

ICC Orientation

An Orientation for the
Arizona Interagency Coordinating Council
Provided by
Arizona Early Intervention Program



Historical Overview of the Individuals with Disabilities Education Act (IDEA)

There were very few laws regarding disabilities prior to the 1970's... Federal law for people with disabilities began with adults and was employment focused...over the years, the target age has become younger and younger, more focused on education and is now addressing infant and toddlers.

- (1973) 93-112 – focused on employment and vocational opportunities
- (1975) 94-142 – In 1975, this was “landmark” legislation - Public Law 94-142 guaranteed a free, appropriate public education (FAPE) to each child with a disability in every state and locality across the country. 94-142 mandated programs and services for children ages 5 through 21 years of age.
- In 1983, through the Education of the Handicapped Act (EHA) Amendments of 1983 (P.L. 98-199), Congress amended, or changed, the law to expand incentives for preschool special education programs, early intervention, and transition programs. All programs under EHA became the responsibility of the Office of Special Education Programs (OSEP)

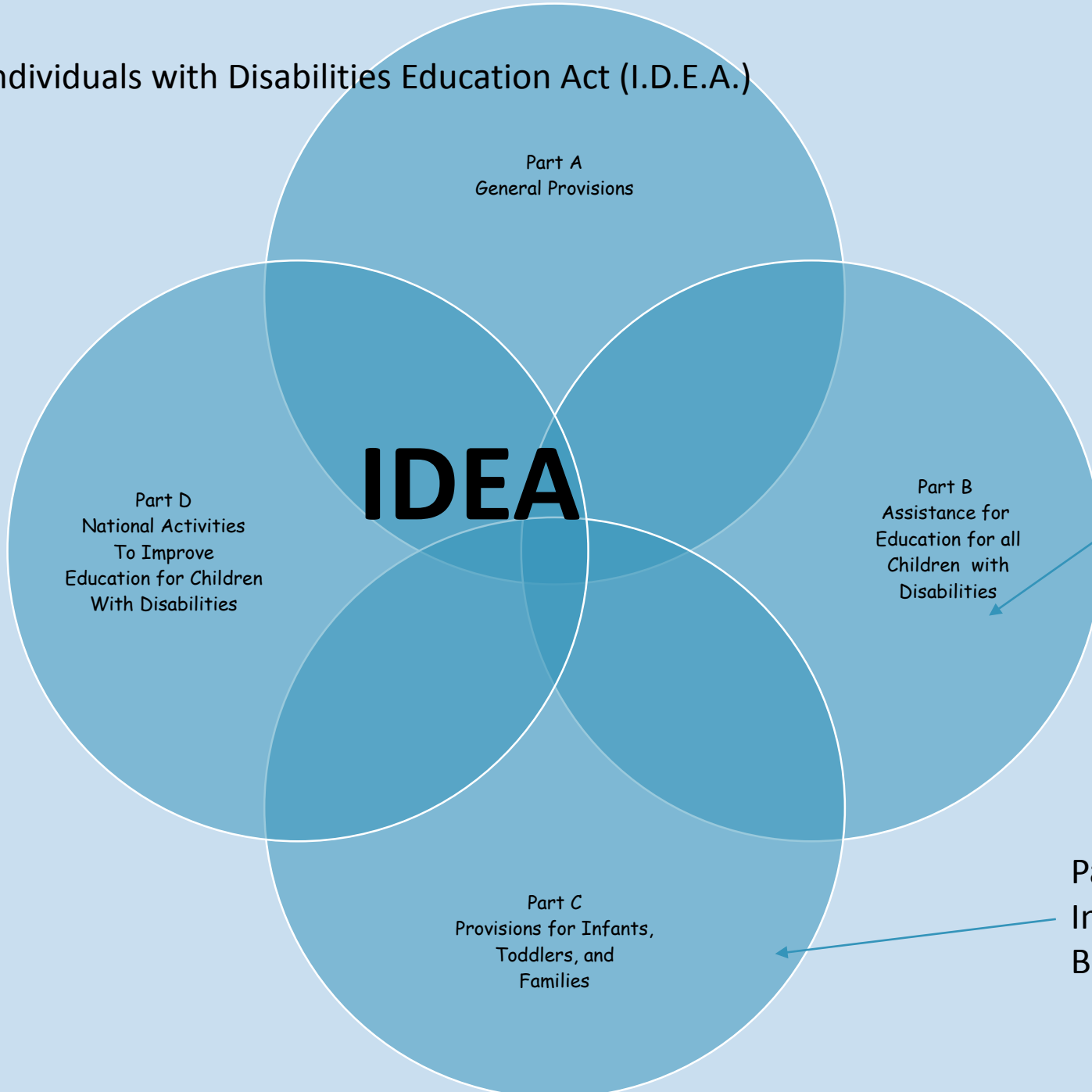
Historical Overview of IDEA

Individuals with Disabilities Education Act (cont.)

- (1986) 99-457 – The law also established the Handicapped Infants and Toddlers Program (Part H) (now Part C). As specified by law, this program is directed to the needs of children, from birth to their third birthday, who need early intervention services. In addition, under this program the infant or toddler's family may receive services that are needed to help them assist in the development of their child. Law also mandated public schools serve 3-5 year olds by 1991-1992. This encouraged services to infants and toddlers but it was still not required.
- (1990) 101-476 - In 1990, Congress passed the Education of the Handicapped Act Amendments of 1990 (P.L. 101-476). The name of the law, the Education of the Handicapped Act (EHA), was changed to the Individuals with Disabilities Education Act (IDEA). As a result of this amendment, States were given the option to serve infants and young children, birth through two years of age and receive federal dollars.
- (1997) 105-17 - IDEA was reauthorized and now included Part H (later Part C) (0-3), Part B (FAPE for 3-21) and Part B, specifically section 619 (FAPE for 3-5)

