

Local Interagency Coordinating Council (LICC) Parent Handbook

Introduction and Welcome

Welcome to your Local Interagency Coordinating Council (LICC). LICCs are required to have at least 20 percent parent participation, so your role is very important. You know your child best, have a unique perspective, and can share how early intervention services have worked for your child and family. Being a parent representative on the LICC means you have probably already established connections with other parents in your community, and you can bring their ideas to the table as well. There are parent representatives in all 56 intermediate school districts (ISDs) participating on LICCs, as well as five parents on the statewide ICC, known as the Michigan Interagency Coordinating Council (MICC). You have a built-in support system of parent leader counterparts who are ready to assist you as you work with your LICC in advising your local *Early On* program.

What are Local Interagency Coordinating Councils?

LICCs are local planning and advisory bodies for the local *Early On* system, established through the 56 ISDs in Michigan. LICCs mirror the mandated [MICC](#) in concept and allow for involvement of parents, agencies, organizations, and individuals necessary to develop and maintain a coordinated early intervention service system. The role of an LICC is to advise and assist the intermediate school district in matters related to Part C of the Individuals with Disabilities Education Act (IDEA), [Early Intervention Program for Infants and Toddlers with Disabilities: Final Regulations](#). In Michigan we call this program *Early On*. LICC activities include: fostering interagency collaboration and information sharing, disseminating public awareness and other materials that help caregivers identify potential developmental delays and disabilities, promoting parent and family involvement in all community activities, and encouraging community efforts supporting inclusion of children with special needs and their families.

People serving on your LICC represent a wide range of *Early On* stakeholders, including but not limited to, agencies that provide services to children ages birth-five such as the intermediate school district, the local Health and Human Services agency, Head Start, Early Head Start, Great Start Readiness Programs, Great Start Collaboratives/Great Start Parent Coalitions, family support and advocacy groups, business leaders, civic groups, and families. A minimum of 20 percent of the LICC membership must be parents of children ages 12 or younger with knowledge of, or experience with, programs for infants and toddlers with disabilities.

An LICC may be organized as a standalone entity or may be part of an existing collaborative body. If the LICC is a standalone entity, the LICC should also have a relationship with the Great Start Collaborative/Great Start Parent Coalition to broaden community partnerships.

The LICC must meet a minimum of four times per year. Financial support for the LICC is provided through the ISD.

Family and professional partnerships are at the center of an effective early intervention system. Family representatives bring their knowledge of the strengths and needs of the child and family unit. Representatives from organizations and agencies provide important information about organizational resources. Both family and agency representatives are essential to a successful LICC.

The system's vision for LICCs was to create a structure where families and agencies from a community would work together to share expertise and resources in order to provide the best and most effective early intervention system for their community.

What are the expectations of LICC parent members?

As a parent representative serving on your LICC, you are an important part of the LICC. You know how services impact families, which programs are the most helpful, and how they may affect family concerns such as financial stability. Your experience and ideas will help keep programs family-centered. You will see issues from the point of view of the consumer. A large portion of the LICC meeting is spent on issues that affect families, such as budgets for services, grants, quality assurance, etc. While it may be intimidating to speak up and share your ideas at the meetings, it's crucial that you do so. You bring a valuable perspective to the table that agency representatives don't have because even if as individuals they had or have children receiving *Early On* services, their role at the table is ultimately to represent their agency. As a veteran parent you can share how you have been able to maneuver through the system, where the road blocks are, and provide ideas on how to make the system work better for other families.

As an LICC parent member you are representing many more families than just your own, so it's important to keep abreast of issues affecting families in your service area. Some ways to do this are:

- attend events held by the ISD or Great Start Collaborative for families and meet other families,
- take advantage of parent leadership opportunities within your community and at the state level,
- attend conferences and workshops to gain additional knowledge while networking with other parents,
- read the LICC meeting minutes to learn about what is happening at the state level that may be affecting your local area,
- develop a communication network with parents in your district receiving *Early On* services,
- take advantage of the resources listed in the next section of this handbook, and
- take an active role during LICC meetings when discussing topics in which you have knowledge, interest and expertise, and ask questions if something is unclear.

There are also benefits to you personally as a parent on the LICC. Not only does it feel good to make a contribution, your presence makes service providers more accountable to families

and you can affect meaningful change. It's also an excellent opportunity to network with other families, service providers, and members of the community.

Many of the LICC members are compensated for their time. Check with the LICC chairperson regarding reimbursement for your time, child care, and mileage. The MICC has approved the *Financial Support Document for Parents* that outlines how parents at the state level will be compensated for their time. It is suggested, but not required, that LICCs follow the guidelines or develop their own. To see the *Financial Support Document for Parents*, please visit [the MICC website](#) and look under Member Resources.

It is strongly recommended that LICCs develop bylaws or other operating procedures and review them on a regular basis. Such procedures would include the mission of the LICC, goals and objectives, meeting times and places, election of officers, and selection of committee members. If your LICC has bylaws or operating guidelines, ask to see them.

