



Kansas Local Interagency Coordinating Council Handbook

Date of Publication: 8/21/2020

Adapted with permission from: The North Carolina LICC Handbook
https://beearly.nc.gov/data/files/pdf/LICC_Handbook.pdf

Dear LICC Member,

Welcome to your Local Interagency Coordinating Council (LICC). As a member of your LICC, you offer a valuable contribution to children with disabilities and their families. The LICC is composed of members both professional and non-professional. Everyone who attends meetings does so on a volunteer basis and brings a valuable point of view to the group. While serving on the LICC, you will have many important roles and responsibilities. In this handbook, we have attempted to outline what the LICC is, how it is related to the bigger picture, your responsibilities, and other helpful information.

Within this handbook, you will find many useful resources and explanations. We first define how the Kansas State Interagency Coordinating Council (state level) and the Local ICCs (local level) are related and work together. Then we describe the interworking of the LICC and how to make your LICC more effective. This handbook also outlines the important role of the parents of children with disabilities to the LICCs. You will understand the importance of the parent's role and how other LICC members can best support parents as they serve on the LICC.

We hope that you find this handbook useful and encouraging. Feel free to contact the staff to the SICC, Jordan Christian, for any further questions: jchristian@ksde.org.

Your involvement with your LICC is very much appreciated and will not be taken for granted. Whether you have just begun your work on the LICC or have been a member for a while, thank you for your commitment to your Local Interagency Coordinating Council.

Sincerely,

The Kansas State Interagency Coordinating Council (SICC)

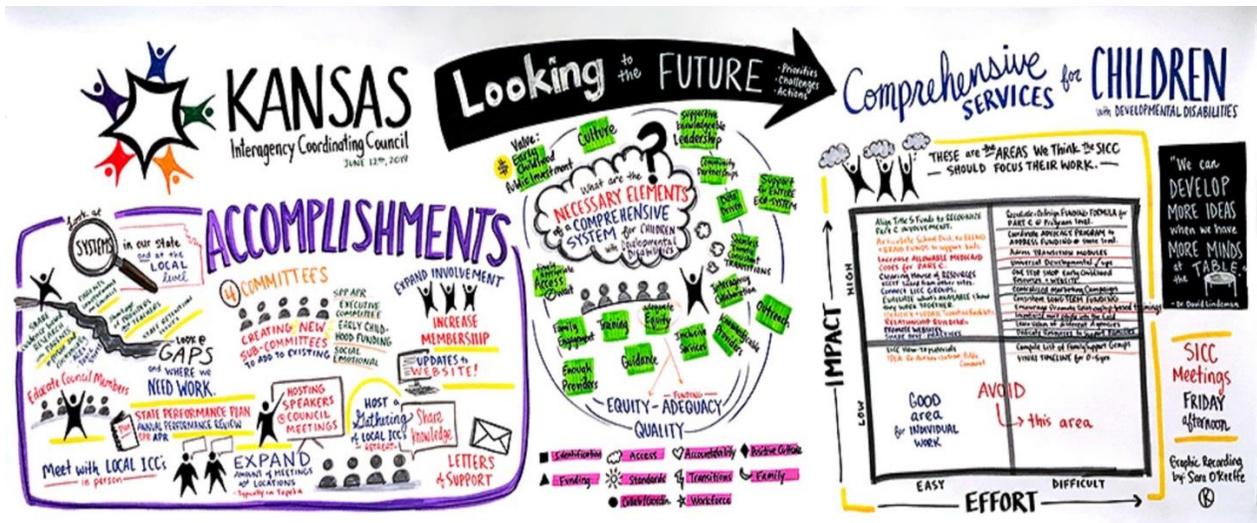


Table of Contents

- Section 1: The Local ICCs
- Section 2: The Kansas SICC
- Section 3: Being an Effective LICC
- Section 4: Parent and Family Participation
- Section 5: Other Possible Partners
- Appendix A: Important Terms and Acronyms
- Appendix B: SICC Contacts
- Appendix C: Sample Parent Letter
- Appendix D: Sample LICC By-Laws
- Appendix E: KAR 28-4-565

Section 1: The Local ICCs

Overview

Local Interagency Coordinating Councils, or LICCs, are comprised of community members with a vested interest in an interagency system of service provision for children aged birth to five and their families. LICCs, in their role of advise and assist, are responsible for many things, from child find activities to communication and collaboration among community partners on issues pertinent to young children and their families. LICCs can also help with activities involving public awareness and professional development, in addition to advising the lead agency with matters of policy, resource development, and much more. The state of Kansas Administration Regulation 28-4-565 states that “Each community shall have a local interagency coordinating council (LICC) that has as one of its purposes, the coordination of early intervention services for infants and toddlers with disabilities and their families”.

All of the tiny-k programs (providers of early intervention services for infants and toddlers with special needs) in the state of Kansas have an advisory body, like the LICC, that is responsible for regularly assessing the early intervention needs of its community. Each tiny-k program is required to have at least one LICC within its boundaries of operation, but are welcome to have more. The LICCs must meet at least quarterly, but can meet more often, depending on the work of the Council.

