the council may be required to include the agenda and minutes for each meeting. These materials could also be included in the resource section.

INTERAGENCY COORDINATING COUNCIL INVOLVEMENT WITH OSEP PROGRAMS

Never before has there been such an emphasis on and support for State ICCs, promoting the potential role that they can play in shaping the direction of special education and services for infants and toddlers with disabilities. The federal law-makers have chosen to define in great detail the composition of the State ICC in order to ensure that there is representation from constituencies that are concerned with providing educational opportunities that would enable infants and toddlers with disabilities to experience positive growth and development. This broad representation makes Council members valuable participants in the development process for State Annual Performance Plan. The membership also provides a good cross section of public opinion and views that have been recognized as beneficial to States in addressing OSEP's CIFMS. Below are suggestions for State ICC involvement in these areas:

OSEP Continuous Improvement and Focused Monitoring System (CIFMS)

- Be familiar with OSEP's four-part accountability process.
- Become a member of the CIFMS steering committee.
- Suggest the State Lead Agency report on the progress of the State improvement strategies.
- Request information on the State's verification visit from OSEP.
- Attend public hearings and focus groups.
- Assist in developing improvement strategies.
- Be involved with the SPP discussions with OSEP staff.
- Suggest improvement strategies.
- Become knowledgeable of OSEP's Communities of Practice as a resource for technical assistance.

Part C State Performance Plan

- Understand the relationship between the SPP and APR.
- Provide advice regarding the content of the report.
- Set panel priorities according to the SPP data regarding emerging challenges.
- Be familiar with the content of the SPP.

Indicators

1. Percent receiving early intervention services in a timely manner
2. Percent of students receiving early intervention services in home or program for

typically developing (natural environment)

3. Demonstrated improvements in:
 - Positive social/emotional skills
 - Acquisition and use of knowledge
 - Appropriate behaviors
4. Helping families
5. Percent of children age birth to one compared to other States and national data
6. Percent of children birth to three compared to other States and national data
7. 45 day timeline for IFSP
8. The percent of children exiting with timely transition by three
 - Transition steps
 - Notification
 - Transition conference
9. System identifies and corrects noncompliance.
10. Percent of complaints resolved in 60 days
11. Percent of due process requests adjudicated
12. Percent of hearing requests resolved through resolution
13. Percent of mediations resulted in agreement
14. 618 data, SPP and APR are timely and accurate.

Part B Annual Performance Report (APR)

- Understand the relationship between the SPP and APR.
- Be familiar with the content of the APR.
- Provide advice regarding the content of the report.
- Set panel priorities according to the APR data regarding emerging challenges.



The first part of the report discusses the
 current state of the industry and the
 challenges it faces. It also outlines the
 objectives of the study and the methodology
 used to collect and analyze the data.



The second part of the report presents the
 findings of the study. It includes a
 detailed analysis of the data and a
 discussion of the implications of the
 results.

The final part of the report provides
 conclusions and recommendations. It
 summarizes the key findings and offers
 suggestions for future research and
 industry practice.



Overview to the Part C Program Under IDEA

Congress established this program in 1986 in recognition of "an urgent and substantial need" to:

- enhance the development of infants and toddlers with disabilities;
- reduce educational costs by minimizing the need for special education through early intervention;
- minimize the likelihood of institutionalization, and maximize independent living; and,
- enhance the capacity of families to meet their child's needs.

The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families. In order for a state to participate in the program it must assure that early intervention will be available to every eligible child and its family. Also, the governor must designate a lead agency to receive the grant and administer the program, and appoint an Interagency Coordinating Council (ICC), including parents of young children with disabilities, to advise and assist the lead agency. Currently, all states and eligible territories are participating in the Part C program. Annual funding to each state is based upon census figures of the number of children, birth through 2, in the general population.

