

Michigan

Local Interagency Coordinating Council (LICC) Handbook



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 who have interest in the *Early On* system. All members bring a valuable and distinct perspective to the LICC.

This handbook outlines information about the LICC, including responsibilities and best practices, and other helpful information. The body of the document, as well as the appendices provide information that will support you in your role and assist the LICC in working together with the community.

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.

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Section 1: *Early On* Michigan and the LICC

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 20 percent delay in one or more areas of development or a medical condition (established condition) that is likely to result in a delay.

Parents who are caring for infants and toddlers with 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 intermediate school districts (ISDs) in Michigan. LICCs mirror the mandated Michigan Interagency Coordinating Council ([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 ISD in matters related to Part C of IDEA. According to the [Michigan State Plan](#), requirements for an LICC are detailed in the local lead agency contract with the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP).

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.

What Are the Responsibilities of the LICC?

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 the Great Start Family Coalition to broaden community partnerships. LICCs are encouraged to engage with the Great Start Collaborative and Great Start Family 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. Support for the LICC is provided through the ISD.

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. The LICC is meant to mirror the federally mandated MICC at the local level. For more information about the MICC, see Appendix A. Detailed information can be found in the federal regulations: [Early Intervention Program for Infants and Toddlers with Disabilities: Final Regulations](#). One responsibility of the LICC is to review data annually and determine priorities for the next year, based on what the data show. Reviewing local data helps to influence planning and policy development. State data can be found at www.earlyondata.com. Local systems may also collect data. LICCs serve as the link between the local public and community agencies providing early intervention services to facilitate the coordination of services to infants, toddlers, and families. Representatives for the local participating agencies should be in a position to commit their agency to the endeavors of the LICC, consistent with the agency's policies and purpose. See Appendix B for guided questions to use when reviewing your data.

Who Are Members of an LICC?

Individuals 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 to five such as:

- Intermediate school districts (ISDs);
- Local health agencies (includes public and mental health);
- Human services agencies;
- Head Start and Early Head Start programs;
- Great Start Readiness Programs;
- Great Start Collaboratives/Great Start Family Coalitions;
- Representatives from local agency/agencies responsible for child care;
- Person responsible for the coordination of education of homeless children and youth;
- Child welfare agency responsible for foster care;
- 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. Families are important members and they:

- Provide family perspective as it pertains to early intervention services;
- Solicit input from other parent/family members of children in early intervention and convey their input to the LICC; and,

- Assist the LICC in maintaining a family-centered approach to early intervention service delivery.

Appendix C contains an LICC contact form that can be used to list members and the perspective they represent.

Section 2: Recommended Best Practices for An Effective LICC

A. Foundational Best Practices are not required but encouraged:

Financial Support

Financial support may be extended to family members, as most participants in the LICC receive compensation from the organizations they represent. To emphasize the importance of parental involvement, the MICC has created a [Financial Support Document](#) that details the rationale for family engagement and the reimbursement process. Each local service area has the flexibility to decide how best to support families, while the Financial Support Document also clarifies the approach to parent support at the state level.

Financial support for parents is based on the following principles:

- Parents are considered essential allies and partners in planning, implementation, evaluation, and training related to *Early On*.
- The experience and expertise that parents bring is of great value. Therefore, parents will be compensated for their time and efforts in the same way participating professionals are compensated for their work.
- Agencies, organizations, or bodies that act on behalf of *Early On* will make essential parent participation a reality. When recruiting parents for activities of partnering and collaboration, the question “What will it take for this parent to fully participate?” will be asked, and the resulting efforts will be evaluated for effectiveness.
- Family diversity is respected. Parents with many diverse perspectives and experiences should be welcomed to share their ideas and input. When recruiting parents to participate, their diversity is honored and pursued. When compensating or reimbursing parents for their participation, diversity in needs should be recognized and responded to in an individualized and creative manner.

Appendix D provides more information around family participation and engagement as well as tips for involving family members.

Mission and Vision 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. See Appendix E for the *Early On* and MICC mission and vision statements.

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](#) can be used as a template for LICCs to develop their own set of bylaws.

Communication Tools

The Michigan Alliance for Families developed two documents to support communication and decision making about joining a committee or board. These tools are important for LICCs so members have an understanding of the scope and commitment involved when joining. *A Committee Guide for Participation* may be used to share information about the LICC's purpose and how the council functions. *A Parents Exploring Opportunities Form* was developed to help parents think through what is involved in joining a committee, such as time commitment, logistics, and values. These forms and additional resources can be found at: [Handouts for Michigan Alliance for Families workshop: Parent Engagement on Committees: More Than Filling a Seat - Michigan Alliance for Families](#).

Besides learning about all the resources and supports the Michigan Alliance for Families has to offer, there are many more opportunities for increasing involvement with other organizations. Some of these possibilities are provided in Appendix F.