Membership and Responsibilities

Kansas local interagency coordinating councils (LICCs) have many responsibilities (see Appendix E), including:

- Identifying local service providers who can deliver Part C services to infant and toddlers with disabilities and their families;
- Advising and assisting local service providers;
- Communicating, combining, cooperating, and collaborating with other local councils on issues of common concern;
- Developing a plan describing the system for coordinating early intervention services;
- Submission of an annual grant application to the state lead agency in order to capture federal Individuals with Disabilities Education Act (IDEA) and state funds; and
- Utilizing multiple funding sources for early intervention services for children with disabilities from birth through age five and their families.

Committees may be appointed as the need arises for such issues as travel reimbursement for parents, public awareness, or child find, as well as to handle specific tasks of the LICC. Because LICC meetings are public meetings, a specific child or family must be discussed in such a way as to protect the confidentiality of the child and family. It is strongly recommended that LICCs write by-laws and other operating procedures (see Appendix D). Such procedures would include the mission of the Local Interagency Coordinating Council; goals and objectives; meeting times and places; election of officers; voting procedures and selection of committee members.

The Council must be comprised of at least one individual from each of the following groups:

- Parent of a child who is, or has been, eligible for Part C
- Representative of a health or medical agency (such as health department, WIC, doctor)
- Representative of an educational agency (local school)
- Representative of a social services agency (Kansas Department for Children and Families)
- Representative of the local tiny-k program (usually the director of the local Part C program)

To become an effective LICC, officers must be elected and responsibilities carried out. Below is a general list of some of the LICC officer responsibilities.

- What do LICC Chair and/or Co-chairs do?
 - Convene meetings
 - Develop agenda and facilitate meetings
 - Develop child find and public awareness activities with assistance from other LICC members
 - Oversee activities supported by the LICC award
 - Participate in any trainings offered by the SICC
- What does the LICC Vice-chair do?
 - Assist chair with duties as needed
 - Develop and implement parent recruitment plan to increase parent membership on LICC with assistance of other LICC members
 - Serve as or identify LICC members to mentor parent members during initial 6 month membership period
 - With chair and/or membership, develop parent orientation materials, if LICC is not using the materials developed by SICC
 - Substitute for chair in circumstances when chair has conflict of schedule for meetings
- What does the LICC Secretary do?
 - Take minutes and record attendance at LICC meetings
 - Disseminate minutes after approval by membership

- Perform duties as agreed upon by LICC membership

Section 2: The Kansas SICC

Overview

The Kansas Coordinating Council on Early Childhood Developmental Services is more commonly known as the SICC – the State Interagency Coordinating Council. This council is responsible for advising and assisting the Kansas governor, state agencies, and legislature on matters that impact Kansas families with children, ages birth to five who have, or are at risk for, developmental delays. Our bylaws require representation from state agencies, the Kansas Board of Regents, public members (a person who may have a vested interest in early childhood services, but is not necessarily a direct provider of services), provider members, and parents. For more information on the state statute that directs Council membership, please see [Kansas Statutes Annotated 74-7801](#).

The Council's work is to discuss and act on pertinent matters pertaining to our youngest Kansans, including legislative updates that may require our attention, new programs that our agency members may be working on, and the work of our committees and task forces.

The Kansas ICC currently meets monthly, on the third Friday of each month. All meetings can be attended remotely via Zoom. Meetings are held on Friday afternoons. Agendas and other pertinent information is sent out to Council members and other interested parties prior to the meeting date. Agendas may include but are not limited to:

- Welcome/Introductions
- Approval of Agenda
- Approval of past meeting minutes
- Public Forum – available to anyone to comment on any issue or concern related to the Council's mission
- State and Local Program/Integrated Systems of Services Presentations
- Committees/Task Force Reports
- Agency Reports
- Staff Report
- Chairperson's Report
- Adjournment

The Kansas ICC follows Robert Rules of Order when conducting meetings. The Kansas ICC must have a quorum present in order to vote on any actions. A quorum is more than one-half of the total ICC members. Members can be present in person, on the telephone, or via other interactive means when available. Persons who are not members are welcome to attend the meetings, but do not get to vote on any matters. Persons who are interested in placing a topic

on the agenda for an upcoming meeting must contact the ICC Staff. When positions are open on the Kansas ICC, notification is sent to stakeholders across the state. Individuals can self-nominate or be nominated by others. Membership on the Kansas ICC is determined by one of several processes:

- The Governor makes most of the appointments for a four-year term. He/She fills open positions in one of several categories: parent members, provider members, and general public members.
- Legislative leadership decides who will fill the two legislative positions. These two-year terms are generally formalized by the Legislative Coordinating Council.
- State Agency heads determine whether they will serve or who will serve as their designees. These agencies include: the Kansas State Department of Education, the Kansas Department of Health and Environment, the Kansas Department for Children and Families, the Kansas Health Policy Authority, the Kansas Insurance Department, and the Kansas Board of Regents.

Section 3: Becoming an Effective LICC

Components of an Effective LICC

It is important for LICCs to develop a model of organization and structure in order to establish the identity of the LICC and promote LICC credibility within the community. There are 10 basic components that all LICCs should incorporate to support the effective functioning of an LICC.