On December 3, 2004, President Bush signed legislation reauthorizing IDEA. Please see our new web page on the Individuals with Disabilities Education Improvement Act of 2004. The current statute and regulations for Part C contain many requirements states have to meet, including specifying the minimum components of comprehensive statewide early intervention system. States have some discretion in setting the criteria for child eligibility, including whether or not to serve at risk children. As a result, definitions of eligibility (PDF: 484kb) differ significantly from state to state. States also differ concerning which state agency has been designated "lead agency" for the Part C program. In fact, statewide early intervention systems differ in many ways from state to state.

<http://www.nectac.org/partc/partc.asp>

National Early Childhood Technical Assistance Center

Graphic Enhanced Page

Minimum Components Under IDEA for a Statewide, Comprehensive System of Early Intervention Services to Infants and Toddlers With Special Needs (Including American Indian and Homeless Infants and Toddlers)

1. A rigorous definition of the term 'developmental delay'
2. Appropriate early intervention services based on scientifically based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families, including Indian and homeless infants and toddlers
3. Timely and comprehensive multidisciplinary evaluation of needs of children and family-directed identification of the needs of each family
4. Individualized family service plan and service coordination
5. Comprehensive child find and referral system
6. Public awareness program including the preparation and dissemination of information to be given to parents, and disseminating such information to parents
7. Central directory of services, resources, and research and demonstration projects
8. Comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources
9. Policies and procedures to ensure that personnel are appropriately and adequately prepared and trained
10. Single line of authority in a lead agency designated or established by the governor for carrying out:
 - a. General administration and supervision
 - b. Identification and coordination of all available resources
 - c. Assignment of financial responsibility to the appropriate agencies
 - d. Development of procedures to ensure that services are provided in a timely manner pending resolution of any disputes
 - e. Resolution of intra- and interagency disputes
 - f. Development of formal interagency agreements
11. Policy pertaining to contracting or otherwise arranging for services
12. Procedure for securing timely reimbursement of funds
13. Procedural safeguards
14. System for compiling data on the early intervention system
15. State interagency coordinating council
16. Policies and procedures to ensure that to the maximum extent appropriate, early intervention services are provided in natural environments except when early intervention cannot be achieved satisfactorily in a natural environment

Note:Adapted from 20 U.S.C. §1435(a).

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National Early Childhood Technical Assistance Center

2010-2011

Minimum Components Under IDEA for a Statewide Comprehensive System of Early Intervention Services to Infants and Toddlers With Special Needs (Including American Indian and Alaskan Infants and Toddlers)

1. A broad definition of the term "developmental delay"
2. An optional early intervention services based on state-identified needs, including, but not limited to, the extent to which services are available to infants and toddlers with disabilities and their families, including Indian and Alaskan infants and toddlers
3. Family and comprehensive multidisciplinary evaluation of needs of children and family
4. Identification of the need for early intervention
5. Individual family service plan and service coordination
6. Comprehensive, individualized and natural system
7. Public awareness program including the operation and identification of information to be given to parents concerning evaluation and identification of children
8. Central directory of services, resources, and needs and direct service provision
9. Comprehensive system of research, development, including the training of personnel and the training of early service providers
10. Policies and procedures to ensure that personnel are appropriately and responsibly trained and supervised
11. Single line of authority in each agency designed or established by the governor for carrying out:
 - a. General administration and supervision
 - b. Identification and coordination of all available resources
 - c. Assignment of financial responsibility to the appropriate agencies
 - d. Development of procedures to ensure that services are provided in a timely manner pending resolution of any disputes
 - e. Resolution of intra- and inter-agency disputes
 - f. Development of formal inter-agency agreements
12. Policy relating to covering or otherwise arranging for services
13. Procedure for securing timely reimbursement of funds
14. Procedural safeguards
15. System for tracking care on the early intervention system
16. State inter-agency coordinating council
17. Policies and procedures to ensure that to the maximum extent appropriate, early intervention services are provided in natural environments except when early intervention cannot be achieved satisfactorily in a natural environment

Revised/Updated to 20 U.S.C. §1435(d)