

**Governor's Interagency Coordinating Council (ICC)  
Meeting Minutes  
April 22, 2010**

**Members Present:** Linda Wintz, Joy Birr, Barb Wolfe, Barbara O'Sullivan, Jill Haak, Karen Adamson, Sarah Thorson, Jackie McCormack, Lisa Lehmann, Sandy Simar, Michele Willert, Anne Hennessey, Ralph Mcquarter, Barbara O'Sullivan  
**Members Absent:** Angie Kniss  
**Staff:** Loraine Jensen  
**Presenters:** Donna Nelson, MDE Compliance and Assistance (C&A); Debbykay Peterson, MDE Early Learning Services; Shivani Pandit, MDE Early Learning Services; Judy Swett, PACER.  
**Guests:** Hope Brandt, Shawn Holmes, Melissa Weiger

<p><b>Agenda Item</b> Approval of minutes, old business</p>	<p><b>Introduction of members.</b>  <b>October 29, 2010 minutes.</b> Michele moved and Linda seconded to approve.</p> <p><b>Overview of United States Office of Special Education Programs (OSEP) verification visit and findings:</b> Donna Nelson and Barbara O'Sullivan provided a summary of OSEP findings from the September verification visit. MDE will provide written assurance to OSEP with the Part C application submitted May 10, 2010 for the following:</p> <ul style="list-style-type: none"> <li>• Findings were issued and correction ordered by compliance and assistance on data reported Federal Fiscal Year (FY) 2007 on the Annual Performance Report (APR) for C-1 (timely services); C-7 (45 day timeline); C-8 (transition).</li> <li>• Findings were issued to districts monitored for fiscal compliance in FY 08 and verified correction by obtaining representative updated compliance data.</li> <li>• MN Department of Education (MDE) will implement procedures to ensure compliance with Maintenance of Effort (MOE) requirement. MDE will provide a copy of correspondence to the Office of the Legislative Auditors (OLA) of the need to review the procedures to comply with tracking expenditures to meet Part C MOE requirements.</li> </ul> <p><b>Transition Booklet:</b> Judy Swett presented the final draft of the transition</p>	<p><b>Action:</b> Approved</p> <p><b>Action:</b> MDE will provide written assurance of compliance with the submission of the Part C application.</p> <p><b>Action:</b> MDE will</p>
-----------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>booklet that will be available at the end of July from PACER. Discussion on distribution included making the booklet available as a pdf for Interagency Early Intervention Committees (IEICs) to distribute. Recommendations for the next phase of development included translating into multiple languages; layout for personalization by IEICs and families; links to MDE MNParentsKnow (MNPk) Website and the Help Me Grow (HMG) section on the Website. (<a href="http://www.mnparentsknow.info">http://www.mnparentsknow.info</a>). Also suggested was looking at separation of sections or highlighting sections as the parent is in the process of transition with their child. Consider adding a practical page for parent to fill out to help the team get to know their child. Look at separate handouts creating a transition packet. Get information to the parent when they are in the transition process.</p>	contract to develop a transition packet.
<p><b>Agenda Item</b> Part C record review</p>	<p><b>Monitoring for Compliance:</b> Donna Nelson, MDE Compliance Supervisor, gave an overview of the Part C Monitoring update. All districts must now complete a Self Review (SR). In the past, the SR was voluntary. MDE review, which is on-site, looks at current data and “real time” reporting. Districts are required to participate in prescriptive 3 day training by C&amp;A. The district sends a three person team to serve as trainers for the rest of the district staff. Donna provided a power point presentation on the process.</p> <p><b>Longitudinal study:</b> Looks at goals and objectives. One observation is that Part C programs often do not demonstrate adequate six-month review on Individual Family Service Plans (IFSPs) based on the identified needs on the evaluation. As part of monitoring, family priorities are reviewed with the documentation and what the relationship is with outcomes. Evaluation report is now part of the IFSP. Training is needed to assist with evaluation resources for linguistically diverse families; how to describe current developmental level and conditions; and consistency in describing eligibility criteria.</p>	<p><b>Action:</b> Invite Donna back for updates.</p>
<p><b>Agenda Item</b> Updates on new initiatives</p>	<p><b>Discussion:</b> <b>Regional Training and Technical Assistance; Centers of Excellence (COE):</b> Based on a statewide survey, master cadres of trainers will be recruited and trained by national experts in working with culturally and linguistically</p>	<p><b>Action:</b> None</p>

diverse families; Routines Based Intervention (RBI); and social/emotional development. Part C American Recovery and Reinvestment Act (ARRA) funds are used to launch the regional centers who are hiring Early Childhood Special Education (ECSE) facilitators to work with state staff to develop regional work plans based on specific needs.

**Technical Assistance Center on Social Emotional Intervention (TACSEI):**

TACSEI launched Minnesota's pilot program in October 2009 that provides evidence-based social emotional development training for coaches and mentors. A leadership team works with MDE representing diverse stakeholders. Three demonstration sites have been selected to work in the pilot: St. Cloud, Elk River and St. Paul. A master cadre of 15 coaches has been selected with cross sector representation and is connected with a regional facilitator. The pyramid model is a strategy focused on prevention. [View TACSEI Website for more information](#). Discussion included early childhood mental health integration with social/emotional needs in a relationship based approach. Lisa brought up that she hopes this is used as a chance to educate early childhood practitioners on selective mutism.

