

# Michigan

## Local Interagency Coordinating Council Handbook



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Dear LICC Member,

Welcome to your Local Interagency Coordinating Council (LICC). As a member of your LICC, you offer a valuable contribution to infants and toddlers enrolled in *Early On* and their families. The LICC is composed of a wide range of stakeholders, including professional and non-professional members.

All members bring a valuable and distinct perspective to the LICC. This handbook outlines what the LICC is, how it is connected to *Early On* and the Michigan Interagency Coordinating Council (MICC), your responsibilities, and other helpful information.

***Appendix A contains a list of commonly used  
acronyms to help new members  
'speak the language of early intervention.'***

Thank you for your commitment to serving on your LICC. The children and their families in *Early On* will benefit from your efforts, advice, and dedication to improving services and outcomes for them.

Sincerely,  
The Michigan Interagency Coordinating Council

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## **Section 1: The Local Interagency Coordinating Council**

### **What is Early On Michigan?**

Part C of the Individuals with Disabilities Education Act (IDEA), in Michigan known as *Early On*, provides early intervention services to families of infants and toddlers, birth to three, who are eligible because they have a delay in development or a medical condition that is likely to result in a delay.

**The following video provides more information about  
*Early On* and how services are provided.  
[https://www.youtube.com/watch?v=46WK-bbj\\_Jw&list=PL0ee8m5Q2n7DV13Y6GkZiRxv2L0rEByrD](https://www.youtube.com/watch?v=46WK-bbj_Jw&list=PL0ee8m5Q2n7DV13Y6GkZiRxv2L0rEByrD)**

Parents who are caring for infants and toddlers with special needs, from mild delays to significant disabilities, often need services for their children (such as speech therapy, special instruction, or physical therapy) and support (such as strategies for learning, feeding, and bathing) in order to help their children develop to their fullest potential. Children and their families need support so that they can grow, develop, and be ready for success with friends, in school, and in life. Intervening during these first years supports children to grow to their fullest potential.

### **What is an LICC?**

LICCs are established through local lead agencies and participating agencies in Michigan. They serve as 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 promote 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 IDEA. Detailed information can be found in the federal regulations: [Early Intervention Program for Infants and Toddlers with Disabilities: Final Regulations](#). According to the [Michigan State Plan](#), requirements for an LICC are detailed in the local lead agency contract with the Michigan Department of Education (MDE).

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.

### **Who are members of an LICC?**

People serving on your LICC represent a wide range of *Early On* partners, including but not limited to agencies that provide services to children ages birth-five such as:

- Intermediate School Districts (ISDs);
- Local Health and Human Services Agencies;
- Head Start and Early Head Start Programs;
- Great Start Readiness Programs;

- Great Start Collaboratives/Great Start Parent Coalitions;
- Family support and advocacy groups;
- Business leaders;
- Civic groups; and
- Families.

***Appendix B contains a template for listing LICC members and their contact information.***

**What are the duties and roles of the LICC?**

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 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 and Great Start Parent Coalition to broaden community partnerships. LICCs are encouraged to be engaged with the Great Start Collaborative and Great Start Parent Coalition within their service area. Engagement allows for the opportunity to integrate services and supports for families into the community and should also include providing data for the community needs assessment.

The LICC must meet a minimum of four times per year.

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 is the MICC?**

The MICC is a Governor-appointed body responsible for advising and assisting MDE in matters related to *Early On*. The MICC bylaws can be found on the following website: <http://www.michigan.gov/micc>.

### **What are the duties and roles of the MICC?**

- A. The MICC shall act in an advisory capacity and shall do all of the following:
  1. Advise and assist MDE with all of the following:
    - a. The performance of responsibilities under Section 635 (a)(10) of the Individuals with Disabilities Education Act (IDEA), 20 USC 1435(a)(10), particularly, identification of sources of fiscal and other support services for early intervention programs, the assignment of financial responsibility to appropriate agencies and the promotion of interagency agreements.
  2. Advise and assist MDE in the preparation of agreements for financial and other assistance and amendments to the application.
  3. Advise and assist MDE regarding the transition of toddlers with disabilities to preschool and other appropriate services.
- B. The MICC may advise and assist MDE regarding provisions of appropriate services for children from birth through the age of five.
- C. The MICC may advise state departments and agencies and other appropriate agencies regarding provisions of the integration of services of 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. As used in this paragraph, "at-risk infants or toddlers" means an individual under three years of age at risk of experiencing a substantial developmental delay if early intervention services are not provided to the individual.
- D. The MICC shall prepare and submit an annual report to the Governor and the United States Secretary of Education on the status of early intervention programs operated within this state for infants and toddlers with disabilities and their families.
- E. The MICC shall provide other information or advice as directed by the Governor.

