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## ABSTRACT

This briefing paper provided background information and a preliminary report of the achievements and future needs of the Federal Part H Program of the Individuals with Disabilities Education Act (IDEA) and its services to infants and toddlers with disabilities and their families. This collaborative federal, state, and local partnership created a framework for the nationwide development and implementation of comprehensive service systems. The paper is organized around four questions: (1) What is early intervention and why is it important? (2) What is the Part H Program? (3) What have states achieved under the Part H Program? and (4) What are the future challenges for the Part H Program? Examples of family experiences with early intervention are given. References and contact information for members of the Ad Hoc Part H Work Group, the U.S. Department of Education, and state and jurisdictional Part H Program coordinators are included in the appendices. Appendix 4 lists the states/jurisdictions approved for full implementation of Part H of IDEA in 1993 and 1994. Appendix 5 lists Part H lead agencies by state. (SG)



# Helping Our Nation's Infants and Toddlers with Disabilities and Their Families

A Briefing Paper on Part H of the Individuals with Disabilities Education Act (IDEA) 1986-1995

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A Preliminary Report Submitted to the Federal Interagency Coordinating Council  
April 20-21, 1995

# **Helping Our Nation's Infants and Toddlers With Disabilities and Their Families**

A Briefing Paper on  
Part H of the Individuals with  
Disabilities Education Act (IDEA),  
1986-1995

A Preliminary Report Submitted to the  
Federal Interagency Coordinating Council  
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For more information about NEC\*TAS, please contact the Coordinating Office at:

500 NationsBank Plaza  
137 East Franklin Street  
Chapel Hill, NC 27514  
(919) 962-2001  
Fax: (919) 966-7463  
Internet: [nectasta.nectas@mhs.unc.edu](mailto:nectasta.nectas@mhs.unc.edu)

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# What Is the Purpose of This Briefing Paper?

This briefing paper is intended to provide background information and a preliminary report of achievements and future needs for the Federal Part H Program of the Individuals with Disabilities Education Act (IDEA) and its services to infants and toddlers with disabilities and their families. This collaborative Federal, state, and local partnership has created a positive framework for the nationwide development and implementation of comprehensive service systems.

The paper is organized around four questions:

- Why is early intervention important?
- What is the Part H Program?
- What have states<sup>1</sup> achieved under the Part H Program?
- What are the future challenges for the Part H Program?

Information was gleaned from various sources to address these questions. This includes extant information from various documents such as Federal Part H Applications and information submitted voluntarily by 30 states in early 1995. This material was then summarized around common themes by an Ad Hoc Part H Work Group of volunteers. (*See Appendix 1 for their names and contact information.*) The National Early Childhood Technical Assistance System (NEC\*TAS) facilitated the final compilation of this preliminary report.

We hope that this briefing paper will be informative to representatives of the Federal Interagency Coordinating Council (FICC) and other individuals interested in Federal, state, and community program development and services for young children and their families. If readers have any particular questions about the Part H program, please contact your state's Part H lead agency or ICC Chair, the Part H staff of the Early Childhood Branch of the Office of Special Education Programs (OSEP) in the U.S. Department of Education, staff at NEC\*TAS, or individual members of the Ad Hoc Part H Work Group who guided the development of this briefing paper. (*Refer to Appendices 1, 2, and 3 for contact information.*)

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<sup>1</sup> Throughout this paper, "states" is used generically to refer to all governmental jurisdictions, including the 50 states, the District of Columbia, and territories.

# Why Is Early Intervention Important?

Research shows that growth and development are most rapid in the early years of life. Learning begins at birth and involves a constant interaction between the child and the environment. A child with a disability or a significant developmental delay may be more limited in his or her ability to interact with the environment than a typically developing child and may not acquire many basic skills. The earlier in a child's life that problems or potential risks are identified, the greater the chance of eliminating or minimizing existing problems or preventing future problems through early intervention.

Recent studies confirm the effectiveness of early intervention programs. The Infant Health and Development Program (Ramey et al., 1992), a national multi-site study, found that low-birthweight, premature infants who received comprehensive early intervention services scored significantly higher on tests of mental ability, and experienced lower mental disability rates compared to children who received only health services. The Early Intervention Collaborative Study (Shonkoff, Hauser-Cram, & Upshur, 1990) found developmental gains after one year of intervention in children with identified disabilities or who were at risk for developmental problems.

Many children are born every year who would benefit from early intervention services. Advances in medical technology during the last 30 years have increased the survival rates of infants born prematurely or with disabling conditions. Other children with no presenting birth problems may exhibit developmental delays during the early years or may become disabled through injury.

At the same time, our ability to provide the wide range of services needed by infants, toddlers, and young children with disabilities and their families has grown. More than ever, we are challenged to provide this wide range of services at the time when maximum benefit can be derived from them. All medical, health, education, and social service professionals working with these young children and their families have an important role in facilitating access to early intervention services.

Early intervention services are designed to help children with disabilities reach their maximum potential and become as independent and productive as possible by:

- promoting development and learning for children who receive the services;
- identifying and providing timely intervention and treatment for children with health and developmental problems or who are at risk of developing problems;
- decreasing the need for costly special programs later;
- providing support to parents at a critical time in their child's life and enhancing their capacity to meet their child's needs; and



- coordinating services within the community to improve access for families and assure the best use of available resources.

Early intervention services mean different things for different people and depend on the specific needs of the child and family. Federal legislation and related funding support the development of state and community service systems to meet the health, social, and developmental service needs of young children with disabilities and their families.

### Letter No. 1

#### A West Virginia Family's Experience With Early Intervention

*(A mother's letter to the West Virginia Part H Coordinator)*

When my son was born in August 1993, he was diagnosed as having Down syndrome. I went through the normal grieving process that I refer to as the Shattered Dream Syndrome. Many thoughts raced through my head those first few days about my family's future. One of the thoughts was that having a child with special needs would require so much of my time and energy. Another thought that I had was that I would always have to care for my son.

We started a center-based early intervention program when Paul\* was 2 weeks old. . . . My son receives physical therapy, occupational therapy, speech therapy, developmental services, and service coordination. During the first year, service coordination helped me obtain a medical card to ensure that Paul would receive medical services above and beyond that of what my insurance pays and what we can afford. Paul had chronic fluid in his ears the first year of his life that hampered his development. As soon as tubes were inserted, the early intervention staff and my family has seen tremendous progress in *all* areas of his development. The staff is able to really work with him and help him reach developmental milestones. Paul just started signing the word "eat," a milestone which parents of normally developing children may not be able to fully appreciate. . . .

The dream is no longer shattered. Early intervention is implemented in our home in such a natural way. Each sibling does their own thing with their baby brother. My older son roughhouses with the baby which contributes to his gross motor development. My daughters help feed him in a way that will help his oral motor development. Everyone in the family is signing basic signs. When I am shown a technique that will help Paul, I show the other kids who will assist with his needs. This sounds like work, but it really is nothing but fun. In my home I don't make a big fuss about early intervention services. I do make a fuss about quality family time and incorporate Paul's services into daily living routines.

It concerns me greatly that IDEA may be scrutinized in the near future. Early intervention services will ultimately save the taxpayers money in the future. My son, Paul, will not be as dependent on the system in the future, thanks to the services received through early intervention.

\*The child's name has been changed to respect this family's privacy.