1. Recruit core members
 - LICCs with full, active memberships have the most success with their mission and goals. Core early intervention proponents are generally found in all counties in Kansas.
2. Hold regular meetings
 - The regularity of meetings helps instill commitment in your LICC membership. It also validates and reinforces their time and participation. Consider establishing a schedule of times for meetings to avoid schedule conflicts.
3. Provide meeting agendas
 - Agendas help plan and facilitate discussions, outline the meeting purpose and validate the time commitment of participants.
4. Develop and disseminate meeting minutes. LICC meeting minutes document discussions and decisions made by members, therefore they:
 - Serve as an important reference.
 - Remind people what they have agreed to do.
 - Can be used to track and document LICC activities or events.
5. Have committed, effective leaders
 - Effective leadership can:
 - Keep the group focused and grounded around the LICC purpose.

- Keep the group motivated and invested in the LICC activities.
- Responsibilities should be rotated to allow all members opportunities for group leadership.
- LICCs should have co-chairpersons at a minimum, with other officers added as needed.

6. Child Find Activities Report

- The LICCs are a vital link in supporting the Kansas early intervention system in meeting federal requirements, such as the child find activities report (see Appendix D).
- The child find activities report is a statewide report that captures the rich and diverse activities occurring in local communities and promotes awareness of the KS early intervention system in the local communities.
- Child find activities include, but are not limited to participating in local annual community fairs/festivals/parades, NICU activities, screenings, leaving brochures with childcare centers and pediatrician offices, social media promotion, developing partnerships with local agencies such as Mothers of Preschoolers (MOPS), churches, colleges and universities and support groups. These partnerships improve collaboration, perspective and awareness.

7. Develop a mission/vision statement

- A mission/vision statement should:
 - Describe a desired future based on the LICC and the early intervention system's values and philosophy.
 - Be broader than what any one agency can achieve, therefore supports collaboration.
 - Describe the LICC's reason for existence and state its role in reaching its vision.

8. Develop by-laws

- By-laws help identify approved policies and procedures for the LICC, define the responsibilities of the LICC and its members, and support a working structure of the LICC.
- By-laws are generally organized by main headings called articles, which are subdivided into sections. Appendix D contains a sample template that LICCs can use. In this manner, the by-laws will more closely match the needs of your community as you define them.
- Information in by-laws includes, but is not limited to:
 - i. responsibilities of members for attendance and participation
 - ii. procedure for defining and replacing non-contributing or inactive members

- iii. time limits for serving on the LICC
- iv. representative membership and suggested number of members
- v. selection criteria or considerations for membership
- vi. officers and their responsibilities
- vii. procedure for how decisions will be made (e.g., voting, majority rules, or consensus)
- viii. procedure for resolving disagreements
- ix. committee planning and evaluation procedures
- x. procedure for reporting committee activities
- xi. subcommittee function, structuring, and information exchange

9. Set priorities

- The LICC must first know the needs of its community and the priorities in meeting those needs. Child find and quality of services are universal priorities across all counties. Based on the community, other needs related to the early intervention system may be identified.
 - Explore existing efforts used to identify community needs
 - Conduct focus group discussions with service providers and consumers. In focus groups, representatives are asked an agreed-upon list of questions.
 - Be sure to establish the LICC priorities through group consensus. It is important that priorities be established by consensus so that each member “buys into” the priorities and is assured that his/her particular need will be addressed by the group as soon as possible. Once the needs and priorities of the LICC are established, it is important that this step be repeated on a regular basis. The needs of the community will change over time, and the LICC needs to respond to these changing needs.

10. Develop action plans

- The action plan gives the LICC a concrete written plan for how to:
 - i. address the identified priorities
 - ii. identify activities to reach specific outcomes
 - iii. track the group’s work and evaluate results
- Action plans may be developed by the entire group or may be delegated to a committee or task group based on input from the entire LICC. Developing an Action Plan for the LICC.
- What is an action plan? The following 6 steps are used when developing the action plan:
 1. Identify the problem, the degree of impact that change will create, and the priority of the problem.
 2. Identify the source or level of the problem.

3. Identify the personnel who can implement the change.
4. Identify the actions or tasks that are required to make the change.
5. Identify the forces and the strength of the forces both in favor of and in opposition to the change.
6. Identify the timelines of the change and the probability that it can occur.

Section 4: Parent and Family Participation in the LICC

How Can Parents Participate on the LICC?

Parents have a unique and extremely important role in the LICC. That is to offer a perspective of a parent who has a child with special needs and to use that perspective to meet the needs of those children and families within your community.

Parent duties during LICC meetings:

- Speak up. You can prompt constructive discussion on issues when you offer your perspective as a parent with a child who has special needs. Your perspective may help others to see broader possibilities because you have voiced your opinion.
- Offer suggestions that may be helpful for others receiving similar services as your child. You may be able to help improve someone's services by doing so.
- Express satisfaction. Make sure to always mention things that are working or have worked for your family along your early intervention journey.
- Provide other possible partnerships. The LICC will introduce parents to LICC members (parents and/or professionals) who can offer information and support.

What roles can a Parent serve on the LICC?

- Chair or co-chair of the LICC or other office positions
- Public and parent education
- Participant in LICC projects and committee work
- Parent voice in LICC issues, discussions and activities
- Resource, advisor, liaison and representative of the LICC for families of children with special needs

How can I, as a Parent, best support my LICC?

1. What have you decided are your own goals or reasons for accepting any new involvement offered? Does this new invitation fit in with your goals?
 - Goals: increasing knowledge, getting to know the players, considering new career, offering a perspective that may bring about positive changes in the system.
2. What challenges do you face being involved with the LICC?