**IFSP process and guidebook:** Shivani Pandit gave a brief overview of the new IFSP process and guidebook. A user-friendly e-module is being developed. The IFSP now includes the evaluation and transition planning. MDE will provide training and technical assistance on writing child and family functional outcomes, describing development using information from multiple sources and completing service grids. [For more information, view the IFSP Guidebook](#).

**Incentives for family outcome survey:** The Early Childhood Outcome Center has revised their family survey. Minnesota's response rate on the survey has decreased significantly over the four years of survey implementation. Discussion started with how busy all families are with young children, especially with children who may have multiple needs. **Recommendations:** include stamped envelope with survey that parent completes while home visitor works with the child. Make sure district delivers survey as part of the transition

	<p>conference. Consider if districts need incentives - enter for Target gift certificates; pick from list of free gifts. Provide stamped uniform envelopes addressed to MDE. Let parent know how the survey will benefit their child. "Here are the results". Will this get their school more money? Incentive to district for more relationship-based approaches. Put surveys on electronic devices. Length of survey matters - do we need to shorten? Put in space for Minnesota Automated Reporting Student System (MARSS) number prior to delivering survey. Eliminate MARSS number and leave district number. Many parents do not want to be tracked. Example: cut off MARSS number. Sample telephone poll or alternatives. Develop a check list - Was transition document given? Was survey given?</p> <p><b>In summary:</b> Members question how beneficial the questions are to what we are trying to accomplish. How effective is the intervention process? Are all the questions necessary? Are there optional questions? Do families understand the purpose of the question?</p>	
<p><b>Agenda Item</b> Help Me Grow</p>	<p><b>Next steps with public awareness:</b> Debbykay Peterson presented a PowerPoint on new additions to MNPk Website and HMG. A communications tool kit was distributed to ECSE lead teachers and IEIC chairs to share with their partners as a unified common message on Help Me Grow. Ideas included displaying on Target Baseball Field screen. Social workers need more materials and outreach. Can we target Child Welfare training as a resource? Work with MN Child Care Resource &amp; Referral (CCR&amp;R) to train child care workers that parents must agree to a referral.</p> <p><b>Ideas for more information:</b> Preparing parents for process, what to expect with IFSP team meeting; how a referral works; what can happen at transition and link with PACER guide document; IFSP evaluation process; how to avoid duplication and build on what has been developed locally. Give to higher education instructors as a tool for training students. A statewide message and look; how to use the regions to spread this effort. Embed in regional training cadres on how to use the information. Selective mutism and embed info in</p>	<p><b>Action:</b> None</p>

	<p>parent links. Consider an App on iPhone and iPad; feature celebrity like Brett Favre as a grandfather. “Text for Baby” idea. Hospital and adoption agencies info.</p>	
<p><b>Agenda Item</b> Listening session for Part C Coordinator</p>	<p>Loraine reviewed her background and excitement for being Minnesota’s Part C Coordinator. She conducted a listening session, asking members what they are most excited about this year with the ICC.</p> <p><b>Below is a summary of their responses:</b> Work on prevention and focus with children and families; community partnership initiatives at Minnesota Department of Health (MDH) with ECSE/Follow Along Program (FAP); physician and parents at learning sessions on how to work better across the field; communicating and building structures - interagency focus with parent input; HMG and COE have re-energized the field; TACSEI - what teachers want and do not re-invent the wheel; HMG to get information on selective mutism, especially for linguistically diverse families; heightened issue around compliance to protect every single child; HMG and regional centers; initiatives; openness and sharing with compliance.</p> <p>Concerns expressed that the ICC focus on giving input and have more talking time than listening time. Send out and read materials before the meeting. Presentations could be first on agenda and optional for those interested; need for a verification checklist.</p> <p><b>Members identified their greatest strengths:</b> Some highlights include being a translator and catalyst across different “real” communities; overall school district view of system and what is the fiscal impact; public health looking beyond rules and regulations; COE representation; ECSE coordinators and fiscal hosts for IEIC views; selective mutism; representing Head Start and working with families through IEP process and as a grandparent; early childhood mental health program and being a non-process person; rule breaker; parent of two children with disabilities; new early childhood special education teacher perspective.</p>	<p><b>Action:</b> None</p>

<b>Agenda Item</b> ICC application	<b>Discussion:</b> New updates on IEIC plan submission.  <b>IEIC application:</b> Verification of child count before application process is complete due May 15. SERVS application will be loaded. June 1 application memo will be sent out. Plans will be due August 30. Funding amount will be in application and per child amount. No big changes. Funds object codes are identical with addition of food for parent gatherings. No longer required to get multiple signatures. Must still go through the approval process. Assurance statement for Part C and Part B 619 funds included in application including assurance that documents partners were involved.  <b>ICC application:</b> Revisions to budget with the addition of two new positions for an Early Childhood Interagency Specialist and a Resource and Referral Specialist.	<b>Action:</b> None
<b>Updates:</b>	Members will be requested to send information on updates for distribution prior to the meeting and all meeting minutes will be posted. Suggestion was made to develop an E-newsletter.	
<b>Meeting schedules:</b>	<b>Proposed Dates:</b> July: Thursday, July 21, 2010 October: <del>Thursday, October 28, 2010</del> Wednesday, October 20 January: <del>Thursday, January 13, 2011</del> Wednesday, January 19 April: Thursday, April 14, 2011	
<b>Adjourned</b>	Moved and seconded.	