## What Is the Part H Program?

*Early intervention services are critical if we want to ensure that children with disabilities are able to reach first grade ready to learn. Such services may reduce the need for and cost of special education later for children who receive services early.*

*In 1986, the Congress passed landmark legislation, Public Law 99-457, which established a program for States to develop a comprehensive, coordinated, multidisciplinary system to provide infants and toddlers with disabilities and their families early intervention services. This approach was revolutionary in the delivery of human services because it made States coordinate and pool different funding sources in order to provide services to infants and toddlers with disabilities and their families.*

Representative Bill Goodling (R., PA)  
*Congressional Record*, September 11, 1991, p. H6405.

With bipartisan support, the 99th Congress enacted and President Reagan signed into law on October 8, 1986, P.L. 99-457, the Amendments to the Education of the Handicapped Act (EHA).<sup>2</sup> This legislation is now known as the Individuals with Disabilities Education Act (IDEA). These Amendments reauthorized the EHA and included a rigorous national agenda to increase and improve services for young children with special needs, birth through 5 years of age, and their families. One major portion of IDEA invited states to expand and improve services to infants and toddlers with disabilities and their families: Part H, the Infants and Toddlers With Disabilities Program.

This national agenda was fueled by the needs of children and families and by the documented benefits of early intervention. A multiplicity of responsive, appropriate, inclusive, and high-quality services was proposed under Part H. Furthermore, the unique role of families in the development of their children was recognized, along with the importance of family participation throughout the policy development and service provision processes. Collaboration and coordination among existing Federal, state, and local agencies were considered to be critical to this process. The statutory language of Part H captures a vision of a comprehensive statewide early intervention system that includes all these critical features and more.

Through annual grants beginning in 1987, Part H has provided states with financial support to first develop and establish, and later maintain, a statewide system that offers early intervention services to all eligible children. Although

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<sup>2</sup> This legislation was subsequently updated through amendments P.L. 101-476, the Individuals with Disabilities Education Act (IDEA), in October 1990; P.L. 102-119 and P.L. 102-421, amendments to IDEA, in October 1991 and 1992, respectively; and P.L. 103-382, amendments to IDEA in the Improving America's Schools Act of 1994.

participation in Part H has always been voluntary, every state has chosen to develop a statewide system and, as of October 1, 1994, has committed to seeing that services are available to every eligible child and his and her family within its borders.

Part H created a formula grant program to assist states in planning, developing, and implementing a statewide system of comprehensive, coordinated, multidisciplinary, interagency programs for all eligible young children with disabilities, birth to 3 years of age. Its preamble, as updated in 1991, included these findings and policy goals:

(a) Findings

- (1) to enhance the development of infants and toddlers with disabilities and to minimize their potential for developmental delay;
- (2) to reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age;
- (3) to minimize the likelihood of institutionalization of individuals with disabilities and maximize the potential for their independent living in society;
- (4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities; and
- (5) to enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of historically underrepresented populations, particularly minority, low-income, inner-city, and rural populations. (See 20 U.S.C. §1471(a))

(b) Policy

It is therefore the policy of the United States to provide financial assistance to States —

- (1) to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families;
- (2) to facilitate the coordination of payment for early intervention services from Federal, State, local, and private sources (including public and private insurance coverage); and
- (3) to enhance their capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to infants and toddlers with disabilities and their families. (See 20 U.S.C. §1471(b))

The goal of Congress, advocates, parents, service providers, the Executive Branch, and state administrators and legislators has been to create equal access to an intervention and prevention system for all of America's eligible children and families. Policy makers have sought to build upon existing systems, where appropriate, and to make public and private services available to families to the extent possible under Federal or state law.

Under Part H, each state and jurisdiction, in concert with its local communities, has been challenged to design a family-centered, responsive, collaborative, culturally sensitive, and high-quality service system with an emphasis on the provision of services in natural settings. Each system must include, at minimum, 14 specific components (*see Table 1*). State and jurisdictional service systems are still at a relatively early stage of full implementation. Appendix 4 presents a short history of when participating states have assured that appropriate early intervention services are available to all eligible infants and toddlers and their families. The majority of states have been in the full implementation phase since September 1993.

The governor of each state or jurisdiction is charged to appoint a lead agency within state government to plan and oversee the operation of the comprehensive

**Table 1**  
Minimum Components of a Statewide, Comprehensive System of  
Early Intervention Services to Infants and Toddlers With Special Needs

1. Definition of developmental delay
2. Timetable for ensuring appropriate services to all in need
3. Timely and comprehensive multidisciplinary evaluation of needs of children and families
4. Individualized family service plan and service coordination (case management) services
5. Comprehensive child find and referral system
6. Public awareness program
7. Central directory of services, resources, and research and demonstration projects
8. Comprehensive system of personnel development
9. Single line of authority in a lead agency designated or established by the Governor for carrying out:
  - a. general administration and supervision
  - b. identification and coordination of all available resources
  - c. assignment of financial responsibility to the appropriate agencies
  - d. development of procedures to ensure services are provided pending resolution of any disputes
  - e. entry into formal interagency agreements
  - f. resolution of intra- and interagency agreements
10. Policy pertaining to contracting or making arrangements with local service providers
11. Procedure for securing timely reimbursement of funds
12. Procedural safeguards
13. Policies and procedures for personnel standards
14. System for compiling data on the early intervention programs

*Note:* Adapted from 34 CFR §§303.161 through 303.176. See also 20 U.S.C. §1476(b).

**Table 2**  
 Services That Can Be Provided Under Part H  
*Services include but are not limited to:*

Assistive Technology Devices and Services	Occupational Therapy
Audiology	Physical Therapy
Family Training, Counseling, and Home Visits	Psychological Services
Health Services	Service Coordination Services
Medical Services for Diagnosis or Evaluation	Social Work Services
Nursing Services	Special Instruction
Nutrition Services	Speech-Language Pathology
	Transportation and Related Costs
	Vision Services

*Note:* From 34 Code of Federal Register (CFR) §303.12(d).

early intervention system. A variety of agencies have been appointed to play this important role. (See Appendix 5 for a list of Part H lead agencies.) Additionally, an Interagency Coordinating Council (ICC) is appointed by each governor to advise and assist the lead agency. Each ICC has an appointed chairperson and is composed of various parent, agency, service provider, university, legislative, and insurance representatives.

The U.S. Department of Education, through its Office of Special Education Program (OSEP), distributes funds under Part H to the states to help them carry out collaborative systems planning, policy development, and implementation of needed services for infants and toddlers who have disabilities.<sup>3</sup> These funds also may be used to pay for the provision of direct services to children which are not otherwise provided for by public or private sources. (See Table 2 for a list of these services.) Monies also can be used to expand and improve services that already are available. Congress appropriated \$50 million for the first year of this multi-year initiative (1987); \$67 million for the second year; approximately \$69 million for year 3; \$79 million for year 4; \$117 million for year 5; \$175 million for year 6; \$213 million for year 7; \$253 million for year 8; and \$316 million for year 9 which are available as of July 1, 1995. State appropriations are based upon a census formula. According to OSEP (NEC\*TAS & OSEP, 1994), during fiscal year 1993 states reported using an average of 14% of their Federal Part H funds for administrative purposes, ranging from 0 to 36%. States reported that an average of 64% of their Federal Part H funds are used for direct services to children and families, ranging from 0 to 99%. As of December 1, 1993,

<sup>3</sup> Under Part H, disability means a substantial delay in the child's development or an established condition which will cause a substantial delay in development. Each state must set its own criteria for what constitutes a substantial delay. At a state's discretion, eligible infants and toddlers may include those who are at risk of developing substantial developmental delays.

approximately 150,000 infants and toddlers were being served nationwide through state Part H programs.