- Challenges: time limitations, scheduling hassles, child care arrangements, expenses of travel and parking, other family obligations.
3. What resources are being offered or what can you request to help you balance a new set of tasks with your responsibilities?
 - Resources: money (stipend), reimbursement or provision of travel and parking, childcare costs or childcare.
 4. Who is available to help you learn more about your new role? Are orientation sessions provided? By whom? When?
 - Help: experienced parents, professional staff members, written and/or visual materials.
 5. How will you evaluate whether your efforts are being successful and whether the rewards continue to outweigh the challenges?
 - Evaluation: personal checklist of goals for regular review.
 6. What would encourage you to increase or decrease level of activity?
 - Reasons for changing: success of efforts, feeling encouraged/discouraged, camaraderie, fatigue, family needs, children's activities.
 7. What plans have you made to help prevent yourself from burn out?
 - Supports: regular exercise, relaxing time, support of family, training stipends, rotating with another family.
 8. Will you have opportunities to share your ideas and impressions with other parents? All families share a common "language" of having a child with special needs. A diversity of families will be both representative and supportive of each other.

How Can We Support Parents Serving on LICCs?

Why is parental involvement important? Family involvement is critical because it increases the effectiveness of early intervention service delivery. Families benefit the LICC by providing consumer experience. Oftentimes, they can provide a new framework of thinking based on their experience as a parent. Parents also enhance the two-way exchange of information throughout the community (through formal or casual parenting networks).

What are the principles of family/professional collaboration? In order to work effectively, families and professionals need to form an equal partnership which is mutually respectful of the education and expertise of both partners. One potential resource is the Kansas Family Engagement and Partnership Standards for Early Childhood, which can be found here:

<https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/Kansas%20Family%20Engagement%20and%20Partnership%20Standards%20for%20Early%20Childhood.pdf>

Principles of family/professional collaboration must include:

1. Promoting a relationship in which family members and professionals work together to ensure the best services for the child and the family.
2. Recognizing and respecting the knowledge, skills and experience that families and professionals bring to the relationship.
3. Acknowledging that the development of trust is an integral part of a collaborative relationship.
4. Facilitating open communication so that families and professionals feel free to express themselves.
5. Creating an atmosphere in which the cultural traditions, values, and diversity of families are acknowledged and honored.
6. Recognizing that negotiation is essential in a collaborative relationship.
7. Bringing to the relationship the mutual commitment of families, professionals, and communities to meet the needs of children with special needs and their families.

What are the responsibilities of the LICC to parent representatives?

1. Support parental participation on the LICC in addition to recognizing parents as necessary team members based on their field of expertise (i.e., actually living the life experiences that professionals are trained for). LICCs can also provide more tangible and necessary supports to parents.
2. Include the Parent Representative in all LICC activities and treat the Parent Representative as an equal team member and valuable consumer consultant.
3. Remember that being a parent on the LICC may not benefit that parent's child and in some cases may be a hardship for the family. The involvement necessary for parents of children with disabilities is often beyond the role of typical parenting and therefore not part of the "job." Therefore, serving on the LICC is indeed just that – serving – and that involves sacrifice and time. Make parents' time and involvement worthwhile and provide feedback regularly.

What can LICCs do to enable effective parent representation?

1. Provide a stipend to compensate parents for their time and to cover their travel and childcare expenses. Identify a staff person to be primary contact for reimbursement and who understands that timeliness is essential.
2. Provide child care at the meeting site or referrals for appropriate child-care providers.
3. Provide transportation if needed.

4. Schedule the LICC meetings at convenient times for the parent representative, adjusting the regular schedule as necessary.
5. Provide personal orientation before the parent representative's first LICC meeting including a copy of the LICC Handbook and other orientation materials in the family's preferred language. Recognize that some family members may require more support than others.
6. Offer to match veteran parents with new parents. The veteran parents may accompany the new member to their first LICC meeting which ensures that new members feel supported in their roles as advisors and have the opportunity to share their ideas.
7. During and after meetings, specifically recognize the value of family participation.
8. Wear name tags or use table tents and repeat introductions frequently for the benefit of all new members of the LICC.
9. Provide ongoing education and information regarding available programs and resources.
10. Include parent representatives in specific projects in significant ways, remembering to balance membership on committees between families and professionals. Committees should be encouraged to have more than one family member.
11. Encourage several parents to become members of the LICC either at the same time or on a rotating basis. This helps cover family emergencies and also helps avoid the perception of being "the token parent" on the LICC. It will also give families the opportunity to share ideas and impressions with other parents.
12. Ensure diversity among the membership by recruiting broadly from the community and the population the programs serve.
13. Broaden the prospective pool of parent members to include parents of children who have already graduated from early intervention (e.g., parents of children with disabilities aged 12 years or younger).

What are some strategies for working with families who speak languages other than English?

1. Identify someone who shares the family's cultural background and speaks the family's language to facilitate family participation.
2. Provide explicit instructions about what the family will be expected to do.
3. Ask the family if they want an interpreter and involve them in the selection of interpreters. Strive to offer interpreters for all the program's activities, not just at special times. Use the same interpreter at each meeting so that a new interpersonal relationship does not have to be established each time. Identify interpreters who understand the subject matter being discussed.
4. Invite a bilingual family member who has served on the LICC to sit with a new family participant to translate and offer support during and after the meeting.

