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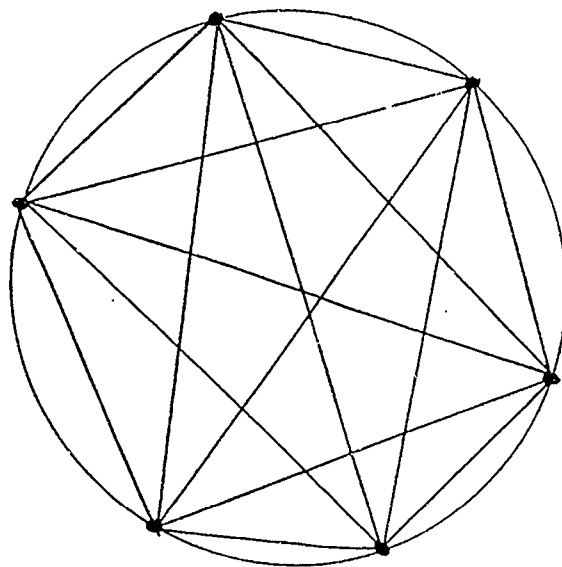
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ABSTRACT

This handbook offers a set of practical ideas and their philosophical underpinnings, designed to assist community groups which desire to form interagency coordinating councils. A Local Interagency Coordinating Council (LICC) works to develop, coordinate, and provide a community-based, comprehensive system of services for young children with disabilities and their families. The handbook begins with a list of benefits of interagency collaboration, possible outcomes of collaboration, the purpose of the LICC, potential LICC members, and responsibilities of agencies and staff involved. Information is provided on planning and conducting the first meeting, identifying community needs, writing a mission statement, understanding group processes, establishing effective organizational structures, funding, and linking with statewide systems. Appendices list belief statements of Missouri's First Steps program, terms and acronyms, LICC services, sources of funding information for interagency cooperation in Missouri, and addresses and telephone numbers of Missouri LICCs and related agencies. Appendices also provide a sample interagency agreement, membership worksheets, tips for parent involvement, planning tools for meetings, sample mission statements, group process surveys, and sample by-laws. (Contains 16 references.) (JDD)

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# GETTING STARTED: DEVELOPING A LOCAL INTERAGENCY COORDINATING COUNCIL



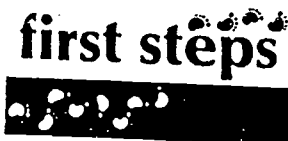
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by:

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EC 303 529

# **GETTING STARTED: DEVELOPING A LOCAL INTERAGENCY COORDINATING COUNCIL**

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# GETTING STARTED: DEVELOPING A LOCAL INTERAGENCY COORDINATING COUNCIL

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## WHY SHOULD WE COLLABORATE?

A Local Interagency Coordinating Council(LICC) is a strategy for the development, coordination, and provision of a community-based, comprehensive system of services for young children with disabilities and their families. Community members, agency personnel, and families of young children with disabilities may recognize the need to plan together to improve and coordinate services, but may not know how to begin. This handbook is a set of practical ideas and the philosophical underpinnings to assist a community group which desires to form an interagency coordinating council.

### BASIC ASSUMPTIONS

- One agency alone cannot provide all of the services needed by the young child with disabilities and his or her family.
- With limited resources and specific functions, agencies must coordinate efforts to avoid waste, duplication, and service gaps.
- Families and professionals working together can plan family centered and responsive services.
- A variety of programs is an advantage and provides a continuum of services.

### YOUR COMMUNITY CAN BENEFIT FROM ESTABLISHING A LOCAL INTERAGENCY COORDINATING COUNCIL

#### BENEFITS TO FAMILIES AND CHILDREN

An effective local interagency coordinating council can:

- Identify and coordinate existing services
- Identify gaps and barriers to service delivery
- Develop or locate new services when needed for a specific child
- Prevent duplication of services
- Work to prevent children and families from falling through the cracks
- Increase public awareness of community programs and services
- Reduce frustration of families in searching for services
- Facilitate transition of children and families between programs

#### *St. Louis LICC*

*"Our first LICC meeting was held in July 1992. The LICC was started because of the realization by all that a systematic and continuous means of coordinating agency programs and services was needed. It was felt that the Interagency model would be the best way to improve our understanding of agency services, identify existing capabilities, improve communication and information exchange, eliminate duplication of effort, fill our service gaps and streamline our procedures to benefit children and families we serve."*

*Lincoln County LICC  
"Our biggest example of negotiations between agencies is with our "inclusion project." Our community, unfortunately, has not been too successful in the past in including students enrolled in a special education classroom in a learning environment with their normally developing peers. However, since the creation of the LICC, we have been able to break ground in this area and are continuing to work on the issue."*

## **BENEFITS TO AGENCIES**

An effective local interagency coordinating council can:

- Facilitate agency coordination through improving knowledge of services available
- Increase efficient use of resources
- Increase communication between agencies
- Open communication with state level policy makers to assist in eliminating barriers to services
- Build trust among all community participants

## **POSSIBLE OUTCOMES OF THE LOCAL INTERAGENCY COORDINATING COUNCIL**

- Shared services and a shared organizational framework to develop a coordinated system that ensures that all children in need of services are identified and receive them:
  - a system of comprehensive service delivery
  - a system of child find and identification
  - a system of information exchange
  - a system of referral and access to services
  - a system of transition between services
  - a system of care coordination
  - a system of personnel development
  - a system of parent support services
  - a system of evaluation of interagency efforts
- Clarification of roles and responsibilities
- Diminished duplication
- Cost effectiveness

## **STARTING POINTS FOR EXPANDING COLLABORATION**

Agencies may already share activities or cooperate to provide services. These are the starting points for expanding collaboration. What services or activities do agencies in your community cooperate to provide?

- Screening and assessments
- Social work
- Public awareness
- Parent education
- Staff training
- Service coordination
- Transition coordination

# WHAT IS THE PURPOSE OF THE LOCAL INTERAGENCY COORDINATING COUNCIL (LICC)?

## PHILOSOPHY FOR INTERAGENCY COORDINATION

The early intervention needs of infants and toddlers and their families are not likely to be addressed completely by any single service agency; rather, education, health, and social service agencies are all involved in providing comprehensive services for this group. The broad scope of P.L. 99-457 provides states with responsibilities for implementation of comprehensive, coordinated, multidisciplinary systems of early intervention that directly involve a variety of state and local agencies and service providers. Successful interagency efforts are dependent on the extent to which planners create organizational conditions and interpersonal relationships suitable to accomplish interagency objectives. State-wide early intervention systems require coordination among state and local agencies to address issues that range from point of entry into the service system, to development of common eligibility and intake systems, to the creation of a continuum of locally available early intervention services. (Federal Interagency Coordinating Council, 1989)

## STATE GUIDELINES

Purpose of the Local Interagency Coordinating Council:

To provide a forum for discussion of issues related to the needs/problems of young children with developmental delays or disabilities and their families. The group initiates and continues to assure the provision of a planning process for comprehensive, coordinated early intervention services in the local community. (Summers, Lane, Collier, & Friedebach, 1993)

The activities of LICCs may include:

1. identifying existing early intervention services and resources;
2. identifying gaps in the service delivery system and developing strategies to address these gaps;

### *Bates County LICC:*

*"The Parents As Teachers coordinator called other agencies that deal with young children and asked them the same questions she had been having. "Are you tired of duplication of services? Are you tired of chasing and trying to find what agency provides what service?" The other people from other agencies were feeling the same way, so we are now trying to organize an LICC."*

3. informing the public about available resources and how to access them;
4. identifying alternative funding sources;
5. facilitating the development of interagency agreements and supporting development of service coalitions;
6. assisting in the development, implementation, and evaluation of policies and procedures that will promote interagency collaboration and comply with state and federal statutes and regulation,; and,
7. communicating local issues or concerns to the State Interagency Coordinating Council (SICC). (Strecker, 1993).

Appendix A contains:

Missouri First Steps Belief Statements  
Terms and Acronyms

Interagency Agreement on Release of Information

#### **RESOURCES**

- Members of established LICCs, as well as state agency staff who work closely with First Steps, may be available to speak to LICCs or provide various types of assistance. For more information, contact Margaret Strecker at the Department of Elementary and Secondary Education, (314) 751-2512.
- The Center for Innovations in Special Education (CISE) makes available a number of loan packages that may assist LICCs. The number is 1-800-729-7332.  
Recommended resources:  
#1079--Collaborating for Comprehensive Services for Young Children and Their Families  
#928.01--Local Interagency Coordinating Council Workshop Materials
- Attend an LICC Task Force meeting held quarterly--contact DESE, (314) 751-0187 for dates.
- Bridging Early Services Transition Project (BEST), an outreach project of the U.S. Department of Education Early Education Program for Children with Disabilities, provides LICC materials and phone consultation. Contact Cynthia Shotts or Sharon Rosenkoetter, (316) 241-7754.



## WHO SHOULD BE INVOLVED?

### WHO CAN GET THE BALL ROLLING TO START A LOCAL INTERAGENCY COORDINATING COUNCIL?

Form a core group of interested people who can help to organize. The core group or start-up committee will help identify agencies, families, and community members who are important for the success of the interagency effort.

- Parents whose children need coordinated services.
- Family Service Coordinators who need to locate services for families.
- Parents As Teachers coordinators or educators who wish to collaborate with other agencies.
- School district early childhood or special education coordinators who want to work more closely with First Steps as children transition into preschool services.
- Service providers who want to make their programs more family centered.
- Anyone who believes there is a need to coordinate services--and that an LICC may be the strategy to get everyone working together to meet goals and needs.
- Contact key people who can help get the ball rolling. See Appendix B for Movers and Shakers Worksheet

### IDENTIFY POTENTIAL INTERAGENCY COUNCIL MEMBERS

- Use the LICC Membership Worksheet in Appendix B to identify a list of potential members to invite to an organizational meeting.
- Consider informing agency heads about the LICC, and allowing them flexibility about who should represent the agency. Either middle manager-level persons or those who work directly with families could represent an agency.
- If you are aware of a key person in an agency, you may wish to request that person as the agency representative.
- Start-up committee members can make personal contacts first, then follow-up with a written invitation to the organizational meeting.

#### *Lincoln County LICC*

*"Our first meeting started with Debbie Colbert, Parents As Teachers Coordinator, explaining the vision that she and Shelia Busekrus, Senate Bill 40 Learning Center, had when submitting the proposal to the Danforth Foundation for funds for the creation of the LICC. The floor was opened for other members to share their ideas and visions for the LICC. For the LICC to be successful and continue to keep every agency involved, it had to "belong" to everyone. Each agency had to feel that they could contribute as well as benefit from membership. Everyone's ideas were taken, and the LICC was shaped into something everyone wanted it to be. The LICC continues to be flexible. New ideas are continually solicited from members."*

## RAISING AWARENESS OF THE BENEFITS OF A LOCAL INTERAGENCY GROUP

The first step is to meet with (or call) a decision-maker from groups, agencies, or businesses that may be interested in joining the collaboration. Keep in mind political and social climates when you decide who should contact each person.

### THE FIRST PERSONAL CONTACT WITH POSSIBLE COUNCIL MEMBERS SHOULD:

- Explain the possible benefits of the collaboration
- Mention other groups or individuals who are interested in participating
- Ask for a convenient time to hold the first meeting
- Ask for a commitment to attend the first meeting

## NETWORK WITH EXISTING INTERAGENCY GROUPS

Your community may already have one or more interagency groups that are addressing needs of children and families. Contact leaders of these groups to determine if their goals are similar to yours. It may be possible to network with existing groups in a number of ways:

- the LICC could be a subcommittee of an existing group.
- one interagency council could serve as a broader-based group working to improve services for all children and families in the community.
- interagency groups could each have a representative from the other group.
- another interagency group could be a subcommittee of an LICC.
- interagency groups may share members (if many of the same persons are meeting for more than one interagency effort, perhaps the groups can be combined.)

*Henry County Area LICC  
"Find committed people  
and keep them. These can  
pull others in."*

## WHAT ARE THE RESPONSIBILITIES FOR AGENCIES AND STAFF INVOLVED?

- There should be consistent and regular participation by one representative from each agency whose job description may need to be revised to reflect the amount of time to be spent on collaboration.
- Each agency needs active and equal participation so one or two agencies do not dominate.
- Each representative must have the knowledge and authority to present the policies and procedures of that agency.
- Each agency must set up a method for the representative to disseminate information gained from the LICC back to the rest of the staff.
- Agencies may need to share LICC expenses for copies, mailing, etc.
- Agencies may provide training about their services to other LICC members.
- Agencies may rotate hosting LICC meetings.

## IDENTIFY PARENT PARTICIPANTS AND DEFINE ROLES FOR PARENT INVOLVEMENT

Full participation and expertise of parents having children with special needs are critical for the success of the interagency system. Parents can make these essential contributions:

- They make "down-to-earth" suggestions.
- They include generic agencies that are part of families lives--a real inclusive approach.
- They look for the simplest solution rather than the most convoluted one.
- They consider the various stages that parents need to experience as a part of their coping strategies.
- They remember the limitations on parents' time.
- They are concerned that parents always have the privilege to deny or accept services.
- They stress the importance of parent support groups and parent networks.