The 1991 Amendments to IDEA established a Federal Interagency Coordinating Council (FICC). This Council is charged to ensure coordination and cooperation of the Federal early intervention and preschool special education programs and policies across Federal agencies. The FICC is composed of representatives from Federal agencies which sponsor programs and/or initiatives for this population, families, ICC chairs, State agencies, and others. The Council meets in Washington, D.C., on a quarterly basis.

On-going assistance is available to state Part H programs from OSEP staff and its sponsored National Early Childhood Technical Assistance System (NEC\*TAS). NEC\*TAS, a consortium project based at the University of North Carolina at Chapel Hill, provides continuous consultation, support assistance, and inservice education to help state program leaders, service providers, and parents plan and accomplish their early intervention system goals. NEC\*TAS also supports the work of the FICC and collaborates with other national TA and resource initiatives. Also supporting the implementation of state early intervention service systems are numerous demonstration, data, and outreach projects funded by OSEP. Several OSEP-funded research institutes also have provided information and insights on service utilization, personnel preparation, transition, and state policies.

# What Have States Achieved Under the Part H Program?

*Part H . . . did far more than set out requirements and expectations...It explicitly stated and promoted a new value system. It challenged us to develop a system that would support and meet the needs of families, all families, regardless of their situation, culture or family structure. It asked States to develop interagency connections and to work collaboratively with other agencies serving families. It asked us to develop holistic systems eliminating the fracturing of services that previously existed. It did all this while giving States the freedom to develop systems that would meet our own unique needs and situations.*

Part H Coordinator from Wisconsin

After 8 years of Federal support states in partnership with communities have achieved much of what was intended under Part H and more. Based upon information gathered to date from the states that submitted documents to the Ad Hoc Part H Work Group and from a review of other extant sources, seven areas of achievement are highlighted below.

## **1. Early Intervention Policies, Programs, and Services Are More Beneficial for Children and Families.**

Part H challenges states and service providers to meet the developmental needs of the child through family-centered services which involve families as full partners with professionals. Many states are finding that family-centered service delivery is being adopted as best practice for all services for children. Family-centered services address family as well as child needs. Many states have established statewide family support networks to provide family-to-family support, pertinent information and resources to assist families of children with disabilities. Family-centered values and principles have been incorporated in states' planning and implementation of their early intervention systems. States report that the family-centered services to the child and family result in:

- improving child developmental and social adjustment outcomes;
- decreasing parental stress as a result of support and assistance in accessing needed services
- recognizing the family's role as decision maker and partner in the early intervention process on behalf of their children and themselves;
- helping families to make the best choices for their children by providing comprehensive information about the full range of formal and natural resources in their communities;
- accommodating individual child, family, and community differences through creative, flexible and collaborative approaches to services;

*Before we can talk family values, we must value the family enough to say: "We will support you when you are most vulnerable. We will help you when you need it the most. We will offer you some supports and services that will give you a sense of stability and direction. We will offer you some hope."*

Director, Developmental Disabilities Planning Council, Denver, Colorado

- valuing children and families for their unique capacities, experiences, and potential;
- seeking meaningful and active family involvement in the planning and implementation of family-centered and community-based services; and
- obtaining potential health care savings due to ongoing monitoring of health status and referral for primary health care and nutritional services.

## 2. Early Intervention Services Are Proving to Have Cost Benefits.

A number of states have undertaken general and targeted evaluation studies on the benefits of early intervention including cost benefits and savings. The states are finding evidence to support the cost benefits of early intervention services. The states describe the following benefits:

- positive benefit-cost ratios and future savings for every dollar spent in early intervention — e.g., Massachusetts reported a single year's savings of \$2,705 per child after deducting the cost of early intervention services, Montana reports saving \$2 for every \$1 spent on early intervention by the time the child is age 7 and projects \$4 saved for every \$1 spent by age 18, and Florida projects a 20 year cost savings of \$20,887 per child;
- need for fewer future services such as special education — e.g., Texas reports 20% of children receiving early intervention services need not be referred for special education, Montana reports 36 out every 100 children need no further special education through at least second grade and another 33 children need only limited services; and
- reduced need for more costly institutional or group home services — e.g., North Carolina reported a ten year study of 1,000 children showed that children receiving early intervention services were only half as likely to be referred for institutional or group home services as they grew older.

*It has been our experience that a multidisciplinary team approach to providing care to children and their families improves the overall quality of life for the patients and their families. It is my personal belief that this also reduces institutionalization and, therefore, the overall cost to the community and society.*

Physician from Alaska

## 3. Services Are Improved and Streamlined by Interagency Coordination and Collaboration.

States have streamlined and/or developed organizational structures that have created collaborative coordination mechanisms that facilitate planning and decision making at the state, regional, and local levels, and empower families as collaborators. For example, 41 states include local interagency coordinating councils (LICCs) in their Part H system. In addition, states have or are developing coordination plans and interagency agreements with other initiatives that are also concerned with young children such as Head Start, developmental disabilities, GOALS 2000, maternal and child health, child care and development, mental health, Healthy People 2000, Title I and Even Start, and Medicaid. State achievements include:



- coordination of available Federal, state and private funds to support services to young children and their families;
- reduction of fragmentation and duplication of services and more effective use of existing resources;
- interagency sharing of responsibility for the planning and implementation of Part H;
- coordination with other Federal initiatives, such as health and Child Care and Development Block Grant, and with state child initiatives, such as prenatal care, child care, job training, child welfare, and adult literacy programs; and
- establishment of an Interagency Coordinating Council at the state level and local interagency councils to plan and support the implementation of coordinated services through interagency agreements between and among state agencies and their local affiliates.

*We received support to cope with the unending challenges. Some of that support was through a responsive and seasoned professional and some was through the introduction to other parents who were experiencing some of the same issues.*

Parent from Massachusetts

#### **4. State and Local Service System Development Is Enhanced.**

States have developed policies and resource materials to assure statewide implementation of an early intervention service system including such areas as: eligibility, individualized family service plans, service coordination, transition, natural environments, procedural safeguards, outreach and child identification, health care, and diversity. A wide range of community agencies have worked to build local service systems based on these policies through collaborative activities and the ongoing planning of local interagency councils. These agencies include social services and local public health agencies, private early intervention providers, public schools, local hospitals and clinics, child care providers, and community programs for families. Achievements through collaboration include:

- development of services which are easily accessible and widely dispersed throughout the community, and are culturally sensitive and tailored to individual family priorities;
- expansion of outreach and child identification through collaborative community screening and referral;
- development of options for home-based and community-based service delivery models in community settings in which children without disabilities participate;
- maximization of community resources by building on existing resources and integrating Part H requirements in existing practices;
- diversification and coordination of the service provider base with participation of a broad array of participants; and
- increased public awareness and support for early intervention issues.