Co-Chairs

The LICC may consider selecting two individuals to co-chair meetings. One of the co-chairs should be someone who knows the community, not necessarily the *Early On* coordinator. 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. The co-chairs will need support in obtaining data and other important information from the local *Early On* program.

Running a Meeting

When conducting a meeting, a group may choose to follow [Robert's Rules of Order](#). If using this meeting format, it should be explained when new members join the LICC. Consider having an Executive Committee that meets prior to the LICC meeting to plan agenda topics and presentations. Ensure there are opportunities for all members to share their perspective during the meeting.

It's helpful to keep in mind that not all members understand the jargon used by professionals in early intervention and keeping the use of acronyms to a minimum helps all members to feel more included. A list of frequently used acronyms can be found in Appendix G.

B. Welcoming New Members and Sustaining Participation

Onboarding is essential for ensuring that new members understand their roles and can contribute effectively based on their unique perspectives. Local service areas have the flexibility to determine the best methods for acclimating new members. At the state level, the MICC has appointed a liaison to streamline communication between MiLEAP and MICC members. This staff liaison provides comprehensive orientation, helping new members understand their roles, the significance of their voices, and where to turn for questions, information, and support.

Public Awareness and Community Relations

LICCs have a chance to influence supports for children with disabilities and their families through public awareness using relationships with organizations and families within the community. Each member brings different perspectives and connections, when leveraged, can increase child find and community support for inclusion and early intervention services.

Building opportunities for members to discuss how to connect with families, especially groups who may be hard to reach, is an essential task to support public awareness to increase child find. Discussions about trusted advisors should be a part of this process, including what community groups and/or individuals could support building relationships with all families. Through these conversations, plans can be developed to reach out and connect. Consider whether members of the LICC or local families might be able to facilitate these connections. *Early On* funding can be utilized to cover costs for public awareness activities, including compensation for time spent reaching out to community groups. There are also public awareness materials located at <https://www.eotta.ccesa.org/Products.php> to support these efforts.

LICC have opportunities to share stories and practices to influence inclusion within the community. Sharing personal experiences with community groups and organizations helps to increase awareness, as well as lead to system change. LICC members should consider how they utilize their voice and provide information to others who connect with all families.

Sharing information about early intervention with community organizations can lead to an increase in understanding about the services and supports provided to families. Also, gaining information about community programs that support families can assist in identifying other services families may need. This opportunity to share increases coordination and can help communities to think about linkages, improvements and potential duplications of services. This should be a part of the conversation when meeting as an LICC in support of system change.

Additional state and national resources can be found in the Appendix.

Section 3: Appendices

Appendix A: The MICC

The MICC is a governor-appointed body responsible for advising and assisting MiLEAP in matters related to *Early On*. The MICC bylaws can be found here: [Michigan Interagency Coordinating Council](#).

How are the LICC and MICC different?

Local Council LICC	State Council MICC
Purpose: Advisory board to the local lead education agency. 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.	Purpose: Advisory board to MiLEAP 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 may be provided to LICC family members and determined at the ISD level.	The Financial Support Document for Parents outlines how families are reimbursed for their time, child care, and mileage in order to participate in MICC meetings, related subcommittee work, and other state level activities.
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.

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 MiLEAP 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 MiLEAP in the preparation of agreements for financial and other assistance and amendments to the application.
 3. Advise and assist MiLEAP regarding the transition of toddlers with disabilities to preschool and other appropriate services.

- B. The MICC may advise and assist MiLEAP regarding provisions of appropriate early intervention services for children age birth to three.
- 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 whose child/children received services from *Early On*, the state early intervention program for infants and toddler 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.

Appendix B: Guided Questions for Data Review

Data: 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 3: Child Outcomes- see questions below.
- APR Indicator 4: Family Outcomes- see questions below.
- 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. Detailed PowerPoint slides 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. Is your data representative of the population of infants, toddlers, and families served in your service area by race and ethnicity?
5. How do your local *Early On* providers routinely distribute and explain the procedural safeguards to families?
6. How do you support the family in understanding and communicating their child needs?
7. How are the IFSP, services, and supports designed to increase the family's capacity to meet the developmental needs of the child?
8. How do you prepare your personnel to address family outcomes with families?

Appendix C: LICC Contact Form

Name	Representation	Email Address	Phone Number	Mailing Address

Appendix D: Family Participation and Engagement

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 see issues from the point of view of the consumer.

Issues that affect families, such as budgets for services, grants, quality assurance, etc., are a central focus of LICC meetings. While it may be intimidating to speak up and share your ideas at the meetings, it's important that you do. You bring a valuable perspective to the table that agency representatives don't have because even if they had/have children receiving *Early On* services, their role at the table is ultimately to represent their agency. You can share your journey through the *Early On* system and provide ideas on how to make the system work better for other families.