### **Who are the members of the MICC?**

The Council consists of 21 members whose terms are for four years.

Representation includes:

- Five parents of infants or toddlers with disabilities or children with disabilities less than 13 years old at the time of appointment with knowledge of, or experience with, programs for infants and toddlers with disabilities. Not less than one of the members appointed under this paragraph shall be a parent of an infant or toddler with a disability or a child with a disability less than seven years old at the time of appointment.
- Five individuals representing public or private providers of early intervention services. As used in this paragraph, "early intervention services" means that phrase as defined under Section 632(4) of IDEA, 20 USC 1432(4).
- One individual representing the Michigan legislature.
- One individual representing Head Start programs.
- One individual representing individuals involved in personnel preparation. As used in this paragraph, "personnel preparation" means that phrase as used

in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), 20 USC 1400-1444.

- Three other individuals selected by the Governor. A member appointed under this paragraph may include a representative of a tribal government located within this state.
- Director designees from the Departments of Education, Health and Human Services, Insurance and Financial Services and the Coordinator of Education for Homeless Children and Youth.

Additional information about the MICC can be located at: [www.michigan.gov/micc](http://www.michigan.gov/micc).

**How are the LICC and MICC different?**

<b>Local Council</b>	<b>State Council</b>
<b>LICC</b>	<b>MICC</b>
Overall Purpose: Provide opportunities for community partners and families to advise and assist the local lead agency and participating agencies in the coordination of early intervention services for infants and toddlers and their families. Activities may include child find and public awareness, community needs assessment, system evaluation, and assisting with professional development opportunities.	Overall Purpose: Advisory board to MDE to ensure the development and implementation of a coordinated interagency service system for infants and toddlers with disabilities and/or developmental delays and their families; and to serve as the major state level advisory board for early intervention.
May provide input to local decisions around early intervention.	Advise and assist in state policy-making decisions related to early intervention services.
Members are invited to join by the LICC Chairperson.	Members are appointed by the Governor.
Financial support is required and available to LICC family members, but it is determined at the ISD level.	Developed a Financial Support document to reimburse family members for their participation in MICC meetings and related subcommittee work.
Develops and disseminates ISD specific public awareness and child find materials.	May review and provide input related to public awareness material developed by state grantee.

## Section 2: Members of Your LICC

### LICC Membership Chart

<b>Name of Intermediate School District</b>		
<b>Member</b>	<b>Responsibility</b>	<b>Name and Contact Information</b>
Parents	<p>Represent 20 percent of total LICC membership</p> <p>Provide family perspective as it pertains to early intervention services</p> <p>Solicit input from other parent/family members of children in early intervention and convey to LICC</p> <p>Assist LICC in maintaining a family-centered approach to early intervention service delivery</p>	
Education/ISD	Serves as the local lead agency and is responsible for convening the LICC	
Health and Human Services	Represents the perspective of health and human services	
Head Start	Represents the perspective of Head Start	
Early Head Start	Represents the perspective of Early Head Start on the LICC	
Great Start Readiness Program	Represents the perspective of Great Start Readiness Programs	
Great Start Collaborative/Great Start Parent Coalition	Represents the perspective of Great Start Collaboratives/Great Start Parent Coalitions	
Family support and advocacy groups	Represents the perspective of families and/or advocacy groups	
Business leaders	Represents the perspective of businesses in the community	
Civic groups	Represents the perspective of civic groups in the community	

## Section 3: Guidance for LICC Meetings

### **Recommended Best Practices for an Effective LICC**

#### **Co-Chairs:**

The LICC may consider selecting two individuals to co-chair meetings. One of the co-chairs should be someone within the system who knows the service area well and has access to obtaining data and other important information. A parent could serve as a co-chair, which would mirror the way the MICC meetings are run. By selecting a parent as a co-chair, the parent is able to develop leadership skills and the LICC will benefit from having a family perspective woven into each meeting.

#### **Data:**

Data are collected for each *Early On* program three times a year. Data can be found at [www.earlyondata.com](http://www.earlyondata.com). The types of data collected include:

- Child count by setting, age, ethnicity, and gender
- Setting in which services took place, such as the child's natural environment
- Timeliness of services
- Child and family outcomes
- Transition out of *Early On*

The LICC should review the data annually and determine priorities for the next year, based on what the data show.