6. With families' permission, record sessions and meetings in addition to keeping minutes; some families may not be literate in their own language.

What are some tips for recruiting families?

1. Ask other families who are already involved with the LICC if they have a friend who might be interested.
2. Ask providers to identify families and talk with families about participating on the LICC.
3. Contact local or statewide parent-to-parent organizations.
4. Ask families who participate in parent and support gatherings.
5. Place a story in the community newspaper.
6. Develop posters and place them in community locations such as:
 - recreational and social service programs serving children and families
 - child care facilities
 - physician offices, community health clinics

Section 5: Other Possible Partners

There are a wide variety of other possible partners to include in your LICC to create a more robust council. In this section we will provide a brief overview of several programs, as well as their website and contact information.

Tiny-k Programs

OVERVIEW

Kansas Infant Toddler Services (authorized by the Individuals with Disabilities Education Act - IDEA Part C) is administered by the Kansas Department of Health and Environment (KDHE). KDHE provides grants to [tiny-k programs](#) to assist in maintaining and implementing a statewide system of coordinated, comprehensive, multidisciplinary early intervention services for infants and toddlers with disabilities (birth to age three) and their families. KDHE is responsible for assuring availability to eligible children and their families. In State fiscal year 2019, over 10,700 children received early intervention services.



What are Part C early intervention services?

- Family training, counseling, and home visits
- Special instruction
- Speech-language pathology and audiology services, and sign language and cued language services
- Occupational therapy
- Physical therapy
- Psychological services
- Services coordination
- Medical services as needed for diagnostic or evaluation purposes
- Early identification, screening, and assessment
- Health services necessary to enable participation in other services
- Social work services
- Vision services
- Assistive technology devices and services
- Transportation and related costs to facilitate participation

How do I get services?

To contact your local tiny-k program, click here: [local networks](#).

Funding allocations to networks are based on the number of children served and 3 year average of live births in the service area. At age 3, if the developmental delay has not been resolved, the child may enter IDEA Part B Special Education services administered by the Kansas State Department of Education

Kansas Parents as Teachers

The Parents as Teachers® (PAT) evidence-based affiliate model provides parents with the skills and knowledge they need to help make informed decisions regarding their child's education. The program includes personal visits, group connections, health, vision, hearing and developmental screenings, and supports family connections with other community services. Additional information about the Parents as Teachers program is available on the PAT National website: www.parentsasteachers.org.

KSDE serves as the Parents as Teachers® State Office and supports local programs with implementing the Parents as Teachers affiliate model. The KPAT program is available to any parent, including fathers, relatives as caregivers, and foster and adoptive parents, who has a child under the age of kindergarten entry and lives within a participating school district.

[Click here for the Directory of Kansas Parents as Teachers programs](#) to find contact information for a program in your community



Kansas Children's Cabinet and Trust Fund

The 1999 Legislative session created the Children's Cabinet to **oversee the expenditures from the Tobacco Master Settlement Agreement**. Ninety-five percent of the state's portion of the Master Settlement Agreement was dedicated to improving the health and well-being of children and youth in the state. The Kansas Children's Cabinet is directed by statute to undertake these four overarching responsibilities:

- Advising the governor and the legislature regarding the use of money credited to the Children's Initiatives Fund
- Evaluating programs which utilize Children's Initiatives Fund money
- Assisting the Governor in developing and implementing a coordinated, comprehensive delivery system to serve children and families in Kansas
- Supporting the prevention of child abuse and neglect through the Children's Trust Fund



Families Together, Inc.

Families Together, Inc. is the Kansas [Parent Training and Information \(PTI\)](#) & [Family-to-Family Health Information \(F2F\)](#) Center. 501 (c)3 non-profit organization that provides support and information for families of children, from birth to age 26, with disabilities and/or special health care needs. Programs are offered at no cost to families, and are available in English and Spanish.

Families Together Mission

Families Together, Inc. assists parents and their sons and daughters with disabilities and/or special health care needs. Our mission is to encourage, educate, and empower families to be effective advocates for their children. Families Together staff provide parents and transition age youth one-to-one assistance, training, resources and tools at no cost to families. These services are available in English and Spanish.

How is Families Together, Inc. connected to the community?

By building partnerships with local, state and national disability related agencies, school, parents, community partners and individuals with disabilities; Families Together, Inc. has become a highly effective parent training and information center. The majority of staff members at Families Together, Inc., are parents, grandparents, or siblings of individuals with disabilities. Our [board members](#) include parents, educators, educational advocates and education researchers. We understand the difficulty in finding one's way through the "maze of disability services".



Kansas Deaf-Blind Project

The Kansas Deaf-Blind Project is committed to providing technical assistance, training, resources, and products for identified children and young adults (birth-21 years), their parents/families and educators in Kansas. The Project works in collaboration with universities, national projects, medical and local agencies to maximize outcomes.

The term “**deaf-blind**” refers to individuals who experience BOTH vision and hearing impairments. Severity differs from one child to another. Deaf-blindness is in the lowest of low incidence disability. It requires a unique approach to learning and multiple ways to access information.

You are not alone. The Kansas Deafblind Project is here for you. The first step in getting connected is to register a child, birth to 21 years of age with the KSDB Project. The combined effects of both of these sensory impairments, even if both are mild, may make the student eligible for services. If you know of a child who experiences both vision and hearing loss, we encourage you to contact our Project today.