As a family representative on the LICC, you are representing more voices than just your own, so it's important to know issues affecting families in your service area. Some ways to do this are:

- Attend family events held by the ISD or Great Start Collaborative.
- Take advantage of parent leadership opportunities within your community and at the state level such as [Parent Leadership in State Government](#).
- Attend conferences and workshops to gain knowledge and network 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 and interest and ask questions if something is unclear.

There are also benefits to you personally as a family representative on the LICC. It feels good to contribute, your presence makes service providers more accountable to families and you can make a difference in your community. It's also an excellent opportunity to connect with other families, service providers, and community members.

Many LICC members are compensated for their time. Check with your 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 these 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.

Tips for New LICC Family Members

It can be challenging or even slightly overwhelming 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, virtually, or via email) 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 available, review the past minutes, agenda, and membership roster prior to the meeting.
3. Be willing to share your voice and experiences at the meetings. Your experience and insight are very valuable. Don't underestimate your impact.
4. Consider becoming involved in one of the state's parent leadership projects.
5. Maintain an open line of communication with professionals, other parent leaders, and community partners.
6. Assist in the development of meeting materials and community documents by providing feedback and guidance.
7. Help identify and recruit more parents and others that could be involved on your LICC.

Appendix E: Mission and Vision Statements

What is a Mission Statement?	What is a Vision Statement?
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"> • What do we do? • Whom do we serve? • How do we serve them? 	Vision statement questions look like: <ul style="list-style-type: none"> • What are our hopes and dreams? • What problem or problems are we solving for the greater good? • Whom and what are we inspiring to change?

Mission and Vision Statements for <i>Early On</i> and the MICC	
<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 MiLEAP/MDE 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.

Appendix F: Taking Your Involvement to the Next Level

Great Start Collaboratives and Great Start Family Coalitions

The Great Start Collaboratives are unique to Michigan, have been operating since 2005, and are in every county. Each ISD or consortium of ISDs that receives funding must convene a local Great Start Collaborative and a Great Start Family Coalition to ensure the coordination and expansion of local early childhood infrastructure and programs. The Great Start Family 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. Family 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 Alliance for Families (MAF)

MAF (www.michiganallianceforfamilies.org) provides information, support, and education for families who have children and young adults (birth to 26 years of age) who receive (or may be eligible to receive) early intervention and/or special education services.

MAF recently developed two documents to support parent participation on boards and committees. One document is for parents to complete, [Parents Exploring Opportunities](#), and includes information such as the name of the group, contact information, vision and mission, meeting logistics, parent roles and responsibilities, and much more. The other document is for groups, [Committee Guide for Participation](#), and provides information helpful to committee members.

Michigan Division for Early Childhood (MiDEC)

MiDEC (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 (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: [Appointments \(michigan.gov\)](#).

[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 G: 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

EOT&TA

Early On Training and Technical Assistance

EPSDT

Early Periodic Screening Diagnosis and Treatment Program

ESA

Educational Service Agency

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

GSFC

Great Start Family 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

MILEAP

Michigan Department of Lifelong Education, Advancement, and Potential

MMSE

Michigan Mandatory Special Education

MPAS

Michigan Protection & Advocacy Service

MPCB

Multi-Purpose Collaborative Body

MSW

Master of Social Work

NICU

Neonatal Intensive Care Unit

PAC

Parent Advisory Committee

Part B

Part B of IDEA

Part C

Part C of IDEA

PAT

Parents as Teachers

PI

Physical Impairment

PICU

Pediatric Intensive Care Unit

PLISG

Parent Leadership in State Government

PT

Physical Therapy

PTI

Parent Training and Information Center

OHI

Other Health Impairment

OSE

Office of Special Education

OSEP

Office of Special Education Programs

OT

Occupational Therapy

QCIP

Qualitative Compliance Information
Project

RESA

Regional Educational Service Area/Agency

RESD

Regional Educational Service District

RFP

Request for Proposal

SEAC

Special Education Advisory Committee

SIMR

State Identified Measurable Result

SLI

Speech and Language Impairment

SLTC

Speech and Language Teacher Consultant

SSIP

State Systemic Improvement Plan

STEOF

Support to the *Early On* Field

SXI

Severe Multiple Impairment

TBI

Traumatic Brain Injury

VI

Visually Impaired

WIC

Women, Infants, and Children

Appendix H: Resources

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

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

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 Family Coalitions.

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

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/>)

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](#), 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 \(EOT&TA\)](#), 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.

[Michigan Alliance for Families \(MAF\)](#), 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](https://www.youtube.com/user/MichiganAlliance) (<http://www.youtube.com/user/MichiganAlliance>).

[Michigan Department Lifelong Education, Advancement, and Potential](#)

MiLEAP is the lead agency responsible for the statewide implementation of *Early On*. The website (<https://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.