Take your involvement to the next level

Listed below are several resources that may be helpful to you as an LICC member.

[Early Childhood Technical Assistance Center \(ECTA\)](#)

The Early Childhood Technical Assistance Center is a national center funded by the Office of Special Education Programs (OSEP) to support early intervention and preschool special education programs and practitioners. The ECTA Center assists states in building effective, efficient systems; scaling up and sustaining effective services; and, promoting research-based interventions for infants, toddlers, and preschoolers with disabilities and their families.

[Early On Family Listserv](#)

To connect with other families of children in *Early On*, a listserv has been developed for families with children, either past or currently in *Early On*. The listserv was set up as a way to share information about upcoming opportunities as well as support families.

[Early On Michigan](#), 1-800-earlyon (327-5966)

A great deal of information about *Early On* is available on the *Early On* Michigan website. This comprehensive website contains everything you'd want to know about *Early On*, from the referral process through transition.

[Early On Training and Technical Assistance \(EOT&TA\)](#), 1-866-334-5437

EOT&TA, an Innovative Project of Clinton County RESA, offers personnel development to Michigan's early intervention service providers and parents. EOT&TA offers free webinars on various topics such as *Early On* 101, Procedural Safeguards, and Child Outcomes.

[Early Childhood Investment Corporation \(ECIC\)](#)

ECIC was created in 2005 to promote and implement innovative, high-quality research-based early childhood practices and policies that support a comprehensive system in order to ensure every child's future success. ECIC collaborates with state and local, public and private partners to promote early childhood policy and program innovations

and provide technical assistance and evidence-based information about community strategies that help children and families thrive. Parents can find a lot of information about family engagement and best practices for services to children birth to age three because the ECIC has such a wide range of activities, including support for the Great Start Parent Coalition.

[Early Intervention Family Alliance \(EIFA\)](#)

EIFA is a national group of family leaders dedicated to improving outcomes for infants and toddlers with disabilities and their families. EIFA works to assure meaningful family involvement in the development of Part C policies and their implementation at community, state, and federal levels.

[Great Start Parent Coalition](#)

The Great Start Collaboratives are unique to Michigan and have been operating since 2005. Each ISD or consortium of ISDs that receives funding must convene a local Great Start Collaborative and a Great Start Parent Coalition to ensure the coordination and expansion of local early childhood infrastructure and programs. Types of programs offered by your local collaborative could be play dates, parent education classes, parent-child classes, and other opportunities to become better informed and connect with local families.

[Leaders in Policy Advocacy \(LIPA\)](#), (800) 292-7851 ext. 130, **[Salli Christenson](#)**, The Arc Michigan

LIPA is a leadership development program for adults with developmental disabilities and parents of minor children with developmental disabilities. The project trains and supports participants to become leaders in the disability rights movement. Topics include: Disability History; Inclusive Education; Assistive Technology & Social Media; Self-Determination; Person-centered Planning; Access to Housing; Benefits and Systems of Care and Systems Change.

[Michigan Alliance for Families](#), 1-800-552-4821

Michigan Alliance for Families partners with *Early On* to increase the involvement of Michigan's families in the growth and development of their infants and toddlers. Their staff includes Regional Parent Mentors who provide support to parents. They assist parents to understand special education, know their rights, learn to advocate for their child, help problem solve special education issues, and mentor existing and emerging parent leaders. Their comprehensive website includes information on special education issues, disability specific information, calendar of workshops, webinars (live and on demand), and a great Babies & Toddlers section. Check out their **[videos on YouTube](#)**.

[Michigan Department of Education, *Early On*](#)

The Michigan Department of Education is the lead agency responsible for the statewide implementation of *Early On*. The website contains information about the Individuals with Disabilities Education Act (IDEA), various organizations, policies, family resources and rights, federal reports, and federal and state resources.

[Michigan Division for Early Childhood \(MiDEC\)](#)

MiDEC is dedicated to promoting policies and evidence-based practice to support families and enhance the optimal development of all children. We provide information, resources, and guidance related to young children with special needs and their families. Respect for family values, diverse cultural and linguistic backgrounds, and family circumstances are key values promoted through professional development and resource sharing. MiDEC seeks parents and/or family members of children with special needs to serve on the Family Involvement and Governmental Relations Committees.

[Michigan Family Voices](#), (800) 292-7851 ext. 472

Michigan Family Voices is a grassroots collaborative that exists to identify and mobilize current and new family member and individual leaders to create a network across the state that will impact and effect positive change in policy. The group will create and maintain a statewide network of leaders to inform, build relationships with and/or work in partnership with decision-makers at all levels.

[Michigan Interagency Coordinating Council \(MICC\)](#)

The MICC website contains the bylaws, membership list, past meeting minutes, presentations, and many resources related to early childhood.

