



200 West Baltimore Street, Baltimore, Maryland 21201

# Technical Assistance Bulletin

MarylandPublicSchools.org



## Division of Early Intervention and Special Education Services | Bulletin # 20-11

<input type="checkbox"/> Birth – Age 4	<input checked="" type="checkbox"/> Birth – K	<input type="checkbox"/> Age 3 – K	<input type="checkbox"/> Birth – 21	<input type="checkbox"/> Age 3 – 21
--	---	------------------------------------	-------------------------------------	-------------------------------------

Date: October 2020

## Interagency Coordinating Council (ICC)

### The Law

Engaging stakeholders is a clear expectation of Part C of the IDEA for the effective development and implementation of early intervention program requirements. States are required to obtain and show evidence of stakeholder feedback during the development of policies and procedures, submission of their State Performance Plan (SPP) and Annual Performance Report (APR), and the development of the annual IDEA grant application. A commonly used vehicle for obtaining stakeholder feedback is the State Interagency Coordinating Council (SICC), in accordance with IDEA regulations that require all states to establish and maintain an SICC [34 CFR §303.600]. Similarly, State regulations require each local lead agency to establish and maintain a Local Interagency Coordinating Council (LICC) [COMAR 13A.13.02.08P].

### Purpose

All 24 local Infants and Toddlers Programs have established LICCs for their respective jurisdictions as required by COMAR. The purpose of this technical assistance bulletin is to provide guidance to local Infants and Toddlers Programs regarding the purpose and suggested functions of the LICC.

### Questions and Answers

**Q: Does the State have an advisory council for early intervention services?**

**A:** Yes. The Individuals with Disabilities Education Act (IDEA) requires the State to establish a State Interagency Coordinating Council (SICC). The purpose of the council is to advise the State on unmet needs of children with disabilities and their families, including, for example, the development of reports, corrective action plans in response to federal monitoring, and implementing policies and procedures to coordinate services for infants, toddlers, and preschoolers with developmental delays and disabilities.

Members of the SICC must be appointed by the Governor and the Governor must ensure that the membership of the SICC reasonably represents the population of the State. The Governor must also appoint a chairperson of the SICC and this person may not be a

representative of the State lead agency, the Maryland State Department of Education.

Under federal law, the SICCC must be composed of:

- At least 20% families of children with disabilities 12 years or younger with at least one member being a family of a child with a disability 6 years or younger;
- At least 20% public or private providers of early intervention;
- At least one member from the State Education Agency responsible for early intervention services;
- At least one member from the State Education Agency responsible for preschool services to children with disabilities;
- At least one member from the State legislature;
- At least one member from Institutes of Higher Education/Agencies responsible for early intervention personnel preparation;
- At least one member from from agencies involved in the provision of, or payment for, early intervention services;
- At least one member from the State Medicaid and CHIP program;
- At least one member from Head Start or Early Head Start;
- At least one member from the State agency responsible for child care;
- At least one member from the Office of the Coordination of Education of Homeless Children and Youth;
- At least one member from the State child welfare agency responsible for foster care;
- At least one member from the State agency responsible for children's mental health; and
- At least one member shall have a disability.

[34 CFR §303.601; COMAR 13A.13.02.07]

**Q: What are the functions of a SICCC?**

**A:** There are many functions of a SICCC, including but not limited to:

- Providing the Maryland Infants and Toddlers Program Director and Assistant State Superintendent of the Division of Early Intervention and Special Education Services (DEI/SES) with meaningful input as to the needs of infants, toddlers, and preschool-age children with disabilities and their families within Maryland;
- Assisting the Maryland Infants and Toddlers Program and DEI/SES to develop policies and procedures and state regulations;
- Reviewing state and local data, conducting root cause analyses, and developing plans for the improvement of both results and compliance data;
- Supporting interagency partnerships and collaboration;
- Supporting community events and efforts to help infants, toddlers, and preschool-age children with developmental delays and disabilities;
- Developing and distributing statewide public awareness materials as part of the Child Find process;
- Advising the Maryland Infants and Toddlers Program and DEI/SES of unmet needs as to the provision of early intervention services to infants, toddlers, and preschool age children and their families;
- Participating in the development and/or review of grant submissions, including the IDEA Part C Federal Application;

- Identifying of sources of fiscal and other support for services for early intervention service programs under part C of the Act;
- Participating in the development of the State Systemic Improvement Plan (SSIP); and
- Preparing and submitting an annual report to the Governor and to the Secretary on the status of early intervention service programs for infants and toddlers with disabilities and their families under part C of the Act operated within the State.

**Q: What is a Local Interagency Coordinating Council (LICC)?**

**A:** A Local Interagency Coordinating Council (LICC) is a committee established by the local Infants and Toddlers Program to seek meaningful input from families, community partners, service providers, educators, and administrators on local issues relative to the provision of early intervention services to infants, toddlers, and preschool age children with disabilities. The purpose of the council is to advise the State on unmet needs of children with disabilities and their families, including, for example, the development of reports, corrective action plans in response to MSDE comprehensive monitoring, and implementing policies and procedures to coordinate services for infants, toddlers, and preschoolers with developmental delays and disabilities.

To work most effectively, an LICC operates as a partnership between families, community leaders, partner organizations, early intervention providers, and early intervention program administrators at the local level. An LICC enables a Local Infants and Toddlers Program director to collaborate with others on local issues and it has the potential to facilitate positive changes in the delivery of early intervention services and ultimately narrowing the gap for infants, toddlers, and preschool age children with developmental delays and disabilities.