Kansas Head Start/ Early Head Start

Head Start programs promote school readiness of children ages birth to five from low-income families by supporting the development of the whole child.

Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community. Many Head Start and Early Head Start programs are based in centers and schools. Other programs are located in child care centers and family child care homes. Some programs offer home-based services that assign dedicated staff who conduct weekly visits to children in their own home and work with the parent.

Head Start programs support children’s growth and development in a positive learning environment through a variety of services, which include

- **Early learning:** Children’s readiness for school and beyond is fostered through individualized learning experiences. Through relationships with adults, play, and planned and spontaneous instruction, children grow in many aspects of development. Children progress in social skills and emotional well-being, along with language and literacy learning, and concept development
- **Health:** Each child’s perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and development screenings, nutritious meals, oral health and mental health support. Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need.
- **Family well-being:** Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships and engage families around children’s learning and development.

For more information, you can visit their website here: <https://www.ksheadstart.org/>



Kansas State Department of Education Early Childhood

Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk)

The Preschool-Aged At-Risk Program (also known as the State Pre-K 4 Year Old At-Risk Program and the State Pre-Kindergarten Program) provides school districts with funding for preschool-aged students. Each preschool-aged at-risk student who is enrolled in a school district and receiving services is counted as 0.5 FTE in calculating a district’s enrollment and accompanying weightings. Districts are encouraged to create integrated programs that include all students and to develop strong community partnerships.

Kansas Preschool Pilot (KPP)

The Kansas Preschool Pilot (KPP) provides school districts and their community partners with funding to provide preschool services.

- The Kansas Preschool Pilot grant supports children aged 3 through 5; children age-eligible for kindergarten (age 5 on or before August 31) may not be served with these funds. A 4-year-old is a child who is four years of age on or before August 31 of the current school year. A 3-year-old is a child who is three years of age on or before August 31 of the current school year.
- At least 50% of the children enrolled in the Kansas Preschool Pilot must meet at least one of the at-risk criteria listed on page 3. Note that students who qualify for reduced-price meals qualify as at-risk for the purposes of the Kansas Preschool Pilot.
- The grantee shall maintain classroom rosters for all children enrolled in the KPP and ensure that student data is entered into required KSDE data collection systems.

Early Childhood Special Education (Section 619 of Part B of IDEA)

Section 619 of Part B of the Individuals with Disabilities Act (IDEA) defines the federal preschool program which guarantees a Free Appropriate Public Education (FAPE) to children with disabilities age 3 through 5. Under this program preschool children who have disabilities are entitled to Special Education and Related Services in the Least Restrictive Environment (LRE). The IDEA Preschool Program (Section 619) supports education services for young children with disabilities when they turn 3. It addresses individual needs within the context of developmentally appropriate activities, including early learning experiences in language, pre-reading and writing skills, play, and other social emotional areas.

The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families. Kansas Infant Toddler Services (authorized by the Individuals with Disabilities Education Act - IDEA Part C) is administered by the Kansas Department of Health and Environment (KDHE).



Appendix A- Important Terms and Acronyms

ACES: Adverse Childhood Experiences

AMOSS: Academic Measures of Student Success

APR: Annual Performance Report

ASQ: Ages and Stages Questionnaire

Cat-Aid: Categorical Aid

DCF: Department for Children and Families

EC: Early Childhood

ECSE: Early Childhood Special Education

EHS: Early Head Start

EIS: Early Intervening Services

ELL: English Language Learners

ESEA: Elementary and Secondary Education Act

ESSA: Every Student Succeeds Act

FERPA: Family Educational Rights and Privacy Act

ICC: Interagency Coordinating Council

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

IFSP: Individual Family Service Plan

KASEA: Kansas Association of Special Education Administrators

KDHE: Kansas Department of Health and Environment

KESA: Kansas Education Systems Accreditation

KIAS: Kansas Integrated Accountability System

KITS: Kansas In-service Training System

KPP: Kansas Preschool Program

KR: Kindergarten Readiness

KSDE: Kansas State Department of Education

LCP: Local Consolidated Plan

LEA: Local Education Agency

LRE: Least Restrictive Environment

MOA: Memorandum of Agreement

NASDSE: National Association of State Directors of Special Education

OSEP: Office of Special Education Programs

PAT: Parents as Teachers

SEAC: Special Education Advisory Council

SPDG: State Personnel Development Grant

SPP: State Performance Plan

SSIP: State Systemic Improvement Plan

TAESE: Technical Assistance for Excellence in Special Education

Appendix B- SICC Contacts

Kansas ICC Roster 2019-20

The council shall be composed of at least 16 members, but not more than 25 members, and will include the following representation. A member may be appointed to represent more than one program or agency listed. Not less than 8 or more than 17 members are appointed by the Governor.