***Appendix C contains guiding questions for looking at data and determining priorities.***

**Vision and Mission Statements:** What is the difference between a vision and a mission? The vision statement focuses on tomorrow and what the LICC wants to become. The mission statement focuses on today and what the LICC does. It's important to have both; one doesn't work without the other. Having purpose and meaning are critical for a successful LICC.

<b>What is a Mission Statement?</b>	<b>What is a Vision Statement?</b>
Your mission statement drives what the LICC does. It is what you do (the core of your LICC), and from it come the objectives and finally, what it takes to reach those objectives. It also shapes your LICC's culture.	Your vision statement gives your LICC direction. It is the future of the LICC, which then provides the purpose. The vision statement is about what you want to become. It's aspirational. A strong vision helps your LICC focus on what matters the most.
Mission statement questions look like: <ul style="list-style-type: none"><li>• What do we do?</li><li>• Whom do we serve?</li><li>• How do we serve them?</li></ul>	Vision statement questions look like: <ul style="list-style-type: none"><li>• What are our hopes and dreams?</li><li>• What problem or problems are we solving for the greater good?</li><li>• Whom and what are we inspiring to change?</li></ul>

<b>Mission and Vision Statements for <i>Early On</i> and the MICC</b>	
<i>Early On</i> Mission Statement	<i>Early On</i> builds upon and provides supports and resources to assist family members and caregivers to enhance eligible children's learning and development through every day learning opportunities.
MICC Mission Statement	The Michigan Interagency Coordinating Council advises and assists the Michigan Department of Education in matters related to <i>Early On</i> and early childhood transitions.
<i>Early On</i> Vision Statement	Infants and toddlers who are enrolled in <i>Early On</i> reach their fullest potential, successfully transitioning to the next phase of life, with empowered and supportive families.
MICC Vision Statement	A fully responsive system of quality services, supports, and funding for eligible infants, toddlers, and their families.

**Bylaws:**

Each LICC may consider whether or not to adopt a set of bylaws. Bylaws enable members of an organization to determine what rules they can all agree with and abide by, and yet allow the members to make changes when the organization grows and changes. These rules ensure stability, continuity, and structure, especially during times of rapid growth or when turnover of membership occurs.

The [MICC's Bylaws](http://www.michigan.gov/micc) (www.michigan.gov/micc) can be used as a template for LICCs to develop their own set of bylaws.

**Section 4: Family Participation**

**What are the Expectations of LICC Family Members?**

As a family representative serving on your LICC, you are an important part of the LICC. You know how services impact you and your child, which programs are the most helpful, and how they may affect 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. 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 family member you are representing many more voices 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 families.
- Read the MICC meeting minutes to learn about what is happening at the state level that may be affecting your local area.
- Develop a communication network with families in your district receiving *Early On* services.
- 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 family representative 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 families 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](http://www.michigan.gov/micc) ([www.michigan.gov/micc](http://www.michigan.gov/micc)) 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.

### **Tips for New LICC Family Members**

It can be challenging or even slightly scary to join an existing advisory board or committee. Here are a few things that other family members 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 families 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.

***Appendices D and E contain resources  
and links to websites and opportunities  
for parent leadership and involvement.***

## **Section 5: Appendices**

## Appendix A - 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

**LRE**

Least Restrictive Environment

**MAF**

Michigan Alliance for Families

**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**  
Master's 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

**QCIP**  
Qualitative Compliance Information  
Project

**PAC**  
Parent Advisory Committee

**PAT**  
Parents as Teachers

**Part B**  
Part B of IDEA

**Part C**  
Part C of IDEA

**PI**  
Physical Impairment

**PICU**  
Pediatric Intensive Care Unit

**PLISG**  
Parent Leadership in State Government

**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

**STEOF**  
Support to the *Early On* Field

**TBI**  
Traumatic Brain Injury

**VI**  
Visually Impaired

**WIC**  
Women, Infants, and Children



**Appendix C -  
Guided Questions for Data Review**  
Data: [www.earlyondata.com](http://www.earlyondata.com)

- APR Indicator 1: Did services start in a timely manner?  
APR Indicator 2: Did your service area meet the target for serving children in the natural environment?  
APR Indicator 5: Were targets met for identifying children age birth-1?  
APR Indicator 6: Were targets met for identifying children age birth-three?  
APR Indicator 7: Were IFSPs completed within 45 days of referral?  
APR Indicator 8a: Were transitions completed in a timely manner?  
APR Indicator 8c: Were transition conferences completed in a timely manner?