The Individuals with Disabilities Education Act (I.D.E.A.)

Raising Special Kids
funded under
IDEA-Part D as a
Parent training and
information center



Part B Arizona
Department of
Education,
serves children 3
through 21



Part C Early
Intervention
Birth to 3 years



Purpose of Part C of IDEA

To Develop and Implement a

Statewide

Comprehensive

Coordinated

Multidisciplinary

System of support and services

For infant and toddlers with disabilities and their families



Law and Regulations

- Federal- <http://ectacenter.org/idea/idea.asp>
- State- <https://des.az.gov/services/disabilities/developmental-infant/azeip-policies-and-procedures>
- ICC By-Laws
[https://des.az.gov/sites/default/files/final icc bylaws approved 9 10 10.pdf](https://des.az.gov/sites/default/files/final_icc_bylaws_approved_9_10_10.pdf)



ICC Mission

- Under the mandate established by Part C of the Individuals with Disabilities Education Act, the Interagency Coordinating Council (ICC) advises and assists the Arizona Early Intervention Program in planning, development and implementation of the early intervention system. In fulfilling its duties, the ICC will strive to ensure the seven principles listed below.
- The ICC is committed to supporting a fiscally stable, quality system of early intervention services that is family-centered, child oriented, comprehensive, coordinated, community-based, multidisciplinary and developmental. Services should be based on the outcomes identified in each individualized family service plan (IFSP) within the daily routine of the family and child.
- Promotion of interagency collaboration and coordinating in all areas, such as training, program development and implementation.

ICC Principles

- Equal access to and the availability of quality early intervention services throughout the state.
- Early Intervention services will respect and address the diversity of the families served.
- Parents are regarded as the primary decision-makers for their families in the collaborative process of individualized service development and delivery.
- Parent/Professional collaboration will occur at all levels of state and local service planning, training and evaluation of programs, the early intervention system and policy development.
- Adequate human and financial resources for the implementation of the early intervention services system.
- Adequate state and federal support of the early intervention service system.

