

An Orientation to the Role of the ICC

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National ICC Meeting

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Historical Overview of IDEA

- ▶ 1975 – Congress passed PL 94–142 (*Education of All Handicapped Children Act*)
- ▶ 1986 – PL 99–457
 - Section 619 (added preschool)
 - Part H (became Part C)
- ▶ 1997 IDEA (*most current regulations*)
- ▶ IDEA 2004 – passed the Individuals with Disabilities Education Improvement Act 2004

Law and Regulations – Pertaining to SICCs

- ▶ Federal
- ▶ State

Changes in the SICCC Membership – IDEA 2004

- ▶ **Adds new members to the State Interagency Coordinating Council (SICC) and eliminates the Federal Interagency Coordinating Council (FICC).**
- ▶ **The SICC shall be composed as follows:**
 - Not less than one member shall be from the agency responsible for the state Medicaid program;
 - Not less than one member shall be a representative designated by the Office of Coordinator for Education of Homeless Children and Youths;
 - Not less than one member shall be a representative from the state child welfare agency responsible for foster care; and
 - Not less than one member shall be a representative from the state agency responsible for children's mental health.
 - The authority for the FICC at 644, IDEA 1997, has been deleted.
- ▶ [641(b)(1)(G), (K)–(M) and deletion of the FICC at 644, IDEA 1997]

SICC Membership

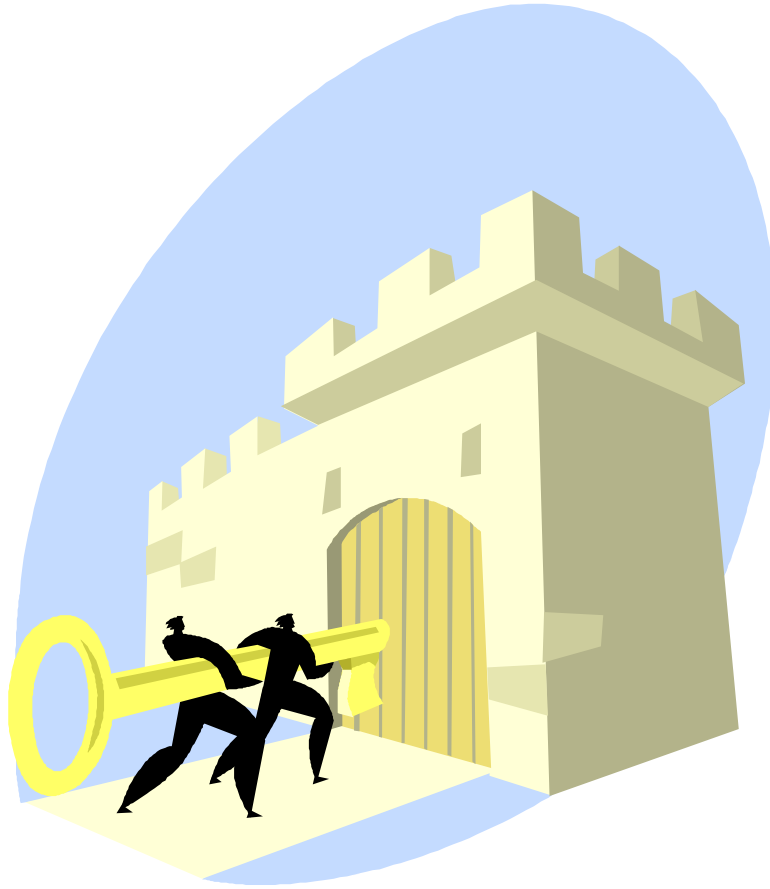
- ▶ **In general.--The council shall be composed as follows:**
 - ❖ Parents.--Not less than 20 percent of the members
 - ❖ Service providers.--Not less than 20 percent of the members
 - ❖ State legislature.--Not less than 1 member
 - ❖ Personnel preparation.--Not less than 1 member
 - ❖ Agency for early 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

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.