Data for APR Indicators 3 and 4 come from Wayne State University and are sent to *Early On* Coordinators each spring. Here are some questions to consider when reviewing Child and Family Outcomes data.

**Child Outcomes Questions**

1. Which Indicator 3 targets have been rated as met? Not met?
2. How do the data differ by Outcome? Summary Statement? Does one Outcome have significantly higher/lower progress ratings compared to other outcomes?
3. How does your ISD compare to state data?
4. How has the reporting rate changed? Does the reporting rate indicate that there may be a problem with missing data?
5. How are families engaged in determining the COS rating?
6. How are personnel trained to support the measurement and reporting of child outcomes?

**Family Outcome Questions**

1. Which Indicator 4 targets have been rated as met? Not met?
2. How do your ratings compare to the state average for each response and the state target?
3. Have the data (survey question percentages, number of responses, number of families surveyed, and/or response rate) shown any significant changes over time?
4. How do your local *Early On* providers routinely distribute and explain the procedural safeguards to families?
5. How do you support the family in understanding and communicating their child needs?
6. How are the IFSP, services, and supports designed to increase the family's capacity to meet the developmental needs of the child?
7. How do you prepare your personnel to address family outcomes with families?



## **Appendix D - Take Your Involvement to the Next Level**

### [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.

### [Great Start Collaboratives and Great Start Parent Coalitions](#)

The Great Start Collaboratives are unique to Michigan, have been operating since 2005, and are located in every county. 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. The Great Start Parent Coalitions offer a space for families to be a voice for programs and services in their community, assist in the work of the Great Start Collaborative, educate other families and the community about the importance of early childhood, and the programs and services available in the community. Parent Coalitions take on projects and parent led work in the community, hold meetings to allow for connection with other families, provide opportunities for professional development and education, and more based on local parent engagement.

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

MiDEC (<http://www.michigandec.org/>) is dedicated to promoting policies and evidence-based practice to support families and enhance the optimal development of all children. MiDEC provides 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](#)

Michigan Family Voices (<http://michiganfamilyvoices.org/>) 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 (<http://www.michigan.gov/micc>) contains the bylaws, membership list, past meeting minutes, and many resources related to early intervention. To apply for an appointment to the MICC, fill out the application on the following website: <http://www.michigan.gov/snyder/0,4668,7-277-57738---,00.html>.

### Parent Leadership in State Government (PLISG)

PLISG (<https://plisg.org>) 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.

## Appendix E - Resources

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

### [Early Childhood Technical Assistance Center \(ECTA\)](http://ectacenter.org/)

The ECTA Center (<http://ectacenter.org/>) 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 Data](http://earlyondata.com/)

(<http://earlyondata.com/>)

Data for each of the 56 service areas, including statewide data, are collected and organized on this website. Service area profiles, trend data, and Annual Performance Report data can be found here.

### [Early On Michigan](https://1800earlyon.org/), 1-800-earlyon (327-5966)

A great deal of information about *Early On* is available on the *Early On Michigan* website (<https://1800earlyon.org/>). 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 \(EOT&TA\)](http://eotta.ccesa.org/), 1-866-334-5437

EOT&TA (<http://eotta.ccesa.org/>), 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 \(ECIC\)](http://ecic4kids.org/)

ECIC (<http://ecic4kids.org/>) was created in 2005 to promote and implement innovative, high-quality research-based early childhood practices and policies that support a comprehensive system 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 Coalitions.

### [Michigan Alliance for Families \(MAF\)](http://www.michiganallianceforfamilies.org/), 1-800-552-4821

MAF (<http://www.michiganallianceforfamilies.org/>) 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](http://www.youtube.com/user/MichiganAlliance) (<http://www.youtube.com/user/MichiganAlliance>).

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

MDE is the lead agency responsible for the statewide implementation of *Early On*. The website (<http://www.michigan.gov/earlyon>) contains information about Part C of IDEA, various organizations, policies, family resources and rights, federal reports, and federal and state resources.

#### [MiSchool Data](#)

MiSchool Data (<https://www.mischooldata.com>) collects educational data for schools. There are nearly 100 queries within the system, and it's open to the public.