[COMAR 13A.13.02.08P]

**Q: Are local Infants and Toddlers Programs required to have an LICC?**

**A:** Yes. COMAR regulations require the local governing authority of each jurisdiction to establish a Local Interagency Coordinating Council to advise and assist the local lead agency in the development and implementation of policies that constitute the local early intervention system. Membership requirements are detailed in the Consolidated Local Implementation Grant (CLIG), the annual funding mechanism for the provision of State and federal funds to local Infants and Toddlers Programs.

[COMAR 13A.13.02.08P]

**Q: What are the functions of an LICC?**

**A:** There are many functions of an LICC, including but not limited to:

- Providing a local Infants and Toddlers Program director with meaningful input as to the needs of infants, toddlers, and preschool-age children with disabilities and their families within the local jurisdiction—each jurisdiction may have specific procedures, reports, or practices for which a local director may wish to solicit input from families, administrators, and early intervention providers;
- Assisting the local Infants and Toddlers Program to develop policies and procedures

- related to the provision of early intervention services in the jurisdiction;
- Reviewing local program data, conducting root cause analyses, and developing plans for the improvement of both results and compliance data;
- Assisting a local Infants and Toddlers Program in the development, implementation, and review of their early intervention self-assessment as part of Accountability to Improve Performance (AIP), the DEI/SES' comprehensive monitoring process<sup>1</sup>;
- Supporting interagency partnerships and collaboration;
- Supporting community events and efforts to help infants, toddlers, and preschool-age children with developmental delays and disabilities;
- Developing and distributing jurisdiction-specific public awareness materials as part of the Child Find process—these materials may aid primary referral sources, including families, in helping identify potential developmental delays;
- Advising the local Infants and Toddlers Program of unmet needs as to the provision of early intervention services to infants, toddlers, and preschool age children and their families;
- Participating in the development and/or review of grant submissions, including the CLIG and potential discretionary grants offered by the DEI/SES;
- Participating in the development of the State Systemic Improvement Plan (SSIP); and
- Submitting a year-end report of activities and recommendations to the local Infants and Toddlers Program or local lead agency head.

**Q: Who chairs the LICC?**

**A:** The decision of who should chair the LICC meetings is left to the discretion of the LICC. The process of developing local bylaws will assist the LICC in developing policies and procedures that specify how the LICC is to operate within the jurisdiction. This includes procedures for membership, officers, length of service, meetings, and other operational procedures determined necessary to support the leadership and meaningful participation of families of infants, toddlers and preschool age children with developmental delays and disabilities and their families.

**Q: How can a local jurisdiction ensure broad family and community involvement in their LICC?**

**A:** Local Infants and Toddlers Programs should consider various options available for conducting outreach to families, partner agencies, and community groups about LICC membership and activities. Potential activities to consider include, but are not limited to:

- Including information on the LICC in Family Support Services newsletters and/or workshops;
- Coordinating and collaborating with the Parents' Place of Maryland (the State's Parent Training and Information Center) to identify and engage family members;
- Listing LICC meeting dates in local lead agency or school system calendars and on their

---

<sup>1</sup> Local Infants and Toddlers Programs are expected to work with families, advocates, and other key stakeholders to shape their local early intervention accountability process in a way that drives and supports improved results and narrowing the gap for young children with developmental delays and disabilities. The AIP model includes the collection and analysis of systemic data on compliance indicators. This process assists local Infants and Toddlers Programs to make objective strategic decisions based upon reliable and valid data.

websites;

- Placing public service announcements in local newspapers;
- Including information in school newsletters; and
- Providing information to families at IFSP team meetings.

**Q: May LICCs join another advisory group with similar goals and initiatives?**

A: Yes. An LICC may exist as a standalone entity or be a part of an existing collaborative body, including the local Early Childhood Advisory Council (ECAC), as long as the membership criteria defined by the CLIG are met.

## Resources<sup>2</sup>

ECTA Center

<https://ectacenter.org/topics/intercoord/intercoord.asp>

Managing Conflict on Local Interagency Coordinating Councils

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1002.1326&rep=rep1&type=pdf>

Consolidated Local Implementation Grant Website

<http://www.marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx>

---

<sup>2</sup> Resources are not endorsed by the DEI/SES, and information contained therein should not be construed to be the position of the DEI/SES.

For more information, call 410-767-0249  
MARYLAND STATE DEPARTMENT OF EDUCATION  
Division of Early Intervention and Special Education Services  
200 West Baltimore Street  
Baltimore, MD 21201

Karen B. Salmon, Ph.D.  
State Superintendent of Schools

Clarence C. Crawford  
President  
State Board of Education

Carol A. Williamson, Ed.D.  
Deputy State Superintendent for Teaching and Learning

Marcella E. Franczkowski, M.S.  
Assistant State Superintendent  
Division of Early Intervention and Special Education Services

Larry Hogan  
Governor

© 2020 Maryland State Department of Education, Division of Early Intervention and Special Education Services

Produced under the guidance of Marcella E. Franczkowski, Assistant State Superintendent, Division of Early Intervention and Special Education Services. Please include reference to the Maryland State Department of Education, Division of Early Intervention and Special Education Services on any replication of this information. To request permission for any use that is not "fair use" as that term is understood in copyright law, contact: Maryland State Department of Education, Division of Early Intervention and Special Education Services, 200 W. Baltimore Street, 9th Floor, Baltimore, MD 21201, Phone 410-767-0249, [MarylandPublicSchools.org](http://MarylandPublicSchools.org).

This document was developed using grant funding provided to the Maryland State Department of Education from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS)/Office of Special Education Programs (OSEP), under the Individuals with Disabilities Education Act. The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact the Equity Assurance and Compliance Branch: Phone 410-767-0433, TTY 410-767-0426, Fax 410-767-0431.