Unlocking the Power of Partnership



Steps in organizing an interagency council

- ▶ Clarify the purpose of the interagency council (*does your ICC have a mission or vision statement?*)
- ▶ Determine the geographical boundaries or service area (*is it representative?*)
- ▶ Define the target population
- ▶ Identify the agencies that are critical to delivery of services
- ▶ Identify the representatives who should be invited to represent the agencies
- ▶ Select the appropriate method for inviting agency representatives (*who has been appointed and who will do the outreach to potential members?*)
- ▶ Select the site and time for meetings
- ▶ Plan the agenda for the meeting (*is there an executive committee or a steering committee to develop the agenda?*)

Which of these are complete? Which remain? Which can this group accomplish? Which “belong” to someone else?

Stages of Organizational Development

- ▶ Stage 1: Cooperation
 - Focus of Formal Structure
 - Meeting schedules
 - Meeting locations
 - Role and function
 - Program specific concerns
 - Personnel Limitations
 - Isolated in positions
 - No experience with group
 - Insecure, take no risks
 - No informal networking
 - Council functions in name, not in practice
 - Share information, not resources
 - Suspicious of others
 - Operating style
 - Formal, get acquainted
 - Focused on programs, no on shared children/families
 - Cautious cooperation
 - Learning about structure of other programs

Stages of Organizational Development

▶ Stage 2: Coordination

- Turnovers followed by smaller, more stable group
- New members have authority to commit resources
- First case reviews lead to focus on children and families, not programs
- Group organizes around child/family-specific issues
- Informal networking and teamwork develop, problems are defined differently
- Group risk-taking low, but developing, funds may be blended or braided
- Success in work leads to trust of group members and in the progress the council can make

Stages of Organizational Development

▶ Stage 3: Collaboration

- Further success leads to greater trust
- Council members learn to “cut deals” to “make the system work”
- Informal networking supplants formal structure for action
- Hidden leadership emerges, roles established, trust and deeper relationships formed
- Resources held in common, goal is optimal mix of services for programs/children/families using a “game board” strategy
- Tracking and case management emerge as essential parts of the coordination and accountability processes

Representing a stakeholder group

| 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• To “wear” only the “hat” of your agency/family/constituency group |

Possible ICC roles

| Policy Development | Policy Approval | Policy Implementation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Develop Written Policies</p> | <p>Get Plans/Policies Accepted and Adopted</p> | <p>Facilitate Smooth Operation of Service System</p> |
| <ul style="list-style-type: none"> •Needs Assessors •Gatherers of information regarding which policies impede timely delivery of services •Policy Analysts •Identify fiscal and other sources of support | <ul style="list-style-type: none"> •Endorsers of Part C policies •Endorsers of policies/efforts of other children's initiatives •Part C grant administrators •Policy approvers •Seekers of support from other influential groups | <ul style="list-style-type: none"> •Gatekeepers of policies as developed •Monitors of interagency agreements •Monitoring and <ul style="list-style-type: none"> •Program quality •Consumer satisfaction •Timely service delivery |