[Parent Leadership in State Government](#), (517) 324-8391, [Jane Pilditch](#)

Parent Leadership in State Government is a training that teaches parents how to get involved in advisory boards or committees. Parents learn alongside other parents in this informative and interactive training. Training topics include: telling your family's story, what it means to be a parent leader, improving communication skills, how boards work, effective meetings, and handling conflict. The curriculum teaches Michigan parents to use their voice to impact program planning and policy development on local, regional, and state boards, and other decision-making bodies. After the training, parents are encouraged to put their new skills to use. Parents Partnering for Change is the name of the leadership training and also has a listserv for graduates of the training.

Tips for New LICC Parents

It can be challenging or even slightly scary to join an existing advisory board or committee. Here are a few things that other parents found helpful when they first began to participate in their community.

1. When you are first asked to join a board, such as an LICC, ask the person who invited you to introduce you to the chairperson in person or via e-mail before the first meeting, if possible. That way, they have an expectation that you will be attending and will look for you at the first meeting.
2. If possible, ask the chairperson for the agenda prior to the first meeting if you haven't already received it.
3. Ask if there are any previous notes or past minutes related to the topics to be discussed at the meeting so you can familiarize yourself with what has already been discussed.
4. Ask for a membership roster so you can understand who usually attends the meeting, and what roles they fulfill.

5. At your first meeting, introduce yourself to the chairperson if you have only been able to meet via e-mail.
6. Ask the chairperson who would be the best person for you to meet, or sit next to, in order to have a mentor or someone to help you navigate the meeting.
7. Prepare your story ahead of time. You may be asked to share how you became involved with the group or with early childhood services. It is up to you how much you share, but it never hurts to be prepared.
8. Know that you can take your time to become involved. You don't need to jump in at the first meeting unless you feel comfortable. But there is the expectation that, as a parent, you will be able to voice your opinions and add to the general discussion.
9. Your experience and insight are very valuable. Don't underestimate your impact.
10. Remember that not every group is used to having parents as members. At first the group may appear to not take your view point into account. Just be patient and continue to share your thoughts. If you think that it is truly a problem that isn't getting better, ask for a meeting with the chairperson to discuss your concerns. Discuss ways that you and the chairperson can help to ensure the parent voice is perceived to be as valuable as the other members of the group.
11. Consider becoming involved in one of the state's parent leadership projects.

Frequently Used Acronyms

ABA

Applied Behavioral Analysis

ADA

Americans with Disabilities Act

ADD

Attention Deficit Disorder

ADHD

Attention Deficit Hyperactive Disorder

AI

Autistic Impairment

ASD

Autism Spectrum Disorder

AT

Assistive Technology

CI

Cognitive Impairment

CMH

Community Mental Health

CPS

Child Protective Services

CSHCS

Children's Special Health Care Services

CSPD

Comprehensive System of Personnel
Development

DD

Developmental Delay

ECDD

Early Childhood Developmental Delay

EI

Early Intervention

EI

Emotional Impairment

ESA

Educational Service Agency

EOT&TA

Early On Training and Technical Assistance

EPSDT

Early Periodic Screening Diagnosis and
Treatment Program

F2FHIEC

Michigan Family-to-Family Health
Information & Education Center

FAPE

Free Appropriate Public Education

FERPA

Family Educational Rights and Privacy Act

FSN

Family Support Network

FY

Fiscal Year

GSC

Great Start Collaborative

GSPC

Great Start Parent Coalition

HI

Hearing Impairment

ICC

Interagency Coordinating Council

IDEA

Individuals with Disabilities Education Act

IEP

Individualized Education Program

IFSP

Individualized Family Service Plan

ISD

Intermediate School District

LD

Learning Disability

LEA

Local Education Agency

LICC

Local Interagency Coordinating Council

LIPA

Leaders in Policy Advocacy

LRE

Least Restrictive Environment

MDE

Michigan Department of Education

MDHHS

Michigan Department of Health and
Human Services

MET

Multidisciplinary Evaluation Team

MIAEYC

Michigan Association for the Education of
Young Children

MICC

Michigan Interagency Coordinating Council

MIDEC

Michigan Division for Early Childhood

MIFV

Michigan Family Voices

MPAS

Michigan Protection & Advocacy Service

MPCB

Multi-Purpose Collaborative Body

MSW

Masters in Social Work

NICU

Neonatal Intensive Care Unit

OHI
Other Health Impairment

OSE
Office of Special Education

OSEP
Office of Special Education Programs

OT
Occupational Therapy

PAC
Parent Advisory Committee

Part B
Part B of IDEA

Part C
Part C of IDEA

PI
Physical Impairment

PICU
Pediatric Intensive Care Unit

PT
Physical Therapy

PTI
Parent Training and Information Center

RESA
Regional Educational Service Area/Agency

RESD
Regional Educational Service District

RFP
Request for Proposal

SEAC
Special Education Advisory Committee

SLI
Speech and Language Impairment

SLTC
Speech and Language Teacher Consultant

SIMR
State Identified Measurable Result

SSIP
State Systemic Improvement Plan

SXI
Severe Multiple Impairment

TBI
Traumatic Brain Injury

VI
Visually Impaired

WIC
Women, Infants and Children