(Commission for Cooperative Services for Young Handicapped Children and their Families in San Diego County, 1988)

*Franklin County LICC*  
*"We share jobs consisting of correspondence, minutes, agendas, and mailing lists. These are prepared by members on their personal time or flexible time allowance of their jobs. We initially entertained the idea of rotating chairs, but opted to have only one".*

**A helpful resource for parents:**

**Go Ask Alice: A Guidebook for Parents Serving on  
State and Local Interagency Councils--Request  
#928.03 from CISE; 1-800-729-7332**

*Henry County Area LICC  
"We are working with our  
public schools on having  
young children draw  
pictures for our  
brochure."*

**Some key practices for parent participation:**

- Involve parents who represent a wide range of experience.
- Make the process accessible--meeting times and places mutually convenient for parents and professionals.
- Locate funds to reimburse parents for child care, travel and other expenses; consider an honorarium for parents' time since they do not participate as part of their job.
- Offer supports to help parents acquire skills needed to participate. (adapted from: Edelman, 1994)

**CONSIDER LEVELS OF INVOLVEMENT**

Some key parents or agency representatives may not be ready to participate actively as an LICC member. Consider some other levels of involvement:

- Member of a standing committee
- Member of a short-term focused task force dealing with a topic of particular interest
- Regularly receives LICC agenda and meeting minutes to keep informed
- Reviews and gives input for LICC products (example: edits draft of proposed parent handbook, and adds comments giving a parent's perspective)
- One LICC member regularly communicates with this person about current projects
- Sends agency newsletter or other agency information to LICC
- Distributes LICC materials to clients or group constituency

Appendix B contains:

"Movers and Shakers" Worksheet  
LICC Membership Worksheet  
Tips for Parent Involvement in LICCs

# HOW CAN WE PLAN AND CONDUCT THE FIRST MEETING?

## STEPS TO YOUR FIRST MEETING

(use the Meeting Logistics Checklist in Appendix C to plan the details)

Since your goal for the first meeting is to have a high level of attendance and participation, make the meeting convenient and pleasant.

Choose a neutral location that is accessible to all.

- Bright, pleasant atmosphere
- Room large enough to accommodate all participants comfortably
- AV equipment available if needed
- Place for refreshments or a meal
- Arrange room so all feel welcome and can see and hear each other, use a U-shape to enhance communication
- If child care will be provided, does the meeting place have a separate room suitable for children?

Plan the meeting when the majority of people can attend.

- Avoid times that conflict with other meetings.
- Plan around a meal if possible. Breakfast, lunch or even early evening meal meetings increase attendance.
- Plan for the meeting to be one and one-half to two hours long.

### *Other considerations:*

*Should child care be provided?  
Is transportation available for those  
who need it?*

*Jefferson County LICC  
"Make meetings a friendly,  
open and welcome  
atmosphere. The leader  
has to have "friendly"  
traits and skills. Members  
need to get to know each  
other on a personal basis.  
You must have a sense of  
humor! Be sure to invite  
all vested agencies."*

Write an invitational letter.

- See Appendix C for sample invitation, attendance survey, and follow-up letters.
- Include an RSVP date and phone number.
- You may ask members to be prepared to share information about the agency represented--a one-liner about the agency's purpose and funding source; and to bring agency brochures to share.
- Ask parent representatives to be prepared to share a one-liner about their child and their child's services.
- Include a meeting agenda with the invitations.
- You may also want to include a list of all the people and agencies that have been invited.

**Decide who will chair the meeting.** This person will provide leadership until a chair has been selected. The facilitator should:

- Be respected
- Have skills in dealing with a group
- Convey enthusiasm
- Believe in the philosophy and benefits of collaboration

### **SUGGESTIONS FOR THE FIRST MEETING AGENDA**

Have nametags and a registration sheet ready as people arrive (see appendix C).

1. **Warm up**
  - Ice-breaker activity (see Appendix C)
2. **Purpose of the meeting**
  - Review planned agenda--does the group agree with the planned items and time scheduled?
  - State the purpose of the meeting--to learn about Local Interagency Coordinating Councils, to share information about agency services, and to get acquainted.
3. **Introductions**
  - Introduce meeting facilitator, recorder, and timekeeper.
  - Introductions by each participant if not included in the icebreaker. Each person should include:
    - a. Name and information about self.
    - b. Agency represented--a one-liner of the group's purpose. Brochures may be shared.
    - c. Parents may share about their child and their child's services--a one-liner.

For resources to address the purpose of the LICC contact: The Center for Innovations in Special Education (CISE); 1-800-729-7332. #928.02 Local Interagency Coordinating Council Videotape or the Department of Elementary and Secondary Education for a speaker. (314) 751-0187.

4. **Purpose of the LICC**

Clarify purpose of the LICC through:

  - Speaker or video
  - Discussion about the questionnaire "Do You Need to Collaborate?" (Appendix C)
  - Use a flipchart to record each participant's ideas about the purpose for the LICC.

5. **Ask for the group's consensus decision about whether or not they want to form a Local Inter-agency Coordinating Council to work together to accomplish the purposes they have listed.** The group may choose to meet again to discuss further the purpose and composition of the LICC before making a decision. If an agreement to form a council is reached, continue to plan for the next meeting. If meeting participants are not ready to form a council, ask if the participants would like to maintain contact or meet again in 6 months. Try to keep the door open for future collaboration. Sometimes several participants want to continue, but others are not interested. If that is the case, plan with those who are ready--but establish a method for the group to continue to communicate with nonmembers. Perhaps some will be ready at a later time, or at a lower level of involvement.
6. **Additional members**
  - Are there community members who are not present, but should be included in this group? Make arrangements for contacting possible members, and for sharing meeting minutes with them and/or others who are not present.
7. **Plan for the next meeting**
  - Schedule date, time and location for next and/or future meetings.
    - Stress adherence to starting and ending times for meetings.
  - Ask for volunteers to help with tasks for next meeting: Use "Commitment of Support and Resources", Appendix C.
    - Copying and mailing minutes and agenda
    - Providing refreshments
    - Confirming room arrangements
    - Contacting other possible members
    - Providing AV equipment
  - Make a group decision about who should chair next meeting.
  - Discuss agenda items for next meeting:
  - Is the group ready to write a mission statement?

*St Francois County LICC  
"We met monthly over lunch, but that did not allow enough time. We changed to meet after the Special Education teacher's regular meeting."*

**Henry County ICC:**

*"Our mutual vision is to provide services to children 0-5 in a collaborative effort. It's exciting because we are new. We hope to keep the excitement going. The interest that energizes is growing."*

- What information do group members need about interagency collaboration?
- Is the group ready to discuss leadership needs and structure?
- Review tasks needed before the next meeting and who will be responsible.

**8. Check group process**

- Ask members to comment on how the meeting worked for them. Were they satisfied with the format? What would they like to do either the same or differently at future meetings.
- Use a flipchart to record member's statements. (These comment sheets should be reviewed by the chair or given to organizers of the next meeting.)

**Appendix C contains:**

Meeting Logistics Checklist  
Sample Invitation  
Attendance Survey  
Sample Follow-up Letters  
Do You Need to Collaborate  
Interagency Council registration Sheet  
Ice Breakers and Warm-ups  
Meeting Agenda and Notes  
Commitment of Support and Resources



### MEETING CHECKLIST

- Is there a specific starting and ending time?
- Is the location amenable to all members?
- Will members have an opportunity to participate in at least half of the agenda items (or for half the meeting time)?
- Will there be a product completed during the meeting?
- Will members depart with a feeling of accomplishment?
- Do you anticipate members requesting additional agenda items?  
  
If yes, how will you redistribute the time allotted per agenda item?
- Have members been notified if they are responsible for a report or for providing specific information?
- Do you have the materials/information together to bring to the meeting?
- Do members need a reminder of the upcoming meeting?

Willems, J. & Moore, W.G. (1992, March)

## CONDUCTING AN EFFECTIVE MEETING: TRAPS AND TIPS

All meetings involve:	Trap	Tip
PEOPLE	<p>Planning a meeting with no data about participants.</p> <p>Failing to get people acquainted and involved.</p>	<p>Know the participants:</p> <ul style="list-style-type: none"> <li>● expertise, values, background</li> </ul> <p>Do participants know each other?</p>
PURPOSE	<p>Assuming everyone knows the reason for the meeting.</p> <p>Holding a meeting (even though regularly scheduled) when there's nothing to discuss.</p>	<p>Establish the purpose(s) or hoped-for outcome(s) of the meeting:</p> <ul style="list-style-type: none"> <li>● planning</li> <li>● learning information/skills</li> <li>● problem-solving</li> <li>● decision making</li> <li>● building motivation</li> <li>● fellowship</li> </ul>
WORK AHEAD OF TIME	<p>Assigning lengthy/boring/overly-technical reading before the meeting.</p> <p>Assuming that those responsible for certain agenda items know what is expected of them.</p> <p>Failing to assign responsibility for and follow-up on organizational details for the meeting.</p>	<p>Participants need to know what is expected of them:</p> <ul style="list-style-type: none"> <li>● pre-meeting assignments given with reasonable notice</li> <li>● meeting agenda sent out</li> <li>● equipment, room reserved</li> <li>● resource people have specific tasks</li> <li>● materials gathered ahead of time</li> </ul>
SEQUENCE OF MEETING	<p>Failure to begin meeting on time.</p> <p>Failure to follow meeting agenda.</p> <p>Failure to bring discussions to closure.</p> <p>Failure to end meeting with clear assignments.</p>	<p>Open meeting on time:</p> <ul style="list-style-type: none"> <li>● Review agenda—add, set time limits</li> <li>● Assign timekeeper duties if needed</li> </ul> <p>Meeting core:</p> <ul style="list-style-type: none"> <li>● Use meeting "routines" to do regular business, reports, etc.</li> <li>● Set purpose of each item discussion, share information, problem-solve, make a decision, produce action plan, etc.</li> <li>● Record outcomes/assignments on flipchart</li> </ul> <p>End the meeting on time:</p> <ul style="list-style-type: none"> <li>● Formal/informal process evaluation</li> <li>● Assignments/due dates</li> <li>● Summarize decisions</li> <li>● Agenda items for next meeting</li> <li>● Statements of appreciation</li> </ul>
FOLLOW-UP	<p>Failing to follow-up on meeting outcomes</p>	<ul style="list-style-type: none"> <li>● Implement decisions</li> <li>● Brief people who weren't there</li> <li>● Send out minutes/agenda for next meeting</li> <li>● Thank you notes</li> </ul>
COSTS	<p>Wasting time/resources</p> <p>Starting late</p>	<p>Consider costs:</p> <ul style="list-style-type: none"> <li>● staff/secretarial time</li> <li>● refreshments</li> <li>● facilities/equipment/resource</li> </ul>

Willems, J. & Moore, W.G. (1992, March).

## WHAT ARE THE NEEDS IN OUR COMMUNITY?

Local Interagency Coordinating Councils may conduct a community needs assessment in a cooperative effort to provide accurate information. Then goals can be set and action plans can be made that truly meet the needs of children and families. This information may be used as a baseline for evaluating the progress of the council, to make revisions in action plans, and as a basis for requesting funds for resources not available in the community (Magrab, Kazuk, & Greene, 1981).

### CONDUCT A COMMUNITY NEEDS ASSESSMENT

Asking these questions will help give direction and purpose to your council:

- What are needs of the children and families which we have targeted to serve?
- What services exist, and what gaps or overlaps make it difficult for families to get needed services?
- How do families and providers view the system?
- What other community groups focus on child and family issues and how can our efforts be linked?

See Appendix D for a list of needs assessment tools available through The Center for Innovations in Special Education (CISE). 1-800-729-7332.

### IDENTIFY AND USE STUDIES AND SURVEYS PREVIOUSLY CONDUCTED IN YOUR AREA

- Local planning commissions, civic and educational organizations may have recently completed a comprehensive community survey.
- Use census reports, school and agency records, and health statistics.

### DECIDE ON SOME INDICATORS

- How many children and families are receiving First Steps services in our LICC area?
- How many children are enrolled in preschool special education?
- What is the incidence rate? How does that compare to statewide figures?

#### *Clay/Platte LICC*

*"We brainstormed on things which we felt needed to be done. We decided on one goal which members thought was within our reach—providing notebooks for families with a way to organize their records."*

**Lincoln County LICC**

*"A parent representative on our LICC has picked up services for her son that she was not aware were available in our community. Agency members were also unaware of the many services provided here in our county. They had previously (and needlessly) been referring some of their clients back to bigger cities."*

**Pettis County Area LICC**

*"Make sure that your vision and mission are pertinent. That tasks are oriented towards real outcomes which will be useful to members."*

- How does the First Steps incidence rate compare to the preschool rate?
- What is the percentage of babies born with a low birth weight in our community?

These figures are available through the MOCARES data collection system, your local school districts, and census information.

MOCARES--contact the First Steps Coordinator at the Bureau of Special Health Care Needs; (314) 751-6246

**IDENTIFY CURRENT SERVICES**

- Complete a service matrix with information from each service provider in the area your LICC serves. (see forms and examples in Appendix D)
- Compile or revise a directory of all service providers, contact person, address, and phone number.

**CONDUCT DISCUSSION GROUPS, SURVEYS, AND/OR SITE VISITS TO GATHER INFORMATION ON CONSUMER AND PROVIDER SATISFACTION**

- Your process may be informal or more formalized. Focusing on gathering information in these ways will stimulate your group to collaborate to really target needs. You won't find yourselves asking, "What should we be doing?" You will define a shared vision from the needs of the families you strive to serve.
- Target families receiving services, family service coordinators, frontline service providers, and administrators in service provider agencies.
- See examples for discussion groups and surveys in Appendix D.

Appendix D contains:

Needs Assessment Instruments Available Through CISE

Sample Service Matrix

Discussion Questions for a Service Providers Group

Discussion Questions for a Consumer Focus Group

## HOW CAN WE WRITE A MISSION STATEMENT?

### A MISSION STATEMENT SHOULD REFLECT THE LOCAL COLLABORATIVE GROUP'S BELIEFS ABOUT:

- Young children with special needs
- Families of these children
- Services to these children and their families
- Interagency collaboration
- Effective resource utilization

1. Ask members to reflect on their values and beliefs about a comprehensive service system for young children and their families.

Write member's value statements on a flipchart. Type and distribute by mail or at the next meeting.

2. Examine each of the items below and come to a consensus about their appropriateness for your LICC Mission Statement. Next write a purpose statement that includes your group values about each selected item. You may also use the items you select as headings in the mission statement.