Arizona Early Intervention Program

Our Mission

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.



DEPARTMENT OF ECONOMIC SECURITY

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AZEIP



AzEIP 7 Key Principles



1. Infant and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families needs and family-identified priorities.
6. The family's priorities , needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

Videos describing each principle are available online at www.azdes.gov/AzEIP/KeyPrinciples

AzEIP Eligibility- Overview

A child birth to 36 months of age who has *not reached 50%* of the *developmental milestones expected* at his/her *chronological age*, in *one or more of the 5* following domains:

- Physical (fine and/or gross motor) & Sensory (including vision and/or hearing)
- Cognitive
- Communication
- Social or emotional
- Adaptive/Self- help

OR

A child with an established condition known to have a high probability of resulting in developmental delay

Unlocking The Power of Partnership



DES/AzEIP Need ICC Support and Partnership

Challenge to maintain an appropriate *balance between quality and compliance in context of major fiscal crisis*



ICC Roles and Responsibilities

Advise and Assist the Lead Agency with certain Functions

- Advise and assist the Lead Agency in the development of policies
- Assist in achieving full participation, coordination, and cooperation of all appropriate private and public agencies
- Assist in the effective implementation of the statewide system, by establishing a process that includes:
 - Seeking information about any federal, state, or local policies that impede timely service delivery;
 - Taking steps to ensure that any policy problems identified are resolved;
 - To the extent appropriate, assisting the Lead Agency in the resolution of disputes.

What Role does the Council play?

The Council functions as a systems level planner and advocates for eligible children and their families. The Council assumes three major roles:

- **ADVISOR:** Advising the lead agency and the state legislature on issues related to the implementation of a coordinated system of early intervention services for children with or at-risk for a developmental disability and their families.
- **NEGOTIATOR:** Working as an advocate to encourage a particular course of action by the state. Major activities of the Council are to “review and comment on the annual state plan for services for children birth to three years: and to participate in the public hearing on it. This is part of its overall responsibility to assess the service system, as it exists in the state. This information as well as the cultivation of interagency coordination puts the Council in a position to be effective in making changes in the provision of services in the state. With agency and provider representatives on the Council, communication is enhanced.
- **CAPACITY BUILDER:** Enhancing the ability of the overall service system to address service needs. In this role, the Council advocates for supports and services from the public and private sectors to ensure that all eligible children and families will be provided early intervention services.

ICC Membership Composition:

In general, The council shall be composed as follows:

- Parents.--Not less than 20 percent of the members
- Service providers.--Not less than 20 percent of the members
- State legislature.--Not less than 1 member
- Personnel preparation.--Not less than 1 member
- Agency for early intervention services.--Not less than 1 member
- Agency for preschool services.--Not less than 1
- State Medicaid agency.--Not less than 1 member
- Head start agency.--Not less than 1 member
- Child care agency.--Not less than 1 member
- Agency for health insurance.--Not less than 1 member
- Office of the coordinator of education of homeless children and youth.--Not less than 1 member
- State foster care representative.--Not less than 1 member
- Mental health agency.--Not less than 1 member
- Other members.--The council may include other members

What are the Responsibilities of ICC Members

- To support the values of the Interagency Coordinating Council
- To assist in the monitoring of the state of Arizona's compliance with the Part C indicators.
- To maintain a commitment to represent the agency, organization or constituency group information to and from the Council and by providing appropriate input from these groups at Council meetings
- To conduct oneself as a “special state employee”, avoiding even the appearance of conflict of interest (i.e. using your committee appointment for personal gain or the benefit of any agency or person with which you may be affiliated).