Appointment	Name	Phone	Email
Governor's Representative	Melissa Rooker		mrooker@ksde.org
Parent Member	Elizabeth Brunscheen-Cartagena	316-209-9521	lizb@ksu.edu
Parent Member	Laci Reamer		Laci@famielstoegetherinc.org
Parent Member	Kate Walter	785-738-2118	walter@nckcn.com
Parent Member	Laura Smith-Everett		
Provider Member	Ann Elliott		ann@frcpittsburg.org
Parent Member	Stacy Harvey		Stacy.a.harveymssa@gmail.com
Provider Member	Alix Kumer		Alix.kumer@gmail.com
Provider Member	Karen Pahls	785-569-1329	Karenpahls3@gmail.com

Provider Member	Susan Bowles		gslbowles@gmail.com
Medicaid Representative	Liz Long		Elizabeth.Long@ks.gov
Secretary, Kansas Department of Health and Environment	Heather Staab, Designee		Heather.Staab@ks.gov
Secretary, Kansas Department for Aging and Disability Services	Gary Henault, Designee		Gary.Henault@ks.gov
Secretary, Kansas Department for Children and Families	Nichelle Adams, Designee	785-207-2742	Nichelle.Adams@ks.gov
Kansas Board of Education or Commissioner of Education	Julie Rand, Designee	785-296-5081	jrand@ksde.org
Kansas Board of Regents	(Chair) David Lindeman, designee	620.421.6550 x 1713	lindeman@ku.edu
Commissioner of Insurance	(Vice-Chair) Lisa Collette, Designee		Lisa.Collette@ks.gov
Legislator (R)	Still pending		
Legislator (D)	Still pending		

<i>Ex-officio</i>	Kim Kennedy		Kimberly.Kennedy@dcf.ks.gov
<i>Ex-officio</i>	Lesli Girard		Lesli@famielstogetherinc.org
Head Start	Shannon McMahon		

*At least 20% of members must be public or private providers of early intervention services.

*At least 20% of members must be parents, “including minority parents, of infants or toddlers with disabilities aged 12 or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities”. At least 1 member must be a parent of an infant or toddler with a disability aged 6 or younger. Parent member may not be an employee of a public or private agency involved in providing early intervention services.

Members serve a term of 4 years. Members are eligible for reappointment.

Appendix C- Sample Parent Letter

Dear Parent:

The Local Interagency Coordinating Council is composed of professional and non-professional members. Everyone who attends meetings does so voluntarily and brings a valuable point of view to the group. As a parent member, you have a very important contribution to make to the LICC: your opinion. Please do not hesitate to participate in the discussions at LICC meetings.

You and your family are the recipients of services provided by the state and local agencies. This is an excellent opportunity for you to offer suggestions to improve the services that your child receives. Parents have the power to offer suggestions that continually help improve early intervention services. It is also a good time to express your satisfaction if you have had a good experience with a particular service or agency.

By providing the LICC your perspective as a parent of a child with special needs, you will be offering a great service to the community. The primary purpose of parent representation on the LICC is to assist professional members by offering ideas to better serve families of children with special needs in the area. Your input is necessary and valuable to ensure that the efforts of the LICC reach families, like yours, who have children with special needs.

We understand that your time is valuable; therefore, your involvement with the LICC is very much appreciated and will not be taken for granted. We are grateful you would take time to join with us in our pursuit to reach all families of children with special needs. Whether you have just started on the LICC or have been a member for a while, thank you for your commitment to participate on the Local Interagency Coordinating Council.

Sincerely, Your Local Interagency Coordinating Council Partners

Appendix D- Sample LICC Bylaws

Bylaws of the (name here) Interagency Coordinating Council

Article 1. Name

The name of the council is the (name) Interagency Coordinating Council (ICC).

Article 2. Purpose

The purpose of the ICC will be to implement the mission, vision and standards of the ICC.

Article 3. Membership

Section 1. Membership qualifications

The membership of the ICC must include at least two parents of children with disabilities and will also include any individual interested in membership and promoting the mission, vision and program standards of the ICC.

Each individual member and/or agency will be asked to sign a membership agreement annually and identify a designated voting member and alternate in order to be eligible to cast a vote on issues brought before the ICC for formal action.

Section 2. Membership status

It is the expectation for members of the ICC to:

- ◆ receive all ICC communications and announcements
- ◆ be informed of issues being addressed by the ICC
- ◆ attend 3 of 4 general membership meetings of the ICC in the fiscal year or send a representative.

- ◆ be considered for elected office
- ◆ vote on ICC business and officer elections
- ◆ serve on standing or ad hoc committees as needed
- ◆ promote the mission, vision and standards of the ICC
- ◆ participate in ICC-sponsored activities

Article 4. Meetings

Section 1. Regular meetings

The ICC will hold general membership meetings at least on a quarterly basis.

Section 2. Special meetings

Special meetings may be called by the Chairperson or upon request of six (6) members of the ICC.

Section 3. Parliamentary Authority

Roberts Rules of Order, Revised shall govern ICC Steering Committee and general membership meetings in all cases to which they are applicable.

Article 5. Voting

Each agency and parent representatives will be allowed one vote on items; regardless of the number of agency members present.

There will be no proxy voting.

Conflict of Interest: No member of the ICC shall cast a vote on any matter that would provide direct financial benefit to that member or otherwise give the appearance of a conflict of interest under state law.

- The following actions require a roll call vote and can only be approved the simple majority of voting members present:
- Election of Officers
- Amendments to the Bylaws

Article 6. Steering Committee

Section 1. Membership

The ICC Steering Committee will consist of the Chairperson, Vice Chairperson, Secretary, Standing Committee Chairpersons, Ad Hoc Committee Chairpersons, at least two At-Large members, immediate Past Chairperson (to aid with transition and consistency) and at least two parents of children with disabilities.