- \_\_\_\_\_ geographical area of the LICC
- \_\_\_\_\_ age range of children
- \_\_\_\_\_ disability levels
- \_\_\_\_\_ children "at-risk"
- \_\_\_\_\_ children and their families
- \_\_\_\_\_ agency collaboration
- \_\_\_\_\_ least restrictive environment
- \_\_\_\_\_ opportunity for integrated services
- \_\_\_\_\_ Missouri First Steps Belief Statements (Appendix A)

### *Greene County LICC*

*"One of the biggest challenges is to add "another" meeting to the already busy and overloaded schedules of everyone. The people of this group spend time with the LICC because they see the purpose and feel the long term effects are worth the extra time spent now. If everyone knows the objectives of the group and knows what part they play in the outcomes, the more likely the group will be to take action toward solutions and meet their goals."*

**SAMPLE MISSION STATEMENT** (see Appendix E for Mission Statements of several Missouri LICCs)

To develop a community-based, collaborative early intervention delivery system for children birth to legal school age with or "at-risk" of developing delays and disabilities which provides every child diagnosed with a written and operational individualized plan, based on both a health and developmental assessment.

**YOUR MISSION STATEMENT**

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Appendix E contains:  
Sample LICC Mission Statements

You may develop your mission statement into an initial interagency memorandum of understanding to formalize agency participation in the Local Interagency Coordinating Council

**SAMPLE**

**INTERAGENCY MEMORANDUM OF UNDERSTANDING**

\_\_\_\_\_ (name of agency) \_\_\_\_\_ of \_\_\_\_\_ (county/catchment area) \_\_\_\_\_

declares its willingness to participate in the (name of Local Interagency Coordinating Council) and to support its Mission:

*Type your Mission Statement here:*

In support of this effort, I/we agree to:

- A. Appoint a qualified representative of this agency/organization who will attend scheduled meetings of the (name of LICC).
- B. Share pertinent information about agency services for the purpose of clarifying agency roles and to assist in the identification of local needs that could be addressed collaboratively.
- C. Explore potential approaches to collaborative service delivery on behalf of the children and families we serve.

Name of authorized representative \_\_\_\_\_

Position of representative \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

The Ohio Curriculum Project. (1987). Organizing and planning local collaborative early intervention services: A guide to action planning. The Ohio Developmental Disabilities Planning Council.

# WHAT GROUP PROCESSES WILL HELP US SET GOALS AND ACHIEVE THEM?

## STAGES OF GROUP DEVELOPMENT

Groups develop over time in some predictable stages. Members may expect their council to develop in similar ways. The development of a council toward collaboration is a process that takes time and commitment, but lasting and meaningful outcomes will be more effective than efforts made by a single agency.

1. Cooperation: Group orientation and exploration
  - identifying and orienting members
  - establishing and maintaining trust
  - identifying goals
  - dividing responsibilities
  - structuring the group
  - working in parallel to help each other meet their respective goals
  
2. Coordination: Group challenge
  - dealing with conflict
  - struggling with control and turf issues
  - beginning to create supportive environment
  - beginning to identify common goals
  
3. Collaboration: Group cohesion and productivity
  - developing inclusion and solidarity
  - taking responsibility to meet group goals
  - initiating change for improvement
  - working to accomplish interagency objectives

## WHAT IS INTERAGENCY COLLABORATION?

Interagency collaboration is a radical departure from the traditional functions of independent and parallel agencies. It is characterized by teamwork, mutual planning, shared ownership of problems, shared vision of goals, adjustment of policies and procedures, integration of ideas, contribution of resources, joint evaluation, and mutual

### *Cape Area LICC:*

*"We established an Interagency Staffing Team. 13 agencies are represented on the team. Anyone can refer a child. Usually the team is the last resort to find services for these children."*



satisfaction and pride of accomplishment in providing a high quality and comprehensive service delivery system (Swan & Morgan, 1993). See Appendix F for Types of Inter-agency Efforts.

### GROUP PARTICIPATION ROLES

For the group to reach its goals, members accept the responsibility to participate by performing certain task-related and maintenance-related functions. Every group needs both kinds of behaviors and needs to work out an adequate balance of tasks and maintenance activities.

#### Task-related Group Member Functions

1. *Initiating*--introducing new ideas
2. *Providing/seeking information and perceptions*--offering relevant information and perceptions; seeking information
3. *Clarifying*--restating, questioning, or testing until the information is understood, clearing up confusions, defining terms
4. *Summarizing*--pulling together related ideas, offering a conclusion
5. *Elaborating*--providing implications of an idea or situation
6. *Compromising*--listening to the varied perspectives on a topic, recognizing conflict, and offering a suggestion that is both fair to the varied perspectives and unifies them in concept

#### Maintenance-related Group Member Functions

1. *Gatekeeping*--keeping communication channels open, facilitating participation of others, suggesting procedures that permit sharing ideas
2. *Standard setting and testing*--testing whether group is satisfied with its procedures, suggesting procedures, pointing out implicit or explicit norms
3. *Harmonizing*--reducing tension, getting people to explore differences
4. *Encouraging*--being friendly, warm and responsive to others, acceptance of others' opinions

Adapted from: Swan & Morgan, 1993

Appendix F contains individual and group evaluation checklists that may help group members evaluate their contributions to the group, and help the group talk together about group process needs.

### LEADERSHIP ROLES

The basic task of leadership in the Local Inter-agency Coordinating Council is to establish a climate for collaboration in which there is a balance of goal activities and relationship activities. The LICC chair or coordinator does not do this task alone, but is creative in including all council members in this leadership task. Some of

the chores of leadership include preparation and follow-up of meetings; these chores should be shared among the members as much possible.

#### Meeting tasks:

- Sends out meeting agenda to all members.
- Invites everyone who needs to be there and no one who doesn't.
- Restates the purpose of the meeting at the beginning, states any outcomes/products expected, and specifies the time available.
- Starts and ends on time.
- Sticks to the agenda--and keeps group focused on agenda.
- Listens well; acknowledges contributions.
- Draws everyone into the discussion.
- Effectively deals with those who hinder meeting progress.
- Concludes by summarizing decisions, including who does what by when.
- Conducts an evaluation of how well the meeting went and what would have made it better.

Your LICC may rotate leadership on a regular basis in order to "pass around" the heavier responsibilities.

#### RECORDER ROLE

It is essential that minutes of each meeting be recorded. Tasks for the recorder are:

- Passes sign-in sheet to record member names, agency, address, and phone.
- Takes accurate notes of the meeting.
- When the group is problem-solving, it is helpful to record the information on a flipchart or overhead so all participants can see what has been said.
- Types minutes and keep copies organized in a notebook.
- Mails minutes or arranges for another member to mail as soon as possible after the meeting.

See Appendix C for a format for taking meeting notes.

#### DECISION-MAKING PROCEDURES

Groups are making decisions all the time, some of them consciously and in reference to major tasks, some of them without much awareness of group procedures or

#### *Greene County LICC*

*"We decided to rotate leadership every 4 months. Each agency involved had an opportunity to host the meeting and be in charge for that quarter. Some agencies decided to share or co-host the meetings. (i.e., One person did not feel like they had the expertise to be a leader but they had a good meeting facility. They shared with another agency that did not have space to accommodate a meeting.) The host agency takes care of snacks, postage, and secretarial tasks, such as copies, agendas, and minutes for the 4 months."*

standards of operation. Different kinds of decisions need more attention than others, but sometimes the way "the little" decisions are made can undermine group cohesion, especially if a small number of people are perceived to dominate the group.

**Some methods by which groups make decisions:**

- The Plop: "I think we should..." followed by silence.
- The Self-Authorized Agenda: "I think we should assess local capabilities first. From what I see, they've done no preparation."
- The Handclasp: "I wonder if it would be helpful if we reviewed the problem." "I agree, Pete, let's....."
- The Foregone Conclusion: "Does anyone object?" or "We all agree that..."
- Majority-Minority Voting: This is a some win, some lose way to do business.
- Polling: "Let's see where everyone stands."
- Consensus Testing: Genuine exploration to test for opposition and to determine whether opposition feels so strongly that they are unwilling to implement the decision. Not necessarily unanimity, but essential agreement by all. (Miller, 1992)

**STEPS IN THE  
PROBLEM  
SOLVING PROCESS**

**1. Identifying the problem**

Exactly what is the problem?  
What are the parts of it?  
What does it look like when framed in the form of a question?

**2. Identifying the causes**

What are the causes of the problem? What are the factors in the system, in our various functions, in the way we work together, in the organization, and in society at large which cause or affect the problem?

**3. Developing alternative solutions**

What are all the possible solutions we can think of, irrespective of how practical or impractical they may seem?

Rules for brainstorming:

- No evaluation.
- Work for quantity, not quality.
- Work for zany, far-out ideas.
- Piggyback or springboard off each other's ideas.
- Record each idea, preferably on large sheets of paper.
- When you're finished, go back and look for ways to combine ideas.
- Set and keep a strict time limit.

#### 4. Selecting the best solution

What are the criteria by which you should judge ideas? What are the advantages and disadvantages? What is the best solution or combination?

#### 5. Planning implementation

What is the specific objective? What are desired outcomes?

What are specific steps or tasks?

What resources are available to do each task? What resources are needed?

Who will do what, in what order, how, where and when?

#### 6. Evaluating results

How will we know when we have accomplished the objective? How can we measure outcomes? (Miller, 1992a)

### EVALUATE GROUP PROCESS AT EACH MEETING OF YOUR GROUP

- Take a few minutes to ask--How did this meeting go? What did we do well? What should we try to do differently next time?

### SUGGESTED RESOURCES FOR GROUP PROCESS

Local resources for team building may be available to you. Places to contact to identify resources that may aid your LICC with its group process include:

- LICC Task Force (contact DESE, 314-751-0187)
- the local mental health center
- the local school system
- a continuing education center in the area
- university faculty in social and industrial psychology, business administration, educational psychology

### REFLECT AND CELEBRATE

- Reflection is a practice of looking back at what you have done, and helps the group learn from their collective experience. Take time to ask together:
  - What motivated people to participate in the LICC?
  - Who chose not to participate? How can we engage them in the future?
  - Did the LICC create a model of shared leadership? What factors helped or were barriers?
  - What communication methods have worked best? What needs to change?

- What were the tough spots in this early stage, and what do they tell us to expect in the future?
- Celebrations recognize the achievements of the LICC and give members renewed energy and enthusiasm. At the end of the organizational stage of your LICC you will have much to celebrate--the emergence of a group of diverse and committed people focused on the goal of improving services for children and their families.
  - Provide positive opportunities for people to come together.
  - Give credit to everyone whenever a task is accomplished. (Melaville, Blank, & Asayesh, 1993)

**Appendix F contains:**

- Types of Interagency Efforts
- LICC Self Assessment: Group Process Needs
- LICC Survey
- Rate Your Group Skills
- A Problem Solving Process

# WHAT ORGANIZATIONAL STRUCTURES WILL HELP US MEET OUR GOALS?

## COLLABORATIVE GROUP STRUCTURE AND FUNCTIONS

Many of the decisions your LICC will make about its structure will be a direct outgrowth of the mission and goals you set. The structure of the LICC should facilitate your activities, rather than activities being focused on maintaining the structure. Developing written policies and agreements will help to clarify and simplify routines. These written products capture your decisions about group procedures.

## STRUCTURES TO ACHIEVE GOALS

The following are some strategies used by community groups to organize for action:

- **Whole group:** Some groups elect to work on one activity at a time. In these, action plans are developed at the regular meeting and tasks are identified for members to complete by the next meeting.
- **Standing committees:** Some groups have standing committees for such functions as membership, funding, service coordination, etc. Committees may present work plans and proposals to the whole group for review and revision. Committee members may be limited to LICC members or include nonmembers who have a particular interest in the committee.
- **Special workgroups and task forces:** These subgroups are given a charge by the whole group to do a specific task. Workgroup members may be limited to LICC members or include other community members who have a specific interest or expertise.

See Appendix G for models of LICC organizational structure.

### *Knox County LICC*

*"Our interagency council is a birth to death organization including churches, community leaders and agencies. Because Caring Communities is a collaborative effort with an interagency agreement, we decided to start the LICC as part of the larger council. The four directors of state agencies have an interagency agreement that the LICC 'tacked on to.' We agreed to discuss needs identified, often having to do with families having problems getting specific services for their child."*

**Henry County Area LICC**  
*"At one of our first meetings we formed committees to do the work we needed to get done for various outreach efforts. We "pushed" people into committees."*

## LICC BY-LAWS

Most by-laws include the following:

- LICC name, area and population served
- Mission statement, goals, outcomes
- Officers, how they will be chosen, term in office
- Membership policy and list
- Meeting schedule
- Committees and/or task groups to address group activities
- Method of decision-making
- Funding for LICC activities

Appendix G contains:

Local ICC Structures which Influence Collaboration  
Three Examples of LICC Organization  
Sample of LICC by-laws.

## HOW CAN WE FUND INTERAGENCY COUNCIL ACTIVITIES?

One of the challenges to interagency collaboration is identifying funds to support activities. Since local interagency coordinating councils do not receive money directly to provide services, they must be creative in locating and sharing resources to achieve their goals.

### RESOURCES FOR INTERAGENCY COUNCILS

- Agencies can share resources such as paper, copying, mailing agendas and minutes, use of meeting rooms, coffee, cookies--and other necessities.
- Member agencies could pay dues to belong to the organization.
- County Senate Bill 40 Boards may provide funds for LICC projects. In one county, the SB 40 Board has hired a coordinator for the LICC.
- Local civic organizations or United Way may provide funds for specific projects. Kiwanis, Optimists, Lions, or other organizations support local efforts to increase services for young children and their families.
- Local businesses may provide materials, supplies, or funds for projects that relate to their employees or to the goals of their business.
- Local and state foundations provide grant funding for specific kinds of programs or populations of children. See Appendix 8 for a list of Missouri Foundation Libraries.
- The Missouri Planning Council for Developmental Disabilities provides grants for project proposals which meet their priorities. For more information and a request for proposals contact: Ilene Lensmeyer, Missouri Planning Council (800) 500-7878.
- Part H mini-grants may be available for local interagency coordinating council projects and for technical assistance needs. For more information contact Margaret Strecker, Department of Elementary and Secondary Education, (314) 751-2512.