ICC Member Specific Duties

- Attend scheduled Council meetings and events. If you are unable to attend, please contact either the Chairperson or staff person in advance.
- Become an active member of at least one standing committee or task group. The Council's real planning, policy development, and advocacy work is done primarily by and through its committees.
- Familiarize yourself with the federal statute, the state statute, and the ICC By-Laws and other major documents and publications.
- Review/comment on materials in advance of meetings or as requested for Council and/or standing committee meetings; share your perspective as a parent, agency representative, provider, advocate, or organization representative on issues discussed at Council and committee meetings with Co-Chairs and ICC staff person.
- Contact state and federal legislators as requested on matters pertaining to Early Intervention services and the needs of eligible children and families. (Political contact is not expected by members if it is inconsistent with law, their work or their personal views.)
- Keep the leadership and/or staff person informed of ideas, information and concerns by telephone, e-mail or written contact.
- Share information with Council staff person and other members relevant to Early Intervention services and the population served and share information from other groups and committees.

Parent Guidelines for Reimbursement

- ICC parent representatives who serve on ICC committees will receive a rate of reimbursement that will cover their expenses such as travel, meals and childcare related to meeting participation.
- Reimbursement is processed through the Executive Staff Assistant for the AzEIP Program Administrator .The reimbursement rate is an inclusive rate of \$15.00 per hour; this includes related travel expenses.

Example:

2 hours of travel (1 hour to the meeting and 1 hour home)

2 hour committee meeting

4 hours total at the rate of \$15.00 per hour = reimbursement of \$60.00

2 hours of travel (1 hour to the meeting and 1 hour home)

5 hour – Full ICC Meeting

7 hours total at the rate of \$15.00 per hour = reimbursement of \$105.00



Characteristics of Effective ICC

- Dual focus – policies and services
- Problem-solving or action group
- Includes the following:
 - Family members
 - Primary service providers
 - Management representatives
- Consistent attendance/representation
- Equal partnership among *all* members
- Consistent leadership
- Well-defined goals
- Group cohesiveness
- Established meeting procedures and times
- Set agenda



Bringing an issue to the Council's attention

- The Council, with the direction of the committees selects the issues that will be addressed by Standing Committees and Executive Committee. Even though the Council cannot work on all issues of merit, it is essential that individual member's concern be recognized.
- The Council is set up to respond to member's concerns through its committees. These groups provide members with a variety of opportunities to express concerns and impact change.
- Members are always welcome to contact individual committee chairpersons to discuss issues directly
- Members can feel free to voice concerns during a committee's presentation of an issue at an ICC meeting.
- Members can request a response to their concerns at the ICC meeting or if they feel that their concern is not being dealt with in the way they see fit, they can always make a motion for consideration and recommendation by the Council.
- Members can also bring an issue that is not on the Council agenda to the Councils' attention during the New Business section of the meeting. If this is a matter that will require discussion or consideration, please inform either of the Co-Chairpersons or ICC staff before the meeting.
- If a member would like an issue investigated, some suggestions on how to proceed are as follows:
 - Define the problem elements. What is the problem, how it is manifested?
 - Determine what part of the system effects or causes the problem, whether others are affected, and what approaches have been tried.
 - Talk with staff, which will do some research, consult with the Co-Chairperson and/or committee chairs and advise you on when and how to bring the problem or issue to the Council.
 - They will consider:
 - Does the matter belong before a particular committee?
 - Is it related to the current priority?
 - Does the Council's current agenda allow for attention to this?
 - Is there a need for a new avenue of advocacy to address the problem? If not, who is working on it now?
 - Who else need to know about this issue?

Procedures for the ICC

These general meeting procedures 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. Arizona ICC must follow Arizona Open Meeting Law.
 - Be open and accessible to the public.
- Interpreters for persons who are deaf or hard of hearing and other necessary services must be provided at council meetings, both for council members and participants, when requested. The council may use funds under this part to pay for these 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, must follow state of Arizona Open Meeting Law
- Official Agendas and minutes must be kept of all council meetings at <https://des.az.gov/interagency-coordinating-council-for-infants-and-toddlers> and are available on request.