*This month our son started kindergarten. He's already one of the most popular boys in school, is learning to share, and is learning to do much more than we had dared hope. We have the [early intervention program] to thank for much of his success.*

Parent from Virginia

## **5. More Children Are Being Identified and Served Through Expanded Services.**

The number of children identified and receiving services has increased significantly through expanded outreach efforts and referral sources. According to the U.S. Department of Education, more than 150,000 children are reported to be receiving early intervention as of December 1, 1993. Before Part H, many areas of the country had very few services and resources available for infants and toddlers with disabilities and their families. Where services did exist, they were frequently fragmented and poorly coordinated. Since the passage of Part H, there has been a dramatic increase and expansion in a continuum of appropriate and coordinated services in the states. Achievements in expanding services include:

- since September 30, 1994, all states are providing early intervention services for eligible children and families;
- eleven states have formally incorporated in their eligibility definitions at-risk populations to be served by the Part H program, and several other states are including children with combinations of risk factors in their definition of developmental delay; and
- states have implemented public awareness programs featuring child identification activities through media campaigns — e.g., Sooner Start (Oklahoma), Early On (Michigan) and BabyNet (South Carolina).

## **6. More Personnel Who Are Qualified to Work With Young Children With Disabilities Are Available to Provide Services.**

States have increased the number of competent, qualified early intervention professionals and paraprofessionals through a variety of activities and strategies including:

- development of a comprehensive system of personnel development (CSPD);
- pre-service training experiences and recruitment incentives in collaboration with institutions of higher education;
- establishment of a competency-based system for credentialing and certification to ensure that the highest personnel standards are met;
- provision of creative, collaborative training and technical assistance and inservice training opportunities for early intervention practitioners and parents; and
- involvement of parents in the development and implementation of personnel training.

*I say provide the support and activity as early as possible, find staff that have the faith, and you will find that more and more children with challenges will discover that their challenges can be mastered to some degree, if not overcome. I have seen this with my own son.*

Parent from Florida

## 7. Legislation and Funding Are Supporting the Continuation of Early Intervention Services.

*Children with special needs are born every day and they will become adults with special needs. Early intervention services help parents prepare these children to become adults that will not hinder, but contribute to society. Clearly it is so very critical that our grandchild and so many other children with special needs have services as early as possible.*

Grandparent from Utah

Through the development of supporting legislation and administrative rules each state has improved accessibility to services, increased statewide supports for the program, and coordinated services with other community agencies and resources. States are funding their systems of early intervention services through multiple sources including: the annual Federal Part H grant, state appropriations, Medicaid, use of third-party insurance, private funding sources and, in some states, sliding fees. Achievements to date include:

- all states have developed either state legislation, executive orders, lead agency policies, and/or interagency agreements that authorize the operation of a comprehensive early intervention system;
- based upon an informal NEC\*TAS analysis of state costs for early intervention, Federal Part H monies support 16% of the total costs of early intervention services; and
- all states are designing and undertaking to coordinate the use of multiple funding streams to enable their systems to operate more effectively and efficiently. For example, 47 states report using Medicaid to fund portions of their Part H program.

### Letter No. 2

#### An Idaho Family's Experience With Early Intervention

*(A mother's letter to the Idaho Part H Program)*

On August 16, 1993, my youngest son, Richard *[the child's name has been changed to respect this family's privacy]*, fell in a canal and nearly drowned. As a result, he has severe mental and physical handicaps. The early intervention center became involved about 2 weeks after the accident and just before Richard was released to go home. The center staff's sensitivity and quick response to our needs were tremendous. . . .

The therapy was so beneficial! [A staff member] could get him to relax and showed us how to hold him and position him to encourage this. After 6 to 8 weeks this child, who "should be" dead, could actually be held, could sleep for short periods on a more regular basis, and was beginning to attend to my voice. I was able to transport him and begin physical therapy and speech therapy at the center. Budget cuts precluded any more home visits.

Over the year, Richard has made so many improvements. He is able to swallow, activate a switch with his left hand, sit with some support, indicate yes and no, and is trying — unsuccessfully, but is trying — to crawl. He can also roll over.

All of the staff members at the early intervention center were so aware of Richard's needs and our family's needs. . . . They were full of encouragement, and helped me make informed decisions in areas where I had no experience. They taught me how to care for his needs, how to do therapy at home, and how to encourage his social development. They explained how to use the Medicaid system. Basically, they helped us as a whole family to have control over our lives and to have fun again. We will be forever grateful.

# What Are the Future Challenges for the Part H Program?

Among the most important challenges and goals for states are developing services that are supportive of families, ensuring adequate numbers of qualified personnel, and improving fiscal management and accountability.

## Family Support Needs to Be Further Strengthened.

States will continue to increase their capacity to identify all eligible children as early in their lives as possible and to provide quality services to those children and their families. States have identified the following activities among their current and future efforts to achieve their goals to support families:

- developing flexible service delivery options to meet the varied needs of children and families;
- strengthening the capacity of local programs to provide family-centered early intervention and support services, especially in rural and poorly accessible areas;
- implementing practices that meet the needs of all families, especially low income, isolated, and minority populations;
- intensifying and diversifying outreach and child find efforts;
- continuing to integrate Part H requirements into existing services and programs;
- expanding services to children at risk for developing delays;
- developing transition models that will create a seamless system in which families experience smooth transitions between service systems and programs;
- ensuring that infants and toddlers and their families have access to quality service coordination that meets their needs; and
- ensuring that parent/professional collaboration occurs at all levels of state and local service planning.

*Without the concerted national efforts and incentives that accompanied the Program for Infants and Toddlers with Disabilities, one can clearly state that little, if any, of the extraordinary progress that has been made in Tennessee would have happened.*

Director of Early Childhood Programs from Tennessee

## Maintain the Quality of the Early Intervention System and Its Services.

Assuring a quality early intervention system and services is a priority for states. Efforts to assure quality include:

- definition and clarification of best practice guidelines and of the parameters and scope of early intervention services;
- development of ongoing quality assurance review and program evaluation processes that will effect change and measure results; and

- refinement of the early intervention service system based on evaluation results, current best practices, and compliance with Part H standards.

### **Assure that Personnel Are Fully Qualified**

Ensuring adequate numbers of qualified and competent personnel is an ongoing challenge for state and jurisdictional early intervention systems. To achieve this, states are concentrating their efforts on the following activities:

- developing professional, paraprofessional, and parent inservice education in collaboration with service providers, professionals, families, and credentialing organizations;
- developing a variety of pre-service training experiences and recruitment incentives in collaboration with institutions of higher education to address personnel shortages;
- establishing a competency-based system for certification of all early intervention personnel to insure that they meet the highest state standards;
- emphasizing a role for parents as professional or paraprofessional service providers;
- using mentors from all levels of involved disciplines;
- clarifying the role of the service coordinator in a growing system; and
- attracting a more diverse group of trained professionals to increase the capacity of the system's cultural competence.

*We are a family deeply impacted by the values and vision of people who worked to make a certain part of a law really mean something for children and their families.*

Parent and ICC Chair  
from Colorado

### **Assure Adequate Funding for the Early Intervention System and Its Services.**

States must continue to creatively use existing resources and seek additional resources to support the early intervention system. At the same time states are evaluating their systems and programs in order to refine practices and procedures and provide the highest quality of services to families. In order to achieve these goals, states identified the following areas on which to focus efforts:

- coordination and realignment of existing resources, including formal and informal community resources;
- inclusion of early intervention services in managed care programs;
- development of quality fiscal management and monitoring practices at the state and local levels; and
- maintenance of interagency coordination to reduce fragmentation and duplication of services and the enhancement of interagency agreements to support this effort.