Appendix H contains:

Missouri Foundation Libraries  
Coalitions of Community Foundations in Missouri

### *Cape Area LICC:*

*"We have sponsored a conference for 4 years and use the proceeds to fund Council activities. Other sources are grants and private donations. One agency donates office space, phone and office equipment."*



## HOW CAN WE LINK UP WITH THE STATE-WIDE SYSTEM?

Local Interagency Coordinating Councils are part of a state-wide system of coordinated services for young children with disabilities and their families. This system includes the State Interagency Coordinating Council, the state LICC Task Force, and other LICCs across the state. Your council will be more effective if it is linked with the other parts of the state system.

### YOUR LINK TO THE STATE SYSTEM IS A DESIGNATED LICC CONTACT PERSON

Each LICC designates a contact person. The contact person is responsible for:

- Representing the LICC at quarterly meetings of the State LICC Task Force.
- Reporting on state issues at the local meetings.
- Receiving and disseminating information from the state level to local ICC members and agencies.
- Being listed as the official contact person for the LICC on state publications.

### THE MISSOURI STATE INTERAGENCY COORDINATING COUNCIL (SICC)

Appointed by the governor, Missouri's SICC has the responsibility for advising and assisting the lead agency, the Department of Elementary and Secondary Education, in developing and implementing the policies that govern the early intervention system (Missouri Department of Elementary and Secondary Education, 1993). Like LICC members, the SICC members represent families, state agencies, service providers, and higher education. A member of the legislature is also included. See Appendix I for a list of SICC members.

*Calloway County LICC:*  
"I had read about 1st Steps in the state newsletter. Then went for training in St. Louis and Partnerships for Progress Conference. We borrowed the SECD packet on LICCs. We invited Margaret Strecker from DESE to come to our first meeting. It was good having input from other LICCs when they were forming. The LICC Task Force meetings were very helpful."

#### IDEAS TO CONNECT WITH THE SICC:

- \* Invite an SICC member to attend or speak at an LICC meeting.
- \* Plan for an LICC member to attend a SICC meeting.
- \* The LICC contact who receives SICC meeting minutes can:
  - announce specific SICC actions at local meetings.
  - make members aware of upcoming events or legislation.
- \* Attend LICC Task Force meetings to hear reports and give input to the LICC representative to the SICC.
- \* Attend Partnerships for Progress Conference and Preconference held annually in August to participate in sharing information with SICC members.

## THE STATE LICC TASK FORCE

Formed as a sub-committee of the SICC and composed of representatives of all LICCs, this group provides a forum for addressing issues related to LICC development and support. This group provides a vital link between local service systems and the state level. A representative of the task force reports at each SICC meeting (Missouri Department of Elementary and Secondary Education, 199-3). The task force meets quarterly. Contact Margaret Strecker, DESE (314-751-2512), for information about meeting dates and places.

### Communication ideas to share news from the state level:

- Share copies of announcements at LICC meetings.
- Put a name of a member on each copy, if someone is absent, you will know who should be mailed the announcement.
- FAX announcement or news to all who have equipment.
- Create a bulletin board in a central place for LICC news.
- Use a telephone tree to get the word out fast.
- Ask each person to pass news on to a buddy.
- Have one contact in each agency or area who is responsible for contacting everyone in that agency or area.

## EARLY INTERVENTION LIAISONS

Early Intervention Liaisons in Kansas City, St. Louis, and Springfield work closely with LICCs in their areas. They provide consultation and technical assistance to service providers, school districts, private providers and parents. Because of their knowledge of local services, they provide recommendations to the SICC and state agencies regarding program and staff development. You may contact your area Early Intervention Liaison for more information. See Appendix I for area map and Liaison information.

Appendix I contains:

Missouri State Interagency Coordinating Council -  
Part H

LICC Contacts

Bureau of Special Health Care Area Offices

Regional Centers of the Division of Mental Retardation

Department of Elementary and Secondary Education  
Division of Special Education Directory

Department of Elementary and Secondary Education  
Area Supervisors and Early Intervention Liaisons

## DEVELOPING YOUR INTERAGENCY "BAG OF TRICKS"

### A WORD TO THE "POLITICALLY" WISE

- Talk with your own agency supervisor and cohorts about the LICC. Get support from your "home team" as you move into this new territory.
- Be aware always of who the key influencers are in your community. Build support from these people. Some people may feel rebuffed if they are not included in your initial stages of planning. It is better to ask and be turned down by a powerful person than to alienate someone who could be a force in favor or in opposition to your efforts. If the key person you have asked to be on the start-up group is not able to help at that level, ask for her participation as an LICC member.
- Establish lines of communication with state level agency staff, legislators, and others who may be able to help remove barriers. Inform these key people about your group as you become established, invite them to meetings, invite them to speak, give them favorable publicity whenever possible. Then when you have a need, you already have a positive relationship built. If your LICC chair is not able to spend this kind of time, appoint "political action" committee members who will each "take" one contact person to cultivate.
- A sure way to create barriers is to convey a critical attitude toward what programs and individuals are currently doing. Help people recognize practices that they feel good about, and repeatedly emphasize the fact that, as a field, we are all in the process of change. We are all working to create something new, that may be different from what any of us can imagine fully now.
- Collaboration is a process that is "extremely time-consuming and process-intensive" ..collaboration is not the best solution for every problem. Some services are best delivered without multiple agency involvement.  
(Bruner, 1991)

*Calloway County LICC:  
"Make clear who you are serving. What and who the focus will be should not duplicate an existing group. Have something concrete to work on. After about the 3rd meeting, we didn't know where to go. We regrouped and set goals."*

- Change is what LICCs are all about. Change itself is not magic or inspiration. It's completing many, undramatic small steps successfully (Dalziel & Schoonover, 1988).
- Recognize that resistance to change might be beneficial in complex systems. Get resistance or opposition out in the open. Examine and discuss beliefs and values. Explore the apprehensions of those who resist change. Consider the legitimacy of complaints. Encourage those who resist a new idea to play an active role in modifying it (Edelman, 1994).

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*APPENDIX A*

*Missouri First Steps Program*

## **MISSOURI FIRST STEPS BELIEF STATEMENTS**

These belief statements were developed as guiding principles for the implementation of the Individuals with Disabilities Education Act - Part H in Missouri. They provide a philosophical foundation for the First Steps system, early intervention services, and program evaluation. Comments were received from families and professionals during the Spring of 1993. These belief statements were adopted on August 6, 1993, by the Missouri State Interagency Coordinating Council.

1. Families are the primary decision makers regarding services for their infants or toddlers and themselves.
2. Every family is able to define itself to encompass the primary nurturing caregivers and others who assume major, long-term roles in the infant's and toddler's daily life.
3. Every family is unique and defines its own structure, roles, values, beliefs, and patterns. Respect for and acceptance of this diversity is the cornerstone of family-centered early intervention.
4. Early intervention services must reflect a respect for the cultural diversity of families. Infants and toddlers and their families will have access to culturally competent early intervention services in their local geographic areas.
5. To the maximum extent appropriate, early intervention services will be provided in natural environments as defined by the family, including home and community settings in which children without disabilities participate.
6. The major responsibility for planning, designing, and implementing the Individualized Family Service Plan rests within the family and community as defined by the family.
7. A multidisciplinary, interagency team, including the family, will be instrumental in the timely development of the Individualized Family Service Plan and implementation of First Steps services.
8. Early intervention service providers must promote family growth, functioning, and feelings of competency.



## TERMS AND ACRONYMS

<b>BSHCN</b>	Bureau of Special Health Care Needs (DOH)
<b>DESE</b>	Department of Elementary and Secondary Education
<b>DMH</b>	Department of Mental Health
<b>DMR/DD</b>	Division of Mental Retardation/Developmental Disabilities
<b>DOH</b>	Department of Health
<b>EI</b>	Early Intervention (Part H of IDEA)
<b>ECSE</b>	Early Childhood Special Education (Part B of IDEA)
<b>IDEA</b>	Individuals with Disabilities Education Act (formerly EHA - Education of the Handicapped Act). Includes Part B, Part H, 94-142, 99-457, etc.
<b>IEP</b>	Individualized Education Plan - individualized plan required as part of public school special education services.
<b>IFSP</b>	Individualized Family Service Plan - individualized plan required as part of First Steps
<b>IHP</b>	Individualized Habilitation Plan - individualized plan required for DHM (DMR/DD) services
<b>LEA</b>	Local Education Agency (local school district)
<b>LICC</b>	Local Interagency Coordinating Council
<b>LRE</b>	Least Restrictive Environment - required in 94-142. (Language in 0-3 legislation speaks to "natural environment.")
<b>MDE</b>	Multi-disciplinary Evaluation
<b>Part B</b>	3-21 year old Special Education
<b>Part H</b>	0-3 Early Intervention - First Steps
<b>PAT</b>	Parents As Teachers
<b>P.L. 94-142</b>	Passed in 1976, mandated free and appropriate education for children ages 5-21 who were eligible for special education. Later amended to include children from 3-21.
<b>P.L. 99-457</b>	Passed in 1986, provides for 0-3, early intervention services
<b>P.L. 102-119</b>	1991 amendments to 99-457
<b>Section 619 (of Part B)</b>	3 through 5 year old Special Education
<b>Service Coordinator</b>	- Previously known as "Case Manager"
<b>SICC</b>	State Interagency Coordinating Council

INTERAGENCY AGREEMENT  
ON  
RELEASE OF INFORMATION TO CHILDREN AND FAMILY SERVICE  
PLANNERS AND PROVIDERS

The Directors of Departments of Elementary and Secondary Education, Health, Social Services, and Mental Health of the State of Missouri (Departments) are cooperating and collaborating to plan and to provide services to children and their families through several interagency programs with titles such as "Caring Communities," "503 Projects," and "Child and Adoloscant Support Services Program (CASSP)."

Records maintained by the Departments on children and their families are considered confidential or privileged by law and, thus, not to be divulged to the public. To assure that their children are served in a coordinated manner, parents, family members, and guardians can often give permission to divulge information to various state and local governmental and private agencies providing services to children and their families through interagency programs.

The Department Directors recognize that serving a child comprehensively without being at cross purposes requires the coordination of school, health and social services agencies. Exchange of records and information is necessary to service coordination.

In situations where parents, family members and guardians desire to participate in special interagency programs or to receive such special services and have properly executed a "Release" so that the information can be divulged to the programs, the Directors of the Departments request that the information be divulged to authorized staff of the interagency program agencies unless expressly prohibited by law.

If an employee of any of the Departments believes that any information cannot be divulged to the interagency program upon request with an executed release because expressly prohibited by law, that employee shall bring the matter to the attention of his or her supervisor. The supervisor shall bring the matter to the attention of the Department Director so that a legal opinion can be provided immediately. If it is determined that the information is expressly prohibited by law from being released to the interagency program, the Department Director shall so notify the interagency program and consider initiating efforts to change the law in the interests of planning and providing

AUTHORITY TO RELEASE INFORMATION  
TO CHILDREN/FAMILY SERVICE PROGRAMS  
AND/OR AGENCIES

1. I (name and address of service recipient and/or parent/guardian)  Request  Authorize  
-----  
-----
2. (name or general designation of program which is to make the disclosure)  
-----
3. To disclose: (kind and amount of information to be disclosed)  
-----
4. To: (name or title of the person or organization to which disclosure is to be made)  
-----
5. For (purpose of disclosure, e.g., planning or providing certain specified services)  
-----
6. Date (on which this contract is signed)  
-----
7. Signature of recipient  
-----
8. Signature of parent or guardian (where required)  
-----
9. Signature of person authorized to sign in lieu of the patient (where required)  
-----
10. This consent is subject to revocation at any time except to the extent that the program which is to make the disclosure has already taken action in reliance on it. If not previously revoked, this consent will terminate upon: (specific date, event or condition).  
-----  
-----

***APPENDIX B***

***LICC Membership Worksheets***

# Movers and Shakers Identification Worksheet

4

	Name	Address	Phone #	Agency or Group	Who will Contact	Will attend Yes No	Preferred Meeting Time
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

45

Hazel, R., Barber, P.A., Robojos, S., Behr, S.K., Helmetetter, E., & Giess, D. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Brookes.



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# LICC MEMBERSHIP WORKSHEET

**PARENT REPRESENTATIVES      NAME                      PHONE              ADDRESS**

Parents (child birth to five)

---

---

---

Parents (child older than five)

---

---

---

Parent Organizations and Advocacy Groups

---

---

**AGENCY REPRESENTATIVES              NAME                      PHONE              ADDRESS**

Bureau of Special Health Care Needs

---

Regional Center

---

School District(s):  
Special Education &  
Parents As Teachers

---

---

---

---

---

---

Local Health Department

---

Division of Family Services

---

Drug and Alcohol Prevention  
Council

---

**AGENCY REPRESENTATIVES**

**NAME**

**PHONE**

**ADDRESS**

Hospital(s)

Hospital Name

---

---

---

Public and private providers of early intervention services

Agency Name

---

---

---

---

---

Physicians

---

---

---

Child care providers

---

Head Start

---

Senate Bill 40 Board

Others: Agency or Group Name

---

---

---

---

---

# TIPS FOR PARENT INVOLVEMENT ON LOCAL INTERAGENCY COORDINATING COUNCILS

1. Remember that being a parent on a committee does not necessarily benefit that parent's child and in many cases is a hardship for the family. We must find ways of making parents feel that what they are doing is valuable and important in their service on committees.
2. Parents are not typically prestige or power hungry and don't get professional or other employment recognition or benefit from volunteer service on committees. Although parent involvement is part of the "parenting job", the involvement necessary for parents of children with disabilities is often beyond the role of typical parenting and therefore not part of the job. Parents don't wait anxiously for committees to ask them to be involved. They have lives like everyone else. Being willing to serve is indeed just that, it's serving and that involves sacrifice and time.
3. Know why the council is formed. What is it supposed to do? What is the philosophy of the council? Share this with parents when seeking parent participation.
4. Either involve parents in the "grassroots development" so they can "buy in" at the beginning or have a clear picture of the items in #3 above to share with them.
5. Have a clear understanding of what you expect of parents. Do you expect help to stay focused on the child? Do you expect public speaking? Do you expect brainstorming about services?
6. Along with increased council responsibilities, there should be increased reimbursement. Many agencies have access to parent involvement money that could be used to pay stipends to parents for their involvement.
7. Set meeting dates and times to enable parents to be involved.
8. Make meetings parent friendly, i.e. provide child care.
9. Look at existing parent support groups for potential parent members and use "word of mouth" to find out names of active, involved parents.
10. Find parents that can be involved as part of their job.
11. Advocate for the creation of parent positions within agencies.
12. Make time investment worthwhile and provide feedback regularly.
13. Provide a list of members on the council. Include address and telephone number and agency name and position where appropriate.