Role of AzEIP Staff on ICC

- AzEIP staff attends ICC Committee meetings to serve as a resource and to provide expertise in particular areas. AzEIP staff participates fully in committee meeting discussions, strategic planning and establishing the committee “charge”.
- AzEIP staff provides support to chairs of ICC Committees, including continuity to new chairs and co-chairs.
- AzEIP staff will take responsibility for distributing minutes of ICC Committee meetings. The responsibility for taking minutes should be determined between committee chairs and the AzEIP staff person.
- Minutes will be distributed to:
 - All committee members
 - ICC Chairpersons
 - Part C Coordinator
- Minutes to be posted on ICC page of DES Website for Public distribution and stakeholder support.
- Occasionally, a short term Task Group or Sub-Committee is appointed to work on a particular issue. A AzEIP staff person will staff the Task Group or the Sub-Committee. Minutes of the Task Group or Sub-Committee need to be sent the above list and the chair of the standing committee.

The Executive Committee

- The Purpose of the ICC Executive Committee is to:

Set and align agendas for the ICC Meetings

Appoint ad-hoc committee members

Review attendance of the ICC members

Align Committee goals with AzEIP Goals and Objectives

The ICC Executive Committee consists of ICC Council members:

- the ICC Chair and Vice Chair
- one additional family member, with preference given to a family member with a child currently in the Part C Program
- chairs of the committees (if not the ICC Chair and Vice Chair)
- one state agency representative
- one provider representative

The Executive Committee is empowered to act on behalf of the ICC when circumstances require a decision that cannot wait until the next scheduled meeting of the ICC. Whenever it is necessary for the executive committee to act in place of the ICC, such actions shall come before the ICC as reports at the next regularly scheduled meeting of the ICC.

Standing Committees

The ICC and committees of the ICC may also establish short-term *ad hoc* committees or work groups to accomplish specific tasks. Ad hoc committee membership shall be appointed by the appropriate chairperson (Council or committee) and is open to interested individuals, whether or not they are members of the Council. All committee meetings must be announced and open to the public consistent with the requirements of the open meeting law.

How to become Involved on a Committee

- The ICC may establish committees to assist in accomplishing its duties and responsibilities. An ICC member shall chair committees. Membership on committees, other than the Executive Committee, is open to interested people who are not members of the ICC.
- Interested individuals shall apply for membership on a committee. The Executive Committee shall review committee applications and determine committee membership.

Arizona Early Intervention Metrics and Indicators

Providers whose agencies receive Part C funds are responsible for implementing all IDEA requirements. – <http://idea.ed.gov>

- **Initial Planning Process**

- Indicator 7: 45-Day Timeline

- **IFSP Delivery Process**

- Indicator 1: Timely Provision of Services

- Indicator 2: Services in Natural Environment]

- Indicator 5: Child Find (Birth to One)

- Indicator 6: Child Find (Birth to Three)

- **Transition & Exit Process**

- Indicator 3: Early Childhood Outcomes

- Indicator 4: Family Involvement

- Indicator 8: Early Childhood Transition

- **Other Indicators**

- Indicator 9: Resolution Sessions

- Indicator 11: State Systemic Improvement Plan (SSIP)

- Indicators 10, 12 & 13: Dispute Resolution

Additional Resources

- **State ICC Overview**

<http://www.nectac.org/~pdfs/pubs/SICCoverview.pdf>

- **Interagency Coordination** (*Includes laws and Memorandums of Agreements*)

<http://ectacenter.org/topics/intercoord/intercoord.asp>

- **Early Childhood Technical Assistance Center**

<http://ectacenter.org/>

- **US Department of Education website:** <http://www.ed.gov/>

- **Part C State Profiles and Determinations**

<https://osep.grads360.org/#program/idea-part-c-profiles>