## Moving Part H Into the 21st Century

*Services early in life of a child with special needs gives them an extra boost that, in many cases, will allow them to lead a more normal life as they grow older. It is very likely that a little effort up front with young children will result in a much lower need for services as the child progresses through the education system to adult life.*

Parent from Utah

Through the passage of P.L. 99-457 and the current amendments to IDEA, Congress has established a national agenda to expand the opportunities and prevention benefits of early intervention services to many more young children with special needs and their families in all of our nation's communities in urban, suburban, rural, and remote areas. In particular, Congress has encouraged states to enhance child development, maximize inclusive practices, and support families in a partnership role throughout the planning and provision of services. This Federal-state-local partnership has created a framework for local comprehensive service systems. Structures have been planned and put in place, and now are being widely implemented.

This legislative agenda marks another important step in Congress' willingness to address the needs of people with disabilities and their families. The promises and expectations of Part H of IDEA, although not fully realized, have become a reality, through the development of partnerships among families, governmental agencies, and public and private providers. Through continued needed resources, the intent of the law — a contract with American citizens to meet the needs of their infants and children with disabilities and families — will be fully realized in the next century.

*With the passage of the ADA [Americans with Disabilities Act], we as a society make a pledge that every child with a disability will have the opportunity to maximize his or her potential to live proud, productive, and prosperous lives in the mainstream of our society.*

*But without appropriate early intervention, preschool, and special education services provided under IDEA this promise will not be realized for many newborn infants and older children with disabilities. Part H, which we are reauthorizing today, and which has been called "the most important children's disability legislation of the decade," provides these services while maintaining a focus on the family.*

Senator Tom Harkin (D., IA)  
*Congressional Record*, September 16, 1991, p. S13072.

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# Appendix 1

## Members of Ad Hoc Part H Work Group

Wesley Brown\*  
ICC Chair  
Director  
Center for Early Childhood  
East Tennessee State University  
Box 70,434  
Johnson City, TN 37614-0434  
(615) 929-4192

Ron Caldarone  
Part H Coordinator  
Division of Family Health  
State Department of Health  
3 Capitol Hill, Room 302  
Providence, RI 02908-5097

Maureen Greer  
Part H Coordinator  
First Steps  
Bureau of Child Development  
Division of Family and Children  
402 W. Washington Street, W-386  
Indianapolis, IN 56204  
(317) 232-2429

Mary Jones  
Part H Coordinator  
Project Manager  
Bureau of Developmental Disabilities  
Department of Health and Welfare  
450 West State Street, 7th Floor  
Boise, ID 83720  
(208) 334-5523

Kathy Maggio  
ICC Parent Member  
5504 Little Wolf Run  
Bristol, VA 24201  
(703) 466-5656

Ken Price  
State ICC Chair  
WV College of Graduate Studies  
P.O. Box 1003  
Institute, WV 25112  
(304) 766-1986

Audrey Witzman\*  
Part H Coordinator  
State Board of Education  
100 W. Randolph Street, C-14300  
Chicago, IL 60601  
(312) 814-5560

Frank Zollo\*  
Part H Coordinator  
Director  
Early Intervention Program  
State Department of Health  
Corning Tower, Room 208  
Empire State Plaza  
Albany, NY 12237-0618  
(518) 473-7016

Tal Black, Jo Shackelford, and  
Pat Trohanis  
NEC\*TAS  
Frank Porter Graham Child Development Center  
University of North Carolina at Chapel Hill  
Suite 500 NationsBank Plaza  
137 East Franklin Street  
Chapel Hill, NC 27514  
(919) 962-2001

\* FICC member



## Appendix 2

# U.S. DEPARTMENT OF EDUCATION

**Office of Special Education Programs (OSEP)**  
Office of Special Education and Rehabilitative Services  
U.S. Department of Education  
Mary Switzer Building  
600 Independence Avenue, S.W.  
Washington, DC 20202  
Fax: (202) 205-8971 (EC Branch Project Officers)  
SpecialNet: SEP

**Division of Educational Services**  
Early Childhood Branch

Jim Hamilton, Acting Director  
(202) 205-9084, Room 4611  
Fax: 202-205-8971  
Internet: james\_hamilton@ed.gov

*Part H Project Officers:*

Peggy Cvach  
(202) 205-9807, Room 4609  
Internet: peggy\_cvach@ed.gov

Marlene Simon  
(202) 205-9089, Room 4621  
Internet: marlene\_simon@ed.gov

Bobbi Stettner-Eaton  
(202) 205-8828, Room 4618  
Internet: bobbi\_stettner-eaton@ed.gov

# Appendix 3

## State and Jurisdictional Part H Lead Agency Program Coordinators and Interagency Coordinating Council (ICC) Chairs

(as of April 24, 1995)

### Alabama

Ouida Holder, Part H Coordinator  
Early Intervention Program  
Division of Rehabilitation/CCS  
Alabama Department of Education  
2129 East South Boulevard  
Montgomery, AL 36111-0586  
(205) 281-8780, ext. 395  
Fax: 205-613-3494

ICC Chair [Position Vacant]

### Alaska

Susan Jones, Acting Part H Coordinator  
Infant Learning Program  
State Dept. of Health & Social Svcs.  
1231 Gambell Street  
Anchorage, AK 99501-4627  
(907) 277-1651  
Fax: 907-274-1384

Janell Meade, ICC Chair  
1030 B Street  
Juneau, AK 99801  
(907) 586-5689  
Fax: 907-465-5274

### American Samoa

Julia Lyons, Part H Coordinator  
Department of Health  
Government of American Samoa  
Pago Pago, AS 96799  
011 (684) 633-4929/2697  
Fax: 684-633-2167

Matt Tanoa  
Acting ICC Chair  
Interagency Coordinating Council  
LBL Tropical Medical Center  
Department of Health Services  
Government of American Samoa  
Pago Pago, AS 96799  
011 (684) 633-4929  
Fax: 011-684-633-2167

### Arizona

Diane Renne  
Part H Coordinator  
Governor's Council on ICC  
Dept. of Economic Security  
P.O. Box 6123 801-A-6  
Phoenix, AZ 85005  
(602) 542-5577  
Fax: 602-542-5552

Mary Slaughter  
ICC Co-Chair  
Pilot Parents  
2150 East Highland (#105)  
Phoenix, AZ 85016  
(602) 468-3001

Ginger Ward  
ICC Co-Chair  
Southwest Human Development  
202 East Earll (#140)  
Phoenix,, AZ 85012  
(602) 266-5976

### Arkansas

Betty Mains  
Part H Coordinator  
DD Services, Dept. of Human Services  
Donaghey Plaza North  
P.O. Box 1437, Slot 2520  
7th & Main Streets  
Little Rock, AR 72203-1437  
(501) 682-8677  
Fax: 501-682-8890

Venita Lovelace-Chandler  
ICC Co-Chair  
45 Laver Circle  
Little Rock, AR 72209  
(501) 450-3611  
Fax: 501-450-5503

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### California

Julie Jackson, Part H Coordinator  
Asst. Deputy Director  
Early Intervention Program  
Dept. of Developmental Services  
1600 9th Street, Room 310  
P.O. Box 944202  
Sacramento, CA 95814  
(916) 654-2773  
Fax: 916-654-3255

Marion Karian, ICC Co-Chair  
Exceptional Parents Unlimited  
4120 North First Street  
Fresno, CA 93726  
(209) 229-2000  
Fax: 209-229-2956