Taken from: Kansas Manual for Local Interagency Coordinating Councils.





**APPENDIX C**

***Meeting Planning Tools***

## Meeting Logistics Checklist

<i>Task</i>	<i>Person responsible</i>	<i>By When</i>	<i>Notes</i>
Determine meeting place and time	_____	_____	_____
Plan room arrangement	_____	_____	_____
Arrange for refreshments	_____	_____	_____
Confirm all arrangements in writing	_____	_____	_____
Set the agenda	_____	_____	_____
Invite presenters	_____	_____	_____
Confirm in writing presenters' participation	_____	_____	_____
Select facilitator	_____	_____	_____
Confirm in writing facilitator's participation	_____	_____	_____
Type agenda	_____	_____	_____
Proof agenda	_____	_____	_____
Copy agenda (number needed__)	_____	_____	_____
Select a recorder for the meeting	_____	_____	_____
Identify materials and equipment needed	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Prepare materials/check equipment	_____	_____	_____
Invite participants	_____	_____	_____
Participant RSVP (number responding yes__)	_____	_____	_____
Set up meeting room	_____	_____	_____
Serve refreshments	_____	_____	_____
Formally thank participants	_____	_____	_____
Summary of meeting typed and copied	_____	_____	_____
Summary of meeting sent	_____	_____	_____

Hazel, R., Barber, P.A., Roberts, S., Behr, S.K., Helmstetter, E., and Guess, D. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Brookes.



C:M-L-CL.H

## SAMPLE INVITATION LETTER

Dear \_\_\_\_\_:

In order to better coordinate services for young children with disabilities and their families, a group of local parents and agency representatives is forming a Local Interagency Coordinating Council. (Name of agency) is instrumental in providing services for these families, so we invite your agency to name a representative to the council.

**Purpose of the Local Interagency Coordinating Council (LICC):**

To provide a forum for discussion of issues related to the needs/problems of young children with developmental delays or disabilities and their families. The group initiates and continues to assure the provision of a planning process for comprehensive, coordinated early intervention services in the local community.

An organizational meeting will be held October 10, 19-- at 10:00 AM until Noon at the County Extension meeting room at 120 N. Elm Street. The agenda is included. Each participant will have a few minutes to introduce themselves and their agency.

Included is an attendance survey for your representative which we will use to decide on the best meeting schedule for the council. I have also enclosed a list of the parents and agencies which have been invited to the meeting. The attendance of your representative is vital as we organize. Please RSVP by calling \_\_\_\_\_ by October 7.

I look forward to seeing you or your appointed representative on the 10th and hearing about your agency. Thank you in advance for your cooperation and interest.

# ATTENDANCE SURVEY

For the mailing list:

Name \_\_\_\_\_

Agency/work \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ FAX \_\_\_\_\_

Are you a parent of a child with special needs? \_\_\_\_\_ Child's age \_\_\_\_\_

How often would you like to meet?

Quarterly  Monthly  
 Every other month  Other, please list \_\_\_\_\_

When is the best time to meet?

Evenings--7 to 8:30 PM  Saturdays--9 to 10:30  
 Weekday Breakfast--7 to 8 AM  Weekday Lunch--12 to 1:30 PM  
 Weekday Morning;time \_\_\_\_\_  Weekday Afternoon;time \_\_\_\_\_  
 Other time; Please list \_\_\_\_\_

Which day of the week is best for you? \_\_\_\_\_

How can you assist?

Help plan meeting  Help with publicity  
 Provide refreshments  Provide a place to meet  
 Serve as treasurer  Provide and introduce a speaker  
 Help with mailing  Serve as recorder for one or more meetings  
 Serve as group chairperson  
 Other; please list \_\_\_\_\_

In order to participate in council meetings, do you need: Check all that apply.

Child care to be provided  Meetings to be in an accessible place  
 Transportation  Release time from my workplace  
 Meetings to be scheduled outside of work hours  
 Meetings to be scheduled during work hours  
 Other, please describe \_\_\_\_\_

## SAMPLE FOLLOW-UP LETTERS

### LETTER FOR PERSONS WHO ATTENDED AN LICC ORGANIZATIONAL MEETING:

Dear \_\_\_\_\_:

Thank you for your participation in the organizational meeting for the Local Interagency Coordinating Council. There was a great turn out for the meeting, and plans for the council were outlined. There was a sense of direction among the members, and I feel that even though the group is new, this will be a year of true accomplishment. The following is a brief summary of actions taken at the meeting:

#### ACTIONS TAKEN

1. Members will poll other members of their agencies or parent groups and bring ideas for the mission statement to the next meeting.
2. Bob Smith will be the group facilitator. Bob is a parent of a three-year old daughter who receives services in our county. Ann Collins has agreed to record minutes for the next meeting.
3. The next meeting will be Tuesday, November 4, 7:00 PM at the public Library, 1547 9th Street.

Thanks again. I hope to see you with some good ideas for our mission statement at the next meeting. You will receive the agenda a few days before the meeting.

### LETTER FOR POTENTIAL LICC MEMBERS WHO DID NOT ATTEND THE ORGANIZATIONAL MEETING:

Dear \_\_\_\_\_:

I am sorry you were not able to attend the organizational meeting for the Local Interagency Coordinating Council. There was a great turn out for the meeting, and plans for the council were outlined. Since your agency is instrumental in providing services for families of infants and toddlers with disabilities in our county, I hope you or a representative will be able to participate in this council which has as its purpose to improve coordination of services.

#### ACTIONS TAKEN

1. Members will poll other members of their agencies or parent groups and bring ideas for the mission statement to the next meeting.
2. Bob Smith will be the group facilitator. Bob is a parent of a three-year old daughter who receives services in our county. Ann Collins has agreed to record minutes for the next meeting.
3. The next meeting will be Tuesday, November 4, 7:00 PM at the public Library, 1547 9th Street.

I will phone you to provide information about the council before the November meeting. I hope you will be able to participate.

## DO YOU NEED TO COLLABORATE?

	YES	NO
Do agency programs have limited funding and resources with which to operate?	___	___
Is there insufficient facility space for needed classrooms, programs, and expansion?	___	___
Are children receiving duplicated assessment and evaluation services?	___	___
Is there an unwillingness on the part of agency programs to accept evaluations from other agencies, thereby requiring duplication of testing?	___	___
Do problems and time delays exist in requests of records and reports?	___	___
Do differences in program/agency eligibility requirements result in children falling through the cracks?	___	___
Is there difficulty securing needed medical recommendations and prescriptions in order to provide therapy and treatment in a timely manner?	___	___
Are personnel shortages (speech, occupational, and physical therapy) limiting the provision of services?	___	___
Do personnel lack understanding of social services (i.e. food stamps, WIC, SSI, food commodities, AFDC, counseling, child support enforcement) in the community?	___	___
Is there a lack of awareness about the location of various programs (i.e., UPC, speech and hearing clinic, Head Start, Arc, Easter Seal Society, school programs, parent lending libraries)?	___	___
Is there a lack of understanding of referral and eligibility procedures for other agency programs?	___	___
Do agencies compete for the same population of children or fund sources? Does turf guarding exist?	___	___
Do agencies and programs complain, criticize, devalue, and mistrust one another?	___	___
Are there gaps in the service delivery system? Are needed educational, medical, therapeutic, case management, or social services insufficient?	___	___

- Are services to children fragmented between several agencies? \_\_\_ \_\_\_
- Are parents confused about the roles of agencies, eligibilities, and how to secure services for their child? \_\_\_ \_\_\_
- Is there a lack of free, effortless, and natural communication and information exchange between agencies? \_\_\_ \_\_\_
- Is there an absence of an established and systematic transition procedure between programs? \_\_\_ \_\_\_
- Is there a lack of coordination and transition between 0-2 programs and 3-5 programs? \_\_\_ \_\_\_
- Is it difficult to secure placement in the least restrictive environment, in mainstreamed settings, or in integrated settings? \_\_\_ \_\_\_
- Is there duplication in parent education and training services? \_\_\_ \_\_\_
- Do limited financial and organizational resources limit staff development activities? \_\_\_ \_\_\_

Adapted From: Swan, W.W., & Morgan, J.L. (1993). Collaborating for comprehensive services for young children and their families. Baltimore: Paul H. Brookes Publishing Co.



# 56 Interagency Council Registration

Date

	Name	Agency/Address	Phone
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			



## ICE-BREAKERS AND WARM-UPS

### TEAM MEMBER INTRODUCTIONS

Going around the table, have team members introduce themselves to the group. Every one tells:

Name, agency position, or if a parent something about child and family  
Information about agency services

### PAIRED INTRODUCTIONS

Ask members to work with someone they don't know well. Have them get acquainted by asking these questions--then they will introduce each other to the group.

- What is your name?
- What is your job?
- How did you become part of this group?
- What are your hobbies or interests?
- Are you a parent of a child with disabilities or an agency representative? Tell about services your child receives or services your agency provides.

Before the meeting, decide what questions to present, write them on a flipchart, and post where all members can see them.

### FLIPCHART INTRODUCTIONS

Few members may have had experience writing on flipcharts in front of a group. But they will have to write on flipcharts during meetings and will probably be asked to make presentations from time to time. This activity gives members experience using a flipchart for discussing ideas, and helps them get better acquainted.

Each member takes a turn at the flipchart talking about and writing down the answers to one or more of the following questions (selected in advance by the leader).

- What is the name of your hometown, describe a characteristic that makes a community.
- Draw a "picture" of your family, neighborhood, agency, or your idea of the current or ideal service system.

### BACKGROUND

Have members list background information they would like to know about each other, such as family, years living in this area, hometown, etc. List items on flipchart. Then have members take turns answering questions.

### HOPES AND CONCERNS

Have members reflect on their hopes and concerns for the LICC. They may write answers on 3 X 5 cards. After time to reflect, divide into pairs, and have partners share answers. Then have each pair share with the group. Record all responses on flipchart. Discuss what the group can do to make the hopes come true, and what can be done to alleviate concerns.

# Meeting Agenda and Notes

Persons Present: (Note late arrivals)      Absentees      Others Who Need to know


Roles: \_\_\_\_\_ This Meeting      Next Meeting

- Facilitator \_\_\_\_\_
- Timekeeper \_\_\_\_\_
- Recorder \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

## AGENDA

### Agenda Items

1. Positive Comments/Intro
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
9. How did we do? Check group.

### Minutes of Outcome

Action items: \_\_\_\_\_ Person(s) Responsible

1. Communicate outcomes to absent member and others who need to know by \_\_\_\_\_
- 2.
- 3.
- 4.
- 5.

### Agenda Building for Next Meeting

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

### Expected Agenda Items:

- 1.
- 2.
- 3.
- 4.
- 5.



## COMMITMENT OF SUPPORT AND RESOURCES

YES! I want to be supportive of the LICCI! Call me to:

Serve on a subcommittee \_\_\_\_\_ Copy and collate \_\_\_\_\_

Type letters, memos, minutes \_\_\_\_\_ Provide Paper \_\_\_\_\_

Help gather information \_\_\_\_\_ Provide stamps \_\_\_\_\_

Make phone calls \_\_\_\_\_

Other \_\_\_\_\_

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_ Home phone: \_\_\_\_\_

\_\_\_\_\_

Work address: \_\_\_\_\_ Work phone: \_\_\_\_\_

\_\_\_\_\_

***APPENDIX D***

***Needs Assessment Instruments***

## NEEDS ASSESSMENT INSTRUMENTS AVAILABLE THROUGH THE CENTER FOR INNOVATIONS IN SPECIAL EDUCATION (CISE)

REQUEST LOAN PACKAGE #928.04; INTERAGENCY COORDINATING COUNCIL  
DEVELOPMENT ARTICLES (This package also contains other LICC materials.)  
1-800-729-7332

Hazel, R., Barber, P., Roberts, S., Behr, S., Helmstetter, & Guess, D. (1988). A community approach to an integrated service system for children with special needs. Baltimore: Paul H. Brookes, Publishing Co.

Magrab, P., Kazuk, E., & Greene, L. (1981, November). Community workbook for collaborative services to preschool handicapped children. Washington DC: American Association of University Affiliated Programs, 1234 Mass. Ave., N.W., Suite 813.

Magrab, P. (1984, May). Creating an information base for program collaboration. Washington DC: Georgetown University Child Development Center, 3800 Reservoir Road, N.W.

Shearer, D., Jeffries, G., & Hirschfeld, C. (1987, April). Organizing and planning local collaborative early intervention services: A guide to action planning. Ohio Developmental Disabilities Planning Council.