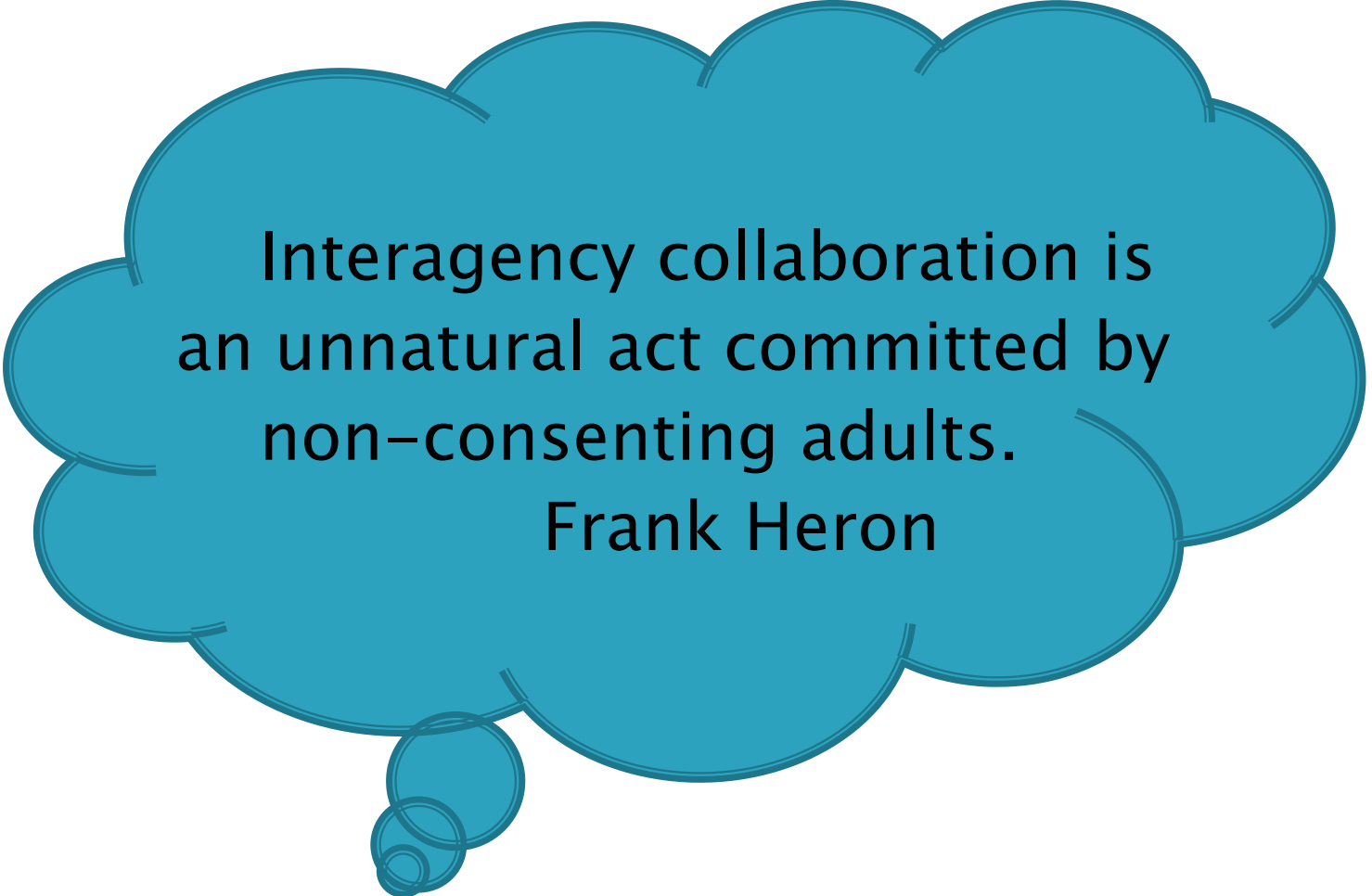
Possible ICC roles

| Policy Development | Policy Approval | Policy Implementation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">•Conceptualizers of service system•Study designers/ conductors•Disseminators of information•Policy Writers•Proposal readers/ project recommendations•Developers of guidelines for service system | <ul style="list-style-type: none">•Informing policy approvers of need for and value of policies•Creators and maintainers of climate conducive to policy approval | <ul style="list-style-type: none">•Information gatherers re: status of service system•Service system coordination•Part C grant administrators•Overseers of local ICCs (<i>if applicable</i>)•Preparers of annual report |

Possible ICC roles

| Policy Development | More Policy Development | Policy Implementation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">•Informing/explaining the vision of service system•Representatives of constituencies•Creators of climate conducive to coordination/collaboration within ICC and among affected constituencies•Promoters of Interagency Agreements | <ul style="list-style-type: none">•Obtainers of private funds for projects•Data analysts of existing programs•Data analysts of existing fiscal policies and procedures•Stakeholders to provide input to Lead Agency | <ul style="list-style-type: none">•Funders of projects, studies, pilots and/or programs•Obtainers of private funds for implementation•Assisting locals•Evaluators of effectiveness of policies and programs•Representatives of constituencies•Ongoing planning and review of service system |

Collaboration and connections are essential elements of success



Interagency collaboration is
an unnatural act committed by
non-consenting adults.
Frank Heron

Why is interagency collaboration sometimes confusing or difficult?