Diane Hall, ICC Co-Chair  
The Parenting Network  
27229 Ave. 88  
Terra Bella, CA 93270  
(209) 625-0384

### Colorado

Diane Turner, Part H Coordinator  
Consultant  
Special Education Division  
State Department of Education  
201 East Colfax, Room 301  
Denver, CO 80203  
(303) 866-6667  
Fax: 303-866-6662

Ellie Valdez-Honeyman  
ICC Co-Chair  
Rural Counties Project/Health Dept.  
4300 Cherry Creek Drive South  
Denver, CO 88222-1530  
(303) 692-2386  
Fax: 303-782-5576

Barbara Stutsman  
ICC Co-Chair  
The Disability Cooperative  
PO Box 270714  
Ft. Collins, CO 80527-0714  
(303) 229-0224  
Fax: 303-339-0241

### Connecticut

Kay Halverson, Birth-3 Part H Coordinator  
Early Childhood Unit  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
(203) 638-4208  
Fax: 203-638-4218

Marta Moret, ICC Chair  
Deputy Commissioner  
Department of Social Services  
110 Bartholomew Street  
Hartford, CT 06106  
(203) 566-2759  
Fax: 203-566-6478

### Delaware

Nancy Wilson  
Coordinator, Part H Program  
Management Svcs Div, Hlth & Soc Svcs  
2nd Floor, Room 231  
1901 N. Dupont Highway  
Newcastle, DE 19720  
(302) 577-4647  
Fax: 302-577-4083

Chris Long, ICC Chair  
Disabilities Law Program  
144 E. Market Street  
Georgetown, DE 19947  
(302) 856-0038

### District of Columbia

Sharman Dennis  
Part H Coordinator/Special Asst to Commis.  
DC-EIP, Commission on Social Services  
Department of Human Services  
609 H Street, N.E., 4th Floor  
Washington, DC 20002  
(202) 727-5930  
Fax: 202-727-5971

Tawara Taylor, Interim ICC Chair  
Georgetown University  
3307 M Street, NW  
Washington, DC 20007  
(202) 687-8635  
Fax: 202-687-8899

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Florida

Fran Wilbur, Part H Coordinator  
Acting Assist. State Health Officer  
Prevention/Early Intervention  
Children's Medical Services  
1317 Winewood Blvd., Building B  
Tallahassee, FL 32399-0700  
(904) 488-6005  
Fax: 904-921-5241

Robert Griggs, ICC Chair  
Executive Director  
Florida Easter Seal Society  
1010 Executive Center Drive, Suite 231  
Orlando, FL 32803  
(407) 896-7881  
Fax: 407-896-8422

### Georgia

Wendy Sanders, Part H Coordinator  
Coordinator, Local EI Progr Support  
Division of Public Health, Dept of Human Resources  
2 Peachtree Street, 7th Floor  
Atlanta, GA 30303  
(404) 657-2727  
Fax: 404-657-2763

Tish Seay, ICC Chair  
Georgia College  
Department of Special Education  
CBX 072  
Milledgeville, GA 31061  
(912) 453-4577  
Fax: 912-453-6582

### Guam

Leilani Nishimura, Part H Coordinator  
Division of Special Education  
Department of Education  
Box DE  
Agana, GU 96910  
(671) 647-4400  
Fax: 671-649-1069

Rosanne Ada  
Chair, State Interagency Coord. Council  
Box 2950  
Agana, GU 96910  
011 (671) 646-8396

### Hawaii

Jean Johnson, Part H Coordinator  
Project Coordinator  
Zero-to-3 Hawaii Project  
Pan Am Building  
1600 Kapiolani Blvd., Suite 1401  
Honolulu, HI 96814  
(808) 957-0066  
Fax: 808-946-5222

Rachel Matsunobu  
ICC Chair  
367 Molokai-Akau Street  
Kahului, HI 96732  
(808) 877-4527  
Fax: 808-946-5222

### Idaho

Mary Jones, Part H Coordinator  
Project Manager  
Bureau of Developmental Disabilities  
Dept. of Health and Welfare  
450 West State St., 7th Floor  
Boise, ID 83720  
(208) 334-5531 / 5523  
Fax: 208-334-0645

June Stocking  
ICC Co-Chair  
Infant Toddler Council  
P.O. Box 235  
Carey, ID 83320  
(208) 823-4348  
Fax: 208-823-4417

Steven Daley  
ICC Co-Chair  
ISU Early Childhood Special Ed.  
Campus Box 8059  
Pocatello, ID 83209  
(208) 236-4559  
Fax: 208-236-4224

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Illinois

Audrey Witzman  
Part H Coordinator  
Senior Consultant  
State Board of Education  
100 West Randolph Street  
C-14300  
Chicago, IL 60601  
(312) 814-5560  
Fax: 312-814-2282

Maureen Patrick, ICC Chair  
Executive Director  
Family Focus  
310 South Peoria Street, Suite 401  
Chicago, IL 60607-3534  
(312) 421-5200  
Fax: 312-421-8185

### Indiana

Maureen Greer, Part H Director  
First Steps  
Bureau of Child Development  
Division of Family and Children  
402 West Washington St., #W-386  
Indianapolis, IN 46204  
(317) 232-2429  
Fax: 317-232-7948

Dawn Carlson  
ICC Chair  
500 8th Avenue  
Terre Haute, IN 47804  
(812) 231-8337

### Iowa

Linda Gleissner  
Coordinator, Part H Program  
133 Education Center  
University of Northern Iowa  
Cedar Falls, IA 50614  
(319) 273-3299  
Fax: 319-273-6997

Paul Greene  
ICC Chair  
335 Columbia Circle  
Waterloo, IA 50701  
(319) 232-9418

### Kansas

Marnie Campbell, Part H Coordinator  
State Dept. of Health & Environment  
Landon State Office Bldg.  
900 S.W. Jackson, 10th Floor  
Topeka, KS 66612-1290  
(913) 296-6135 or -6136  
Fax: 913-296-4166

Deborah Voth, ICC Chair  
Rainbow United Inc  
2615 Wellesley  
Wichita, KS 67220-2496  
(316) 684-7060

### Kentucky

Jim Henson, Part H Coordinator  
Infant-Toddler Program  
Division of Mental Retardation  
Dept. of MH & MR Services  
275 East Main Street  
Frankfort, KY 40621  
(502) 564-7722  
Fax: 502-564-3844

Vicki Stayton, ICC Chair  
Dept. of Teacher Education, 360 TPH  
College of Education  
Western Kentucky University  
Bowling Green, KY 42101  
(502) 745-4641  
Fax: 502-745-6474

### Louisiana

Susan Batson, Part H Coordinator  
Administrator, Preschool Programs  
Office of Special Educational Svcs.  
State Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
(504) 763-3554  
Fax: 504-763-3937

Rep. Ted Haik  
Chair, Interagency Coordinating Council  
P.O. Box 11040  
New Iberia, LA 70562  
(318) 365-5486

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Maine

Joanne C. Holmes  
619 and Part H Coordinator  
Child Development Services  
State House Station #146  
Augusta, ME 04333  
(207) 287-3272  
Fax: 207-287-5900

Helen Zidowecki  
ICC Chair  
Division of Health Planning  
35 Anthony Avenue  
Augusta, ME 04333-0011  
(207) 624-5424  
Fax: 207-624-5470