SERVICES	B-2	1	3	5	B-2	1	3	5	B-2	1	3	5	DFS	HEALTH DEPT	ESCE	PAT	SPEC L.C.	MO-SPRN	SSA	SENATE BILL 40	FAMILY MENTAL HEALTH	RIVER SIDE HOSP.			
	B-2	1	3	5	B-2	1	3	5	B-2	1	3	5		B-2	1	3	5	B-2	1	3	5	B-2	1	3	5
Initial Parent Contact	X				X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	
Screening	X				X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	
Complete Diagnostic Team					P	P									X										
Psychological Evaluation	R				P	P								R	X	R					X	X	X	X	
OT Evaluation	R				P	P								R	X	R	X								
PT Evaluation	R				P	P								R	X	R	X								
Speech Evaluation	R				P	P								R	X	R	X								
Audiological Evaluation	R				P	P								R	X	R	X								
Visual Evaluation	R				P	P								R	X	R	X								
Medical Evaluations	R				P	P								R	X	R	X								
Service Coordination	X				X	X	X							X	X	X	X				X	X	X	X	
Placement Staffing														X	X						X	X	X	X	
Classroom Program	P														X										
Occupational Therapy	R				P	P								R	X	R	X								
Physical Therapy	R				P	P								R	X	R	X								
Speech Therapy	R				P	P								R	X	R	X								
Vision/Hearing Services	R				P	P								R	X	R	X								
Home-Based Program	X				P	P								X	X	X	X								
Parent Skill Training	X				R	R								R	X	R	X				X	X	X	X	
Parent Support Group	X				R	R								R	X	R	X				X	X	X	X	
Parent Library/Loan	X				X	X	X							X	X	X	X				X	X	X	X	
Transportation	X													R	X										
Medical Services	P													R	X										
Dental Treatment	P													R	X										
Specialized Equipment	As				X	X	X							R	X										
Day Care														R	X										
Respite Care														R	X										
Behavior Specialist	R				P	P								R	X										
Nursing Services	R													X	X						X	X	X	X	
Other														X	X										

## DISCUSSION QUESTIONS FOR A SERVICE PROVIDER FOCUS GROUP

**Purpose:** To discuss child and family needs and the barriers within agencies that make it difficult to meet those needs.

1. Why do families need the service your agency provides?
2. Describe the barriers that families may encounter when they attempt to obtain services from your agency. For example, language difficulties may prevent clients from communicating their needs.
3. What barriers does your agency experience that keep it from effectively providing services to these families? For example, some agencies might have strict rules on the documentation required before providing services.
4. What has been your experience in working with other agencies to provide services to these families? Have you experienced any barriers to working collaboratively? Please be as specific as possible in identifying bureaucratic problems.
5. If you could change one specific policy or procedure in your agency to improve services for these families, what would it be?
6. What activities, policies, and procedures are working well at your agency?

Melaville, A.I., Blank, M.J. & Asayesh, G. (1993). Together we can: A guide for crafting a profamily system of education and human services. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.



## DISCUSSION QUESTIONS FOR A CONSUMER FOCUS GROUP

**Purpose:** To discuss the needs of children and families and the problems they experience in getting help they need.

1. What services do you and your children need most?
2. What problems or barriers do you experience when you attempt to obtain services?
3. Describe your most positive encounter with a service delivery agency.
4. Describe your most negative encounter.
5. If you could change one aspect of the present service system, what would it be?

Melaville, A.I., Blank, M.J. & Asayesh, G. (1993). Together we can: A guide for crafting a profamily system of education and human services. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

*APPENDIX E*

*Sample Mission Statements*

## **CAPE AREA LICC COMMUNITY CARING COUNCIL MISSION STATEMENT**

The Community Caring Council is an organization of human service professionals and other interested individuals, bonded together for a common cause...to better serve the needs of the total community. The purpose is to promote coordination and cooperation between service providers, churches, the business community and individuals to become more **SELF-RELIANT, RESPONSIBLE** and **RESOURCEFUL**. The combined efforts of this council will result in more effective use of diminishing resources. Their task will be to identify gaps in services, eliminate duplication, enhance existing programs and seek progressive and creative ways to develop new resources. The caring and commitment of the Council membership will restore the concept of a truly "helping" community in the old-fashioned sense and serve as a model project for others to duplicate.

## **CALLAWAY COUNTY LICC MISSION STATEMENT**

"The Callaway County LICC is a group of individuals representing families, local programs and agencies whose purpose is to collaborate and coordinate services to children with special needs ages birth to five and their families."

## JEFFERSON COUNTY LOCAL INTERAGENCY COORDINATING COUNCIL

### MISSION STATEMENT:

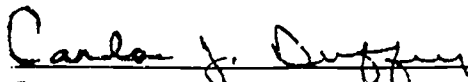
To enable and empower parents/families of children with disabilities to access services designed to meet their child's unique needs.

### PURPOSE:

The intent of this agreement is to provide comprehensive coordinated services to meet the needs of children from birth through age six. Through interagency planning, we hope to eliminate duplication of services; promote the most efficient use of resources; and clarify agency roles and responsibilities, thereby assuring continuous well coordinated services for young children and their families.

### GOALS:

- To be fully informed of all agencies/services within the Local Interagency Coordinating Council.
- To identify and initiate needed services for children/families.
- To appropriately refer children/families to needed services.
- To educate the community about the Local Interagency Coordinating Council.
- To conduct interagency collaboration on specific families.

  
\_\_\_\_\_  
Carla J. Duffey, Developmental Services

*APPENDIX F*  
*Group Process Surveys*

# TYPES OF INTERAGENCY EFFORTS

FEATURES

COOPERATION

COORDINATION

COLLABORATION

**OBJECTIVE**

narrow focus; short-term

broad focus; short or intermediate term

broad focus; long term

**POLICY**

no interagency policies required

interagency policies are dictated by single agency policies

interagency policies are determined by the collaborative unit

**STRUCTURE**

no new interagency structure is required; agency personnel are assigned to achieve the objectives

requires development of a new interagency unit; staff may be directly assigned to the new unit

requires development and maintenance of new unit; staff must be assigned directly to the new interagency unit

**RESOURCES**

supported with discretionary funds which remain within the control of the individual agencies

supported with dedicated funds from the individual agencies that remain within the control of individual agencies

supported by pooled resources that are largely within the control of the collaborative interagency unit

**LOYALTY**

no loyalty to the interagency effort is required; loyalty is to the individual agencies

primary loyalty is to the individual agencies; secondary loyalty is to the individual effort

primary loyalty is to the interagency effort; secondary loyalty is to the individual agencies

**AGREEMENT**

no major single agency territorial issues arise; agreement is not an issue

disagreements about territorial issues are resolved through "majority rule" voting procedures

disagreements about territorial issues are resolved through the development of consensus

**DECISION MAKING**

interagency decisions are made by the single agencies; interagency needs are secondary to agency needs

interagency decisions are consistent with single agency decisions; interagency needs are secondary to single agency needs

interagency decisions are made by the collaborative unit; single interagency needs

**PERSONNEL ROLES**

carried out by personnel whose primary function is to represent their individual agencies' interests and who are assigned responsibility for the interagency effort on a short term basis

policy issues are decided by interagency committee members whose function is to represent their individual agencies' interests, but who also demonstrate commitment to the interagency objective

carried out by personnel whose primary responsibility is to accomplish the interagency objective; committee members actively protect interagency needs and concerns in their home agencies

## LICC SELF ASSESSMENT: GROUP PROCESS NEEDS

Directions: Write Y for "yes" or N for "no" to the left of each item.

Y or N

1. Our group size allows for easy discussion and interaction.
2. Needed members are present.
3. We have a communication system for:  
absent members  
"need to know" people
4. We use a structured agenda.
5. We have agreed to the group's overall goal.
6. We have established group social norms (e.g., put downs are not acceptable) and have agreed to "call" one another on rule/norm violations.
7. Time is well managed and not wasted.
8. We structure time to express our feelings.
9. We openly discuss problems in social interaction; set aside time to process interactions; and spend time developing plans to change and improve interactions.
10. We distribute leadership functions.
11. We balance task and relationship functions.
12. We know and use effective strategies for:  
giving and receiving feedback  
perspective taking  
creative problem solving  
conflict resolution  
group social skills
13. We have fun at meetings.
14. We structure group rewards and celebrations for accomplishments.

## LOCAL INTERAGENCY COORDINATING COUNCIL SURVEY

The purpose of this survey is to gain information regarding the strengths and priorities of your Local Interagency Coordinating Council. Circle the number that represents how well the statement describes a characteristic of your LICC. Please use the following scale:

- |  | 1                       | 2 | 3 | 4 | 5                              |
|--|-------------------------|---|---|---|--------------------------------|
|  | Not a<br>characteristic |   |   |   | Definitely a<br>characteristic |
| 1. Council members are committed to cooperation and mutual goals.  | 1                       | 2 | 3 | 4 | 5                              |
| 2. Council members have authority to represent their agency, implement recommendations, and commit resources.  | 1                       | 2 | 3 | 4 | 5                              |
| 3. Parents participate actively on the council.  | 1                       | 2 | 3 | 4 | 5                              |
| 4. The council develops local policies and procedures.   | 1                       | 2 | 3 | 4 | 5                              |
| 5. The council monitors and evaluates local services.  | 1                       | 2 | 3 | 4 | 5                              |
| 6. The council has identified local resources for the Part H services of family services coordination, evaluation, IFSP development, and service implementation. | 1                       | 2 | 3 | 4 | 5                              |
| 7. The council addresses relevant local needs and issues.  | 1                       | 2 | 3 | 4 | 5                              |



8. The council links local and state agencies.

1 2 3 4 5

9. The council develops interagency agreements.

1 2 3 4 5

10. The council coordinates child find and screening for 0-5.

1 2 3 4 5

11. The council coordinates early childhood transitions.

1 2 3 4 5

12. Council members identify needs for training and technical assistance to help the council function more effectively.

1 2 3 4 5

13. Overall, the council members are working together effectively to serve children and families.

1 2 3 4 5

Please add any additional comments you have about your LICC.



Adapted from: Swan & Morgan (1993).

M:LICC-S.H01



## A PROBLEM SOLVING PROCESS

- \*CLARIFY ISSUES/DEFINE THE PROBLEM  
WHAT ARE DESIRED OUTCOMES?
- \*BRAINSTORM POSSIBLE SOLUTIONS  
DEFER JUDGEMENT
- \*IDENTIFY CRITERIA FOR EVALUATION  
WHAT ARE GUIDELINES?
- \*SELECT SOLUTIONS  
IDENTIFY MOST PROMISING OR COMBINE
- \*MAKE PLAN OF ACTION  
WHO, WHAT, WHEN
- \*IMPLEMENT PLAN
- \*EVALUATE/REVISE  
WHAT ARE OUTCOMES?

***APPENDIX G***

***LICC Organizational Structure***

# **LOCAL ICC STRUCTURES WHICH INFLUENCE COLLABORATION**

## **BUILD STRUCTURE FROM FUNCTION**

### **Governing/Advisory Board: directs policy decisions**

**WHO:** Agency decision makers, families, community representatives

**WHAT:** Systems planning to coordinate delivery

### **Case Coordination**

**WHO:** Family service coordinators, direct service providers from the various systems, families

**WHAT:** Coordinate systems to provide comprehensive services to families

### **Facilitator of Action Plan**

**WHO:** Decision makers from agencies, direct service representatives, families, community representatives

**WHAT:** Set and manage goals to develop and implement action plan to provide comprehensive services to families

### **Combination**

**WHO:** 1) Management council: agency decision makers, families, community representatives

2) Staff council: agency staff who provide direct services, families

3) Subgroups or task forces formed to do specific task

**WHAT:** Divide responsibilities between policy and service coordination; deal with a single issue; attack specific tasks

Adapted from: Hazel, Barber, Roberts, Behr, Helmetetter, & Guesz. (1988).

## THREE EXAMPLES OF LICC ORGANIZATION

### **SEDGWICK COUNTY EARLY CHILDHOOD INTERAGENCY COORDINATING COUNCIL** (Wichita, KS area)

Administration--Steering Committee: 12 members, parents and agency representatives  
Meets monthly; Chairman is not chairman for full council  
Reports and makes recommendations to the full council  
Paid staff--Coordinator and half-time secretary for Connecting Point-central referral  
Full Council--Representatives of all interested agencies and parents; attendance 25-40  
Meets quarterly; elected chairperson and secretary minutes  
Has final approval for steering committee recommendations  
Committees--Appointed as a Task Force whenever needed

### **LACKAWANNA-SUSQUEHANNA-WAYNE COUNTIES LOCAL INTERAGENCY** **COORDINATING COUNCIL** (Harrisburg, PA area)

Administration--Elected chairperson--must be a parent  
By-laws govern; Each committee is co-chaired by a parent and provider  
Membership--17 members with nine seats reserved for parents  
Committees--20 additional at-large members work on committees: budget, nominating, transition, creative resolution, public awareness

### **HILLSBOROUGH COUNTY EARLY CHILDHOOD COUNCIL** (Tampa, FL area)

Administration--Elected offices--Chair, Vice-chair, Past-chair, Secretary, and Treasurer  
Executive committee carries out organization duties--agendas, publicity, distribution of minutes, accounting.  
Steering committee--includes executive committee plus elected representatives.  
Works on system goals--interagency agreement, linkages to other groups, membership issues.  
Membership--Representatives of all interested agencies. Dues from member agencies support ongoing tasks of the group.  
Core Components  
Goals and objectives are grouped into four core services. Each core component has a lead agency that is responsible for organizing the task groups for that component. Component groups report to full council.  
Child Find; Family Support Planning (IFSP); Service Coordination;  
Multidisciplinary Evaluations

JACKSON COUNTY LOCAL INTERAGENCY COORDINATING COUNCIL  
Proposed By-Laws

ARTICLE I -- NAME OF ORGANIZATION

The name of the organization shall be Jackson County Local Interagency Coordinating Council, hereinafter, referred to as JCLICC.

ARTICLE II - MISSION STATEMENT

It is the mission of the Jackson County Local Interagency Coordinating Council to provide families who have children birth to five years of age with a disability or are at risk for developing a disability, a seamless continuum of services through interagency cooperation, coordination, and collaboration.

ARTICLE III -- COUNCIL

The council shall consist of individual who support the mission of the JCLICC. Members of the council shall be entitle to attend meetings of the Executive Board, but are not entitled to vote.

Section 1. Meetings - the JCLICC shall meet quarterly and voting shall be by a simple majority. Voting may be by voice, show of hands or written ballot. Meeting agenda will include an open forum.