Sometimes because of differing goals and focus.

| Community | Goals | Focus |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Education Community | To enhance intellectual development; to enhance pre-school performance and social development | Pre-academics, school readiness. |
| Health Community | To reduce chronic illness; to enhance overall health; to reduce utilization of high-cost health resources. | Maximize sound neurological development; teach optimal nutritional and health habits. |
| Mental Health Community | To transform parent-child relationships; to improve emotional functioning; to reduce at-risk behaviors; to stop cycles of dysfunctional interactions | Parenting classes; home visiting. |
| Special Education Community | To enhance development in distinct domains; to reduce impact of disability; to foster education in inclusive settings. | 1:1 or group education or therapy skills acquisition |

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
 - 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. The council may use funds under this part to pay for these services.

Procedures for the ICC, cont.

- 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 of 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.



Are these procedures in line with how your ICC functions?

Ground Rules for Public Comment

- ▶ Provide notice to the public in advance of the ICC meeting.
- ▶ Specify a consistent time on the agenda for public comment.
- ▶ Set aside approximately 30 minutes on the agenda for public comments.
- ▶ Limit public comment to no more than 5 minutes/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/agency 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.
- ▶ Do not interrupt the speaker during his/her 5 minutes. Ask clarifying questions after the speaker is finished.
- ▶ Provide a verbal or visual cue 1 minute before the speaker's time is up.
- ▶ Provide an opportunity for individuals who cannot be physically present to call in on an cost-free teleconference line during the 30-minute comment period.

SICC Committees

- ▶ Committee Examples
 - Membership
 - Child Find/Public Awareness
 - Personnel Development
 - Advocacy
 - Fiscal



What committees do you currently have?

And

What committees do you believe *your* ICC needs?

Characteristics of Effective ICCs

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

Areas of ICC involvement – what are some activities *your* ICC might undertake?

- ▶ Information exchange
- ▶ Public awareness
- ▶ Screening and identification
- ▶ Case management
- ▶ Referral and transition
- ▶ Program delivery
- ▶ Parent involvement
- ▶ Staff development
- ▶ Program evaluation

Additional resources:

- ▶ http://www.nectac.org/~pdfs/pubs/SI_CCoverview.pdf
- ▶ <http://www.nectac.org/topics/intercoord/intercoord.asp>

*Where else can I go
for more information?*

Meeting of State ICC Chairs, Parents and Staff

8:30 Am to 9:15 Am – Breakfast & Networking

9:15 Am to 9:30 Am – Welcome and what the conference looks like) Agenda review, registration, etc.

9:30 Am 9:45 Am – ICC Orientation Power point

9:45 Am to 10:30 Am – Small Group

How to work on a State ICC (SICC)

Parent Leadership on a SICC

How to plan and conduct a SICC retreat

Legislative Advocacy

Technology to facilitate SICC meetings

SICC/LICC resources

Mark Smith – NE

Connie Shockley –NE

Darla Gundler –MA

Teresa Holt

Roxane Romanik – ND

Sharon Ringwalt will provide

10:30 Am to 10:45 Am BREAK

10:45 Am to 11:30 Am – Small Group 2 (*same groups pick another*)

11:30 Am to 11:45 Am – Recap (talk about using technology for elections–what that means)

11:45 Am to LUNCH *on your own*

2:00 Pm Joint Meeting with the Infant Toddlers Coordinators Association