### Maryland

Carol Ann Baglin, Part H Coordinator  
Program Director  
Maryland Infants & Toddlers Program  
One Market Center, Box 304  
300 W. Lexington Street, Suite 15  
Baltimore, MD 21201  
(410) 333-8100  
Fax: 410-333-3199

Michael Bender, ICC Co-Chair  
Vice President  
Educational Programs  
Kennedy Inst./Johns Hopkins Univ.  
707 N. Broadway  
Baltimore, MD 21205  
(410) 550-9417  
Fax: 410-550-9136

Katherine K. Cooper  
ICC Co-Chair  
710 Idlewild Road  
Bel Air, MD 21014  
(410) 838-9015

### Massachusetts

Ron Benham  
Part H Coordinator & Director of Early Intervention  
Division of Early Childhood  
Department of Public Health  
150 Tremont Street, 7th Floor  
Boston, MA 02111  
(617) 727-5089 or -5090  
Fax: 617-727-6108

Thomas R. Miller  
ICC Chair  
Educational Supervisor  
Preschool Services  
Perkins School for the Blind  
175 N. Beacon Street  
Watertown, MA 02172  
(617) 924-3434  
Fax: 617-923-8076

### Michigan

Jacquelyn Thompson, Part H Coordinator  
Consultant  
Early On Michigan  
Health and Early Childhood Unit  
State Department of Education  
P.O. Box 30008  
Lansing, MI 48909  
(517) 373-2537  
Fax: 517-373-1233

John Lindholm  
ICC Chair  
Director, Special Education  
Delta-Schoolcraft ISD  
2525 Third Avenue, South  
Escanaba, MI 49829  
(906) 786-9300  
Fax: 906-786-9318

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Minnesota

Jan Rubenstein, Part H Coordinator  
Coordinator  
Interagency Plan. Project (IPPYCH)  
State Dept. of Education  
Capitol Square Bldg., Room 987  
550 Cedar Street  
St. Paul, MN 55101  
(612) 296-7032  
Fax: 612-297-5695

John H. Guthmann  
ICC Chair  
2050 Upper Street  
Dennis Road  
St. Paul, MN 55116  
(612) 690-5122

### Mississippi

Hope Bacon  
Part H Coordinator  
Infant and Toddler Program  
Mississippi State Dept. of Health  
P.O. Box 1700  
2423 North State Street, Room 105A  
Jackson, MS 39215-1700  
(601) 960-7622  
Fax: 601-960-7922

Hon. Mark Garriga, ICC Co-Chair  
P.O. Box 4108  
Gulfport, MS 39501  
(601) 864-4011  
Fax: 601-864-4852

Shirley Miller, ICC Co-Chair  
456 Stillwood Drive  
Jackson, MS 39206  
(601) 939-8640  
Fax: 601-354-6945

### Missouri

Melodie Friedebach, Part H Coordinator  
Director of Early Childhood Sp. Edu.  
Dept. of Elem. & Second. Education  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-0185  
Fax: 314-526-4404

Joyce Coleman, ICC Chair  
Pediatric and Medical Social Worker  
Department of Social Services  
St. Louis Children's Hospital  
#1 Children's Place  
St. Louis, MO 63110  
(314) 454-6108  
Fax: 314-454-2473

### Montana

Jan Spiegle, Part H Coordinator  
Dept. of Social & Rehab. Services  
P.O. Box 4210  
Helena, MT 59604-4210  
(406) 444-2995  
Fax: 406-444-0230

Sandi Marisdotter, ICC Chair  
Family Outreach  
1212 Helena Avenue  
Helena, MT 59601  
(406) 443-7370  
Fax: 406-449-6062

### Nebraska

Teresa Stitcher-Fritz, Part H Coordinator  
Coordinator, Special Education Section  
Nebraska Department of Education  
P.O. Box 94987  
Lincoln, NE 68509  
(402) 471-2463  
Fax: 402-471-0117

Kay Cattle, ICC Chair  
EC Special Education Coordinator, ESU #1  
301 Main Street  
P.O. Box 576  
Wakefield, NE 68784  
(402) 287-2061  
Fax: 402-287-2065

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Nevada

Marilyn K. Walter, Part H Coordinator  
Chief, Early Childhood Services  
Division of Child & Family Services  
Air Center Plaza  
3987 S. McCarren Boulevard  
Reno, NV 89502  
(702) 688-2284  
Fax: 702-688-2558

Ann Marek, ICC Chair  
Special Education Branch, State Department of Education  
Capitol Complex  
400 West King Street  
Carson City, NV 89710  
(702) 687-3140  
Fax: 702-687-5660

### New Hampshire

Donna Schlachman, Acting Part H Coordinator  
Dir. N.H. Infants and Toddlers Prog.  
Div. of Mental Health & Devel. Svcs  
NH Dept. of Health & Human Svcs.  
105 Pleasant St.  
Concord, NH 03301  
(603) 271-5122  
Fax: 603-271-5058

Robert T. Kennedy, ICC Chair  
Director, Special Education Bureau  
Department of Education  
State Office Park, South  
101 Pleasant Street  
Concord, NH 03301-3860  
(603) 271-3776  
Fax: 603-271-1953

### New Jersey

Terry Harrison, Part H Coordinator  
Special Child Health Services, State Department of Health  
CN 364  
Trenton, NJ 08625-0364  
(609) 777-7734  
Fax: 609-292-3580

Mary E. Lotze, ICC Chair  
23 Pin Oak Road  
Skillman, NJ 08558  
(908) 235-7080  
Fax: 908-235-7088

### New Mexico

Marilyn Price, Part H Coordinator  
Developmental Disabilities Division  
NM Department of Health  
1190 St. Francis Drive  
P.O. Box 26110  
Santa Fe, NM 87502-6110  
(505) 827-2573  
Fax: 505-827-2595

Richard Barbaras  
ICC Co-Chair  
Director  
ZIA Therapy Center, Inc.  
900 First Street  
Alamogordo, NM 88310  
(505) 437-3040  
Fax: 505-437-0057

Sally Vancuren  
ICC Co-Chair  
Executive Director  
Parents Reaching Out  
1127 University Boulevard, N.E.  
Albuquerque, NM 87102  
(505) 842-9045  
Fax: 505-842-1451

### New York

Frank Zollo, Part H Coordinator  
Director  
Early Intervention Program  
State Department of Health  
Corning Tower, Room 208  
Empire State Plaza  
Albany, NY 12237-0618  
(518) 473-7016  
Fax: 518-473-8673

Nan Songer  
Chair  
Interagency Coordinating Council  
Regional Planning Grant  
200 Huntington Hall  
Syracuse University  
Syracuse, NY 13244-2340  
(315) 443-4331  
Fax: 315-443-4338



## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### North Carolina

Duncan Munn, Part H Coordinator  
Chief of Day Services  
Developmental Disabilities Section  
Division of MH/MR/SAS  
Department of Human Resources  
325 North Salisbury Street  
Raleigh, NC 27603  
(919) 733-3654  
Fax: 919-715-4270

Judith A. Niemeyer  
ICC Co-Chair  
1126 Parrish Street  
Greensboro, NC 27408  
(910) 334-3447  
Fax: 910-334-4120

Laurie M. Collins  
ICC Co-Chair  
1 Danby Court  
Winston-Salem, NC 27103  
(910) 768-8823  
Fax: 910-659-9262 (call first)