Section 2. responsibility -

- Adopt and amend by-laws
- Approve resolutions
- Elect members of the Executive Board
- Encourage participation and membership in JCLICC
- Encourage participation of members in committee work

Section 3. Election of the Executive Board - The Executive Board shall be elected annually at the fall council meeting. The nominating committee shall present a single slate of nominees for election to the Executive Board. Nominations may also be from the floor, provided the consent of the nominee has been obtained.

ARTICLE IV-EXECUTIVE BOARD

Section 1. Composition - The JCLICC shall be governed by an Executive Board of fifteen (15) members: 5 parents, 3 service providers, 2 school representatives, 1 representative from the Division of Family Services, 1 representative from the Bureau of Special Health Care Needs, 1 representative from the Kansas City Regional Center, 1 representative from Children's Mercy Hospital, and 1 at-large. The Department of Elementary and Secondary Education liaison will serve in an ex-officio capacity.

**Section 2. Election of Executive Board Officers** - The Nominating Committee shall present a slate of nominees for election as officers of the Executive Board. With the candidates permission, additional nominations from the floor may be added to the slate if nominated by one member and seconded.

**Section 3. Responsibility** - The responsibility of the Executive Board is to manage the affairs of the JCLICC by establishing goals and policies which support the mission of the JCLICC. Members of the Executive Board will serve as chairs of committees identified by the Executive Board, i.e. Service, Service Development, Resource Development, Public Awareness, Nominating. Ad Hoc committees may be formed as needed to conduct the work of the council.

**Section 4. Meetings** - The Executive Board shall meet monthly. A quorum of seven must be present to conduct business. Special or emergency meetings may be called by the Chairperson when needed. For placement of agenda items, contact the chairperson or secretary. Meetings are open, with the exception of sessions related to personal matters.

**Section 5. Terms** - JCLICC operates on a January 1 to December 31, calendar year. Terms of Executive Board members shall be two years. Executive Board members are limited to a maximum tenure of six consecutive years. Initial terms for the JCLICC Executive Board will be as follows:

**Two Year Term**

3 parents	1 DFS Representative
2 Service Providers	1 CMH Representative
1 School Representative	

**One Year Term**

2 Parents	1 KCRC Representative
1 Service Provider	1 BSHCN Representative
1 School Representative	1 At-large Representative

Thereafter, all terms shall be for two years.

**Section 6. Attendance** - An Executive Board member who fails to attend any two regular meetings in a year without notice in advance to the Chairperson or Secretary, shall be deemed to have offered their resignation from the board and the position shall become vacant. Written notification shall be given to the former member.

**Section 7. Vacancies** - Vacancies occurring between annual elections shall be filled by a majority vote of the remaining Executive Board members upon the recommendation of the nominating committee. An Executive Board member so elected shall serve until the end of the term.

**Section 8. Removal** - An Executive Board member may be removed from the board by an affirmative vote of the majority of the Executive



Board members present at an official meeting of the board. Notice of the proposed removal will be given to members with the notice of the meeting. The Executive Board member involved will be given an opportunity to be present and to be heard at the meeting at which their removal is considered.

**Section 9. Compensation -** No compensation shall be paid to Executive Board members as such. No compensation shall be paid to members for services performed by them for the organization in any capacity unless a resolution authorizing such compensation shall have been adopted by the Executive Board before the services were rendered.

#### **ARTICLE V -- EXECUTIVE BOARD OFFICERS & DUTIES**

The officers of the JCLICC shall be Chairperson, Vice-chairperson, secretary, and treasurer. Other board members will serve on existing committees. The committees are: Services, Service Development, Resource Development, Public Awareness, Nominating, and any Ad Hoc committees which may be named.

The duties of the officers shall be those prescribed by the Executive Board and by-laws as well as any other rules adopted by JCLICC.

**Section 1. Chairperson-** Presides at board and council meetings, establishes agenda for the board and council meetings with assistance of the secretary. Chairs the Executive Board and calls all special and emergency meetings and appoints other committees as may be necessary.

**Section 2. Vice Chairperson-** Performs duties of chairperson in his/her absence and oversees Ad Hoc committees.

**Section 3. Past Chairperson -** Chairperson of the Nominating Committee. Provides support to current chairperson, serves as parliamentarian and is a non-voting member.

**Section 4. Secretary -** Maintains membership roster, records and minutes of board, council, and special called meetings, and mails meeting notices.

**Section 5. Treasurer -** Serves as a member of Resource Development committee. Provides up-to-date and accurate financial records of the council. Presents financial statements at board and council meetings, and oversees annual audit.

#### **ARTICLE VI--COMMITTEES**

A summary report of committee activity will be presented at Board and Council meetings. The standing committees will be as follows:

Section 1-Service Committee: The purpose of the Service Committee is to promote the mission of JCLICC by developing and furthering collaboration and coordination between various service delivery components through advocacy and negotiation. The Service Committee will also serve as a forum for periodic case review and problem-solving.

Section 2-Service Development: The purpose of the Service Development Committee is to monitor levels of available services, to identify gaps in services, and make recommendations regarding expansion of services based on needs assessments.

Section 3-Resource Development: The purpose of the Resource Development committee will be to promote the mission of JCLICC by insuring financial stability, responsible use of funds and long-range planning.

Section 4 - Public Awareness: The purpose of the Public Awareness Committee is to promote the mission of JCLICC and assure a smooth referral system by gathering and disseminating materials and information related to JCLICC to families, service providers and the general public.

Section 5-Nominating Committee: The purpose of the Nominating Committee is to promote the mission of JCLICC by recruiting and selecting the best available candidates for Executive Board membership and Executive Board offices. All candidate slates recommended to the Council will first be reviewed by the Executive Board.

Section 6-Ad Hoc Committees: The purpose of Ad Hoc committees is to promote the mission of JCLICC. The chairperson of the JCLICC Executive Board or the full Executive Board may from time to time appoint and designate additional committees as may be necessary to administer to the activities and programs offered by the JCLICC.

#### ARTICLE VII -- AMENDMENTS

These JCLICC By-laws may be amended, altered, supplemented or repealed at any regular or special meeting of the JCLICC by the affirmative vote of a majority in attendance. No change in the by-laws shall be voted upon unless at least 30 days written notice shall have been given to the Executive Board for review. The council will receive copies of the proposed amendments 14 days prior to council meeting.

*APPENDIX H*  
*Funding Sources*

## MISSOURI FOUNDATION LIBRARIES

- \* Clearinghouse for Midcontinent Foundations  
University of Missouri  
5110 Cherry Street  
Kansas City, MO 64113-1686  
(816) 235-1176
- \* Kansas City Public Library  
311 East 12th Street  
Kansas City, MO 64106  
(816) 221-9650
- \* Metropolitan Association for Philanthropy, Inc.  
5615 Pershing Avenue, Suite 20  
St. Louis, Mo 63112  
(314) 361-3900
- \* Springfield-Greene County Library  
397 East Central  
Springfield, MO 65802  
(417) 869-9400
- \* Directory of Missouri Foundations  
Available from:  
    Swift Associates  
    110 Orchard Avenue  
    St. Louis, MO 63119  
    (314) 962-2940  
    \$40.00 + 3.50 Shipping

## COALITIONS OF COMMUNITY FOUNDATIONS IN MISSOURI

Kansas City Community Foundation  
Janice Kreamer, President  
1055 Broadway, Suite 130  
Kansas City, Missouri 64105  
(816) 842-4246

St. Louis County Community Foundation  
Julia B. Hamilton, Executive Director  
818 Olive Street, Suite 935  
St. Louis, Missouri 63101  
(314) 241-2703

Springfield Community Foundation, Inc.  
Jan Horton, Executive Director  
901 St. Louis Street, Suite 303  
Springfield, Missouri 65806  
(417) 864-6199

*APPENDIX I*  
*State Level Directories*

# MISSOURI STATE INTERAGENCY COORDINATING COUNCIL--PART H

## Department of Education

1. Mr. Otis Baker  
Assistant Commissioner  
DESE, Division of Instruction  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-4234  
(Retiring end of September, 1994)
2. Dr. John Allan  
Assistant Commissioner  
DESE, Division of Special Education  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-4444  
(Retiring end of 1994)

## Department of Health

3. Mr. Larry Jones  
Deputy Director  
Division of Maternal, Child,  
and Family Health  
P.O. Box 570, 1738 East Elm  
Jefferson City, MO 65102  
(314) 751-6174

## Department of Social Services

4. Ms. Donna Checkett, Director  
Division of Medical Services  
Department of Social Services  
P.O. Box, 6500, 615 Howerton Ct.  
Jefferson City, MO 65102  
(314) 751-6922

## Department of Mental Health

5. Ms. Joann Leykam, Director  
Mental Retardation and Develop-  
mental Disabilities  
P.O. Box 687, 1706 East Elm  
Jefferson City, MO 65102  
(314) 751-4054

## Department of Insurance

6. Ms. Sherry Anderson, Director  
Governmental Relations  
Department of Insurance  
P.O. Box 690, Truman Bldg., Rm 630  
Jefferson City, MO 65102  
(314) 751-2562

## Parents

7. Ms. Marilyn Ross  
4907-A Fountain  
St. Louis, MO 63113  
(314) 454-0870
8. Becky Braddock  
1011 Fashion Square  
St. Louis, MO 63146  
(314) 878-4463

## Public and Private Providers

9. Mr Roger Garlich, Director  
Children's Therapy Center  
600 East 14th Street  
P.O. Box 1565  
Sedalia, MO 65301  
(816) 826-4400
10. Ms. Joyce Coleman  
St. Louis Children's Hospital  
400 South Kingshighway  
St. Louis, MO 63100  
(314) 878-7759 (Home)  
(314) 454-6108 (Work)

11. Dr. Robert Edmonds, President  
American Academy of Pediatrics  
14256 Cobble Hill Court  
Chesterfield, MO 63017  
(314) 434-3694

Personnel Preparation

13. Dr. Carl Calkins, Director  
Institute for Human Development  
University Affiliated Program  
2220 Holmes  
Kansas City, MO 64108  
(816) 235-1770

12. Ms. Linda Bowers  
First Steps Contact  
Kirksville Regional Center  
1702 East LaHarpe  
Kirksville, MO 63501  
(816) 785-2500

Legislature

14. Ms. Laurie Donovan  
State Representative  
State Capitol, Room 105B  
Jefferson City, MO 65101  
(314) 751-2135
- 7 Ipswich Court  
Florissant, MO 63033  
(314) 741-1443



LOCAL INTERAGENCY COORDINATING COUNCIL (LICC) CONTACT LIST

Bates County LICC

Lynn McClaughey  
Rich Hill R-IV School District  
110 West Olive  
Rich Hill, MO 64779  
(417) 395-2227

Boone County LICC

Susan Remelius  
Central MO Regional Center  
101 Park DeVille Dr., Suite B  
Columbia, MO 65203  
(314) 882-9835

Buchanan County LICC

Karen Karns  
St. Joseph School District  
925 Felix Street  
St. Joseph, MO 64501  
(816) 233-1301

Callaway County LICC

Kristen Nelander  
Callaway County Special Ser.  
911 Business 54 South  
Fulton, MO 65251  
(314) 642-1792

Camden County LICC

Cindy Dowis  
Camdenton R-III Schools  
P. O. Box 1409  
Camdenton, MO 65020  
(314) 346-5651

Cape Area LICC

Tricia Coddling  
BSHCN Office  
502-E West Maine  
Jackson, MO 63755  
(314) 290-5830

Cass County LICC

Cheryl Carlin  
Kansas City Regional Center  
P. O. Box 412557  
Kansas City, MO 64108  
(816) 889-3400

Clay/Platte/Ray Counties LICC

Linda Jones  
Lighthouse Preschool  
5742 North Broadway  
Kansas City, MO 64118  
(816) 452-8009

Cole County Area LICC

Debbie Hamler  
Special Learning Center  
1115 Fairgrounds Road  
Jefferson City, MO 65109  
(314) 634-3070

Franklin County LICC

Meg Chapman  
Franklin County Board  
for the Handicapped  
P. O. Box 620  
Union, MO 63084  
(314) 583-5801

Greene County LICC

Beth Edmonson  
BSHCN Office  
P. O. Box 777, MPO  
Springfield, MO 65801  
(417) 895-6900

Henry County Area LICC

Julie Keckler  
Share and Care for Special  
People  
1835 South 2nd  
Clinton, MO 64735  
(816) 885-8330

Jackson County LICC

Ruth Acheipohl  
Cradles and Crayons  
1711 Broadway  
Kansas City, MO 64108  
(816) 842-6293

Jefferson County LICC

Susan Baker  
St. Louis RC-Jefferson City  
2330 North Truman Blvd.  
Crystal City, MO 63019  
(314) 937-3747

Johnson County LICC

Scott Holmberg  
254 Southwest 21  
Warrensburg, MO 64093  
(816) 747-2910

Knox County LICC

Kathaleen Hill  
Knox County R-I Schools  
Route 3, Box 59  
Edina, MO 63537  
(816) 397-3655

Laclede County LICC

Beth Hargrave  
Lebanon R-III School District  
321 South Jefferson  
Lebanon, MO 65536  
(417) 532-9141

Lincoln County LICC

Peggy Hutsler  
LICC Coordinator  
220 Crooked Creek Court  
Troy, MO 63379  
(314) 528-5487

Perry County LICC

Susan Ernst  
LICC Contact  
Route 7, Box 292  
Perryville, MO 63775  
(314) 547-6777

Pettis County Area LICC

Valeri Lane  
Children's Therapy Center  
P. O. Box 1565  
Sedalia, MO 65301  
(816) 826-4400

Phelps County LICC

Lynn Slawson  
Phelps County DFS Office  
P. O. Box 860  
Rolla, MO 65401  
(314) 368-2340

Polk/Dallas/Hickory Counties LICC

Ann Blankenship  
Route 1, Box 1790  
Cross Timbers, MO 65634  
(417) 998-6486

Randolph County LICC

Carla Price  
Randolph Cty. Health Dept.  
423 East Logan  
Moberly, MO 65270  
(816) 263-6643