Section 2. Focus

The ICC Steering Committee has the authority and responsibility to conduct the business of the ICC consistent with these bylaws.

Section 3. Functions

The Steering Committee will oversee the functions and activities of the ICC, Standing Committees and Ad Hoc Committees

Section 4. Meetings

The Steering Committee will meet in the months when there is not an ICC general membership meeting.

Section 5. Quorum

A quorum at a Steering Committee meeting shall consist of five (5) members.

Article 7. Officers

Section 1. Titles

The officers of the ICC are the Chairperson, Vice Chairperson, and Secretary.

The ICC chair shall not be an employee of local lead agency.

Section 2. Duties of officers

The duties of the Chairperson include:

- ◆ presiding at all Steering Committee and general membership meetings
- ◆ determining the agenda for the Steering Committee and general membership meetings
- ◆ appointing Ad Hoc committee chairpersons to address special ICC issues, as needed
- ◆ appointing other persons as may be necessary to conduct the business of the ICC, with approval of the Steering Committee
- ◆ serving as an *ex-officio* member of all ICC committees
- ◆ signing the grant application for the provision of Infant-Toddler Early Intervention Services in the identified service delivery area
- ◆ carrying out any other duties as needed to promote the mission, vision and standards of the ICC

The duties of the Vice Chairperson include:

- ◆ serving in the capacity of the Chairperson in the event of the Chairperson's absence.
- ◆ serving as a member of the Membership Committee
- ◆ succeeding into the Chairpersonship at the end of the term of office
- ◆ performing other duties as assigned by the Chairperson or the Steering Committee

The duties of the Secretary include:

- ◆ recording minutes of all Steering Committee and general membership meetings of the ICC

- ◆ maintaining all ICC meeting records
- ◆ conducting all official correspondence of the ICC, including meeting notices, agendas, and minutes
- ◆ being the Chairperson of the Membership Committee
- ◆ keeping the ICC membership list current
- ◆ maintaining copies of all flyers, brochures and related publications or records of the ICC activities
- ◆ performing other duties as assigned by the Chairperson or Steering Committee

Article 8. Committees

Section 1. Standing Committees

Standing committees of the ICC are the Referrals and Transitions, Membership, Early Childhood Grants, and Education.

Section 2. Duties of committee chairpersons

The duties of the Committee Chairpersons include:

- ◆ attending Steering Committee and general membership meetings
- ◆ reporting committee activities to the Steering Committee and general membership of the ICC
- ◆ providing committee meeting minutes to the ICC Secretary
- ◆ other duties as assigned by the Chairperson or Steering Committee

Article 9. Elections

Section 1. Elections

Elections of officers shall be held at the first general membership of the calendar year. Those elected shall assume their duties immediately upon election.

Appendix E- KAR 28-4-565

KANSAS ADMINISTRATIVE REGULATIONS (K.A.R.)

Agency 28

Kansas Department of Health and Environment

Article 4.—Maternal and Child Health

28-4-565. Local tiny-k program responsibilities. (a) Each local tiny-k program shall have a local council that has as one of its purposes the coordination of part C for infants and toddlers with disabilities and their families.

(1) The local council shall consist of members who reflect the community, including at least the following:

- (A) A parent of a child who has received part C services;
- (B) a representative of a health or medical agency;
- (C) a representative of an educational agency;
- (D) a representative of a social service agency; and
- (E) a representative of the local tiny-k program.

(2) The names of local council members shall be submitted to and acknowledged by the lead agency.

(3) The chair of the local council shall be elected by the local council. The name of the local council chair shall be provided to the lead agency. A local council chair shall not be a local tiny-k program coordinator.

(4) The responsibilities of the local council shall include the following:

- (A) Identifying local service providers who can provide early intervention services to infants and toddlers with disabilities and their families;
- (B) advising and assisting local service providers; and
- (C) communicating, combining, cooperating, and collaborating with other local councils on issues of concern.

(b) Each local tiny-k program coordinator, in collaboration with the local council, shall develop a plan describing the system for coordinating part C. The plan shall include the following:

- (1) Identification of a local lead agency, which shall be acknowledged by the secretary of the lead agency;
- (2) identification of a local fiscal agency, which shall be acknowledged by the secretary of the lead agency. The local lead agency and local fiscal agency may be the same agency, if the local lead agency is a legal entity;
- (3) a description of identified community needs and resources;
- (4) a description of written interagency agreements or memoranda of understanding and the way those agreements or memoranda are used in the development of an IFSP for eligible children and their families;
- (5) a public awareness program that informs community members about child find, the central point of contact for the community, and the availability of early intervention services;
- (6) a provision that part C shall be at no cost to eligible infants and toddlers and their families; and
- (7) an assurance that the information regarding the plan is available in the community.

(c) Each local tiny-k program coordinator and local council requesting part C and state funds shall submit an annual grant application to the lead agency, which shall meet the following requirements:

- (1) Include the plan for part C, as described in subsection (b); and
- (2) be in compliance with the grant application materials provided by the lead agency.

(d) Each local tiny-k program shall be required to utilize multiple funding sources with part C funds utilized as the payor of last resort. (Authorized by and implementing K.S.A. 75-5649; effective Jan. 30, 1995; amended Aug. 15, 1997; amended March 7, 2014.)