St. Charles LICC

Beth Wax  
United Services, Inc.  
4140 Old Mill Parkway  
St. Peters, MO 63376  
(314) 926-2700

St. Francois County LICC

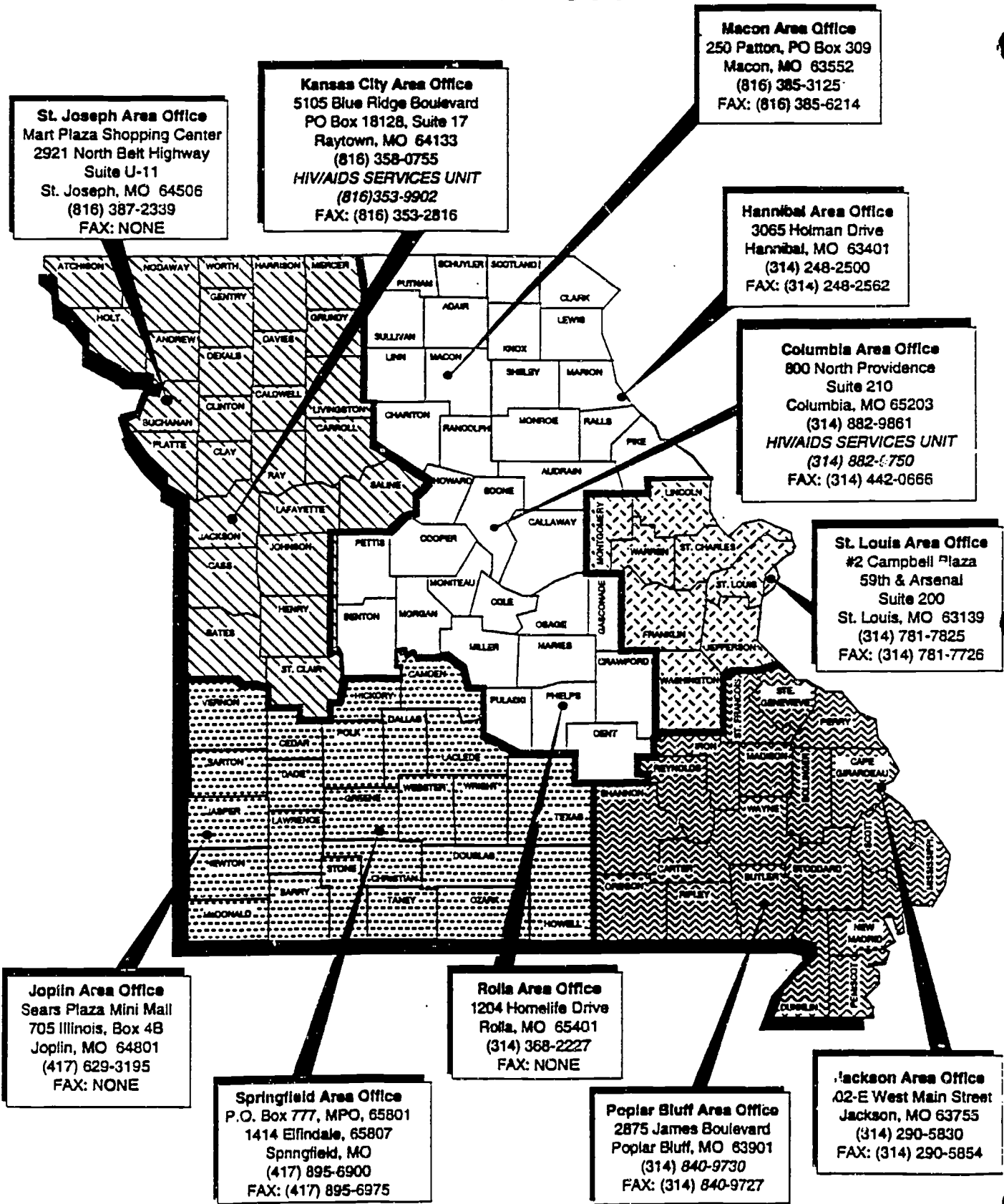
Marsha Ray  
Rolla Regional Center  
P. O. Box 1098  
Rolla, MO 65401  
(314) 368-2200

St. Louis LICC

Alicen Powers  
Childgarden School  
3840 Lindell Blvd.  
St. Louis, MO 63108  
(314) 531-8148

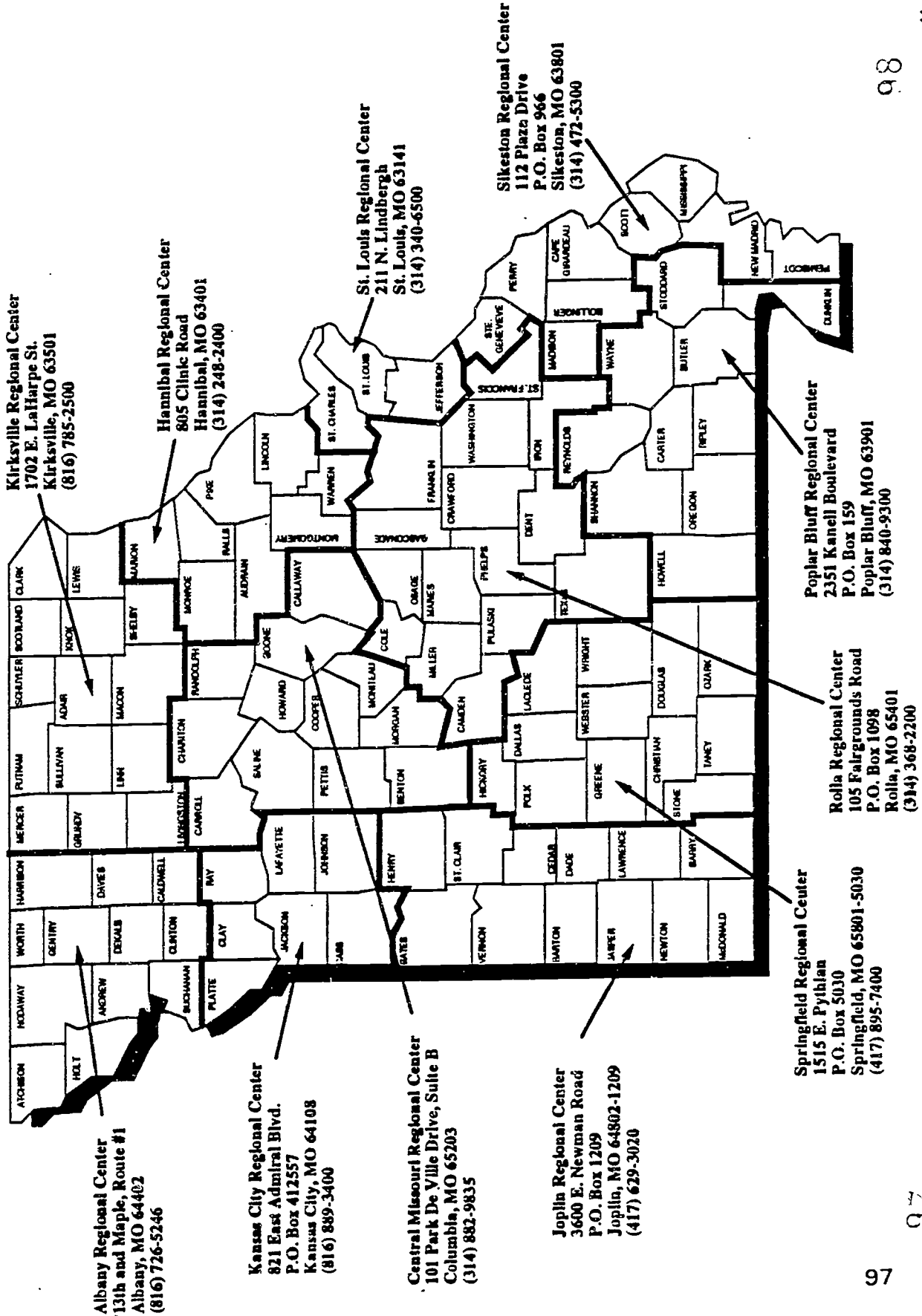


# Bureau of Special Health Care Needs Area Offices



# REGIONAL CENTERS

## Division of Mental Retardation and Developmental Disabilities



**BEST COPY AVAILABLE**

# Department of Elementary and Secondary Education

## Division of Special Education

### Assistant Commissioner

John R. Allan (751-4444)

Fax # (314-526-4404)

**Special Education Programs**  
John Heckel, Coordinator (751-2965)

**Special Education School Improvement**  
(see other side)

**Special Education Program Development**  
Deborah Parsons, Director (751-8165)  
Margene Gana, Supervisor (526-4995)

**Special Education Special Services**  
Heidi Atkins Lieberman, Director (751-3502)

**Early Childhood Special Education**  
Melodie Friedebach, Director (751-0185)  
Teresa Tomelich, Supervisor (751-0285)  
Jo Robertson, Supervisor (751-3407)  
Margaret Strecker, Supervisor (751-2512)

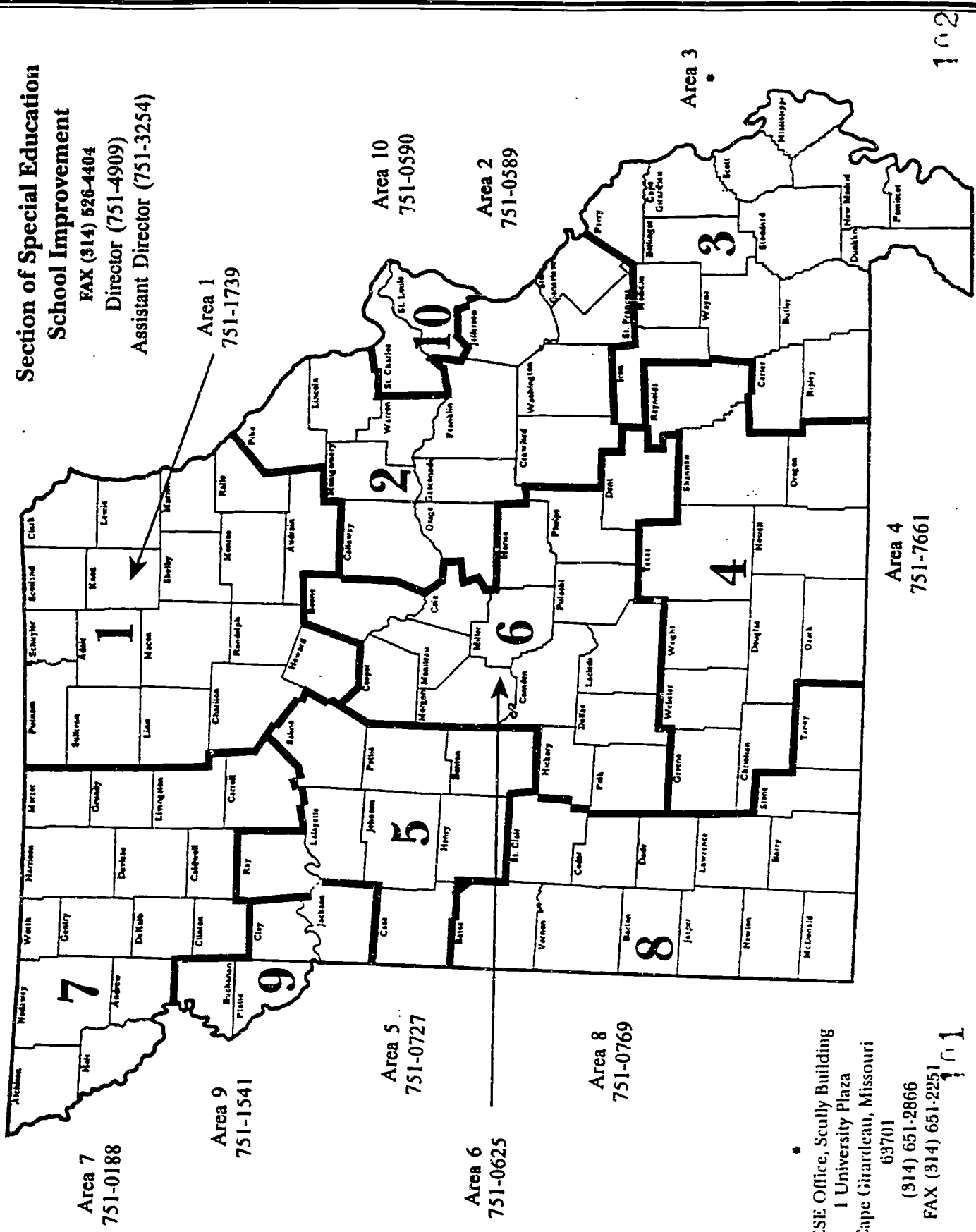
**Special Education Administration**  
Graham Williams, Coordinator (751-3561)

**Special Education Administrative Services**  
Richard Hitchetson, Director (751-7953)  
Carla Forsk, Supervisor (751-6611)  
Bill Daly, 1/2 time Supervisor (526-4994)

**Special Education Grants and Application Processing**  
M. B. Brewer, Director (751-4385)  
Bill Daly, 1/2 time Supervisor (526-4994)  
Charlotte Coffman, Program Specialist, Federal Payments and Final Payments (751-7022)  
Debbie Clerette, Program Specialist, Federal Applications and Amendments (751-6904)  
Jeanne Warren, Program Specialist, Exceptional Pupil Aid-Eastern Region (751-0624)  
Sherry Woodruff, Program Specialist, Exceptional Pupil Aid-Western Region (751-0623)

**Extended Employment Sheltered Workshops**  
Larry Young, Director (751-3547)

**Section of Special Education  
School Improvement**  
 FAX (314) 526-4404  
 Director (751-4909)  
 Assistant Director (751-3254)



\*  
 DESE Office, Scully Building  
 1 University Plaza  
 Cape Girardeau, Missouri  
 63701  
 (314) 651-2866  
 FAX (314) 651-2251