### North Dakota

Robert Graham, Part H Coordinator  
Coordinator  
Developmental Disabilities Division  
Department of Human Services  
600 E. Boulevard  
Bismarck, ND 58505-0270  
(701) 328-2768  
Fax: 701-328-2359

Nyla Juhl, ICC Chair  
Director  
Parent-Child Nursing Grant  
College of Nursing  
University of North Dakota  
Box 8195, University Station  
Grand Forks, ND 58202  
(701) 777-4532  
Fax: 701-777-4096

### Northern Mariana Islands

Suzanne Lizama, Part H Coordinator  
Acting Asst. Coordinator  
EC/SE Programs  
CNMI Public Schools  
P.O. Box 1370 CK  
Saipan, MP 96950  
011 (670) 322-9956  
Fax: 670-322-4056

Carmen Dempsey, ICC Chair  
P.O. Box 529  
Northern Mariana Islands  
Saipan, MP 96950  
(670) 234-5439  
Fax: 670-234-8930

### Ohio

Cindy Oser, Part H Coordinator  
Early Intervention Administrator  
State Department of Health  
246 N. High Street, 4th Floor  
P.O. Box 118  
Columbus, OH 43266-0118  
(614) 644-8389  
Fax: 614-644-1759

Elizabeth S. Ruppert, ICC Chair  
2710 Falmouth Road  
Toledo, OH 43615  
(419) 535-3268  
Fax: 419-535-3268

### Oklahoma

Cathy Perri, Part H Coordinator  
Acting Early Intervention Coord.  
Special Education Office  
State Department of Education  
Oliver Hodge Mem. Bldg., 4th Floor  
2500 North Lincoln Blvd.  
Oklahoma City, OK 73105-4599  
(405) 521-4880  
Fax: 405-521-6205

Candye Chavez, ICC Chair  
Box 12501  
Oklahoma City, OK 73157  
(405) 789-4350, ext. 223  
Fax: 405-789-1662

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Oregon

Diana Allen, Part H Coordinator  
Coordinator, Early Intervention Programs  
Mental Health Division  
State Department of Education  
700 Pringle Parkway, S.E.  
Salem, OR 97301  
(503) 378-3598  
Fax: 503-373-7968

Ernest Cristler, ICC Chair  
17 Northeast Mt. Hebron Drive  
Pendleton, OR 97801  
(503) 276-4573  
Fax: 503-273-4273

### Palau

Elizabeth Watanabe, Coordinator  
Part H Program  
Bureau of Education  
Box 189  
Republic of Palau  
Koror, Palau, PW 96940  
011 680-488-2537  
Fax: 011-680-488-2830

Gillian Johannes, ICC Chair  
Chair, Special Education Advisory Council  
Box 716  
Republic of Palau  
Koror, Palau, PW 96940  
011 680-488-1907/1632  
Fax: 011-680-488-1211/1725

### Pennsylvania

Jacqueline Epstein  
Part H Coordinator/Division Chief  
Div of Early Intervention Services  
Office of Mental Retardation  
Department of Public Welfare  
PO Box 2675  
Harrisburg, PA 17105-2675  
(717) 783-8302  
Fax: 717-772-0012

Linda Widman, ICC Chair  
4446 Dunmore Drive  
Harrisburg, PA 17112  
(717) 652-3962  
Fax: 717-652-3962

### Puerto Rico

Naydamar Perez de Otero  
Coordinator, Part H Program  
Department of Health  
Office of the Secretary  
Call Box 70184  
San Juan, PR 00936  
(809) 767-0870 x 2228  
Fax: 809-765-5675

Atenaida Gonzalez Velez  
President Consejo Interagencial  
Department of Health  
P.O. Box 70184  
San Juan, PR 00936  
(809) 767-0870  
Fax: 809-767-5675

### Rhode Island

Ron Caldarone  
Part H Coordinator  
Division of Family Health  
State Department of Health  
3 Capitol Hill, Room 302  
Providence, RI 02908-5097  
(401) 277-1185 ext. 112  
Fax: 401-277-1442

Peter Dennehy, ICC Chair  
Principal Policy Analyst  
Office of the Governor  
Room 128, State House  
Providence, RI 02903  
(401) 277-2385, ext 265  
Fax: 401-273-5729

### South Carolina

Kathy Purnell, Part H Coordinator  
Div. of Rehab. Services/BabyNet  
Dept. of Health/Environ. Control  
Robert Mills Complex, Box 101106  
Columbia, SC 29201  
(803) 737-4045 or -4046  
Fax: 803-734-4459

Susan Smith, ICC Chair  
P.O. Box 4737  
Spartanburg, SC 29305-4737  
(803) 560-6480

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### South Dakota

Barb Lechner, Part H Coordinator  
Education Program Asst. Manager  
Office of Special Education  
700 Governor's Drive  
Pierre, SD 57501  
(605) 773-4478  
Fax: 605-773-6139

Judy Struck, ICC Chair  
Director, South Dakota UAP  
University of South Dakota  
USD School of Medicine  
1400 West 22nd Street  
Sioux Falls, SD 57105  
(605) 677-5311  
Fax: 605-677-6274

### Tennessee

Sarah Willis, Part H Coordinator  
Office for Special Education  
State Department of Education  
8th Floor - Gateway Plaza  
710 James Robertson Parkway  
Nashville, TN 37243-0380  
(615) 741-2851  
Fax: 615-741-6236

Wesley Brown, ICC Chair  
Director, Center for Early Childhood  
East Tennessee State University  
Box 70,434  
Johnson City, TN 37614-0434  
(615) 929-4192  
Fax: 615-929-5821

### Texas

Mary Elder, Part H Coordinator  
Executive Director, Texas Interagency Council on ECI  
1100 West 49th Street  
Austin, TX 78756-3199  
(512) 502-4900  
Fax: 512-502-4999

John Delgado, ICC Chair  
Heart of Texas MH/MR Center  
2915 Lake Meadow  
San Antonio, TX 78222  
(210) 648-4729

### Utah

Joyce Lacy, Part H Coordinator  
Coordinator  
Early Intervention Program  
Baby Watch Early Intervention  
State Department of Health  
44 Medical Drive, PO Box 144620  
Salt Lake City, UT 84114-4620  
(801) 584-8226  
Fax: 801-584-8496

Karen Hahne  
ICC Chair  
Kids On The Move  
475 West 260 North  
Orem, UT 84057-1764  
(801) 221-9930  
Fax: 801-221-0649

### Vermont

Beverly MacCarty  
Part H Coordinator  
Div of Children with Special Needs  
Department of Health  
PO Box 70  
Burlington, VT 05402  
(802) 863-7338  
Fax: 802-863-7635

Shari Rutz  
ICC Co-Chair  
P.O. Box 94  
Strafford, VT 05072  
(802) 457-1213  
Fax: 802-457-1214

Mary Alice Leonard-Heath  
ICC Co-Chair  
R.R. 1, Box 99C  
Tunbridge, VT 05077-9718  
(802) 685-3035

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Virgin Islands

Sandra Kirkland  
Acting Part H Coordinator  
Department of Health  
Elaine Co. A&Q  
St. Thomas, VI 00802  
(809) 777-8804  
Fax: 809-774-2820

Lynn Berry Rodina  
ICC Co-Chair  
Administrator  
Department of Human Services  
P.O. Box 4194  
Christiansted, VI 00822  
(809) 773-2323  
Fax: 809-773-6121

Chearoll Looby-Williams  
ICC Co-Chair  
P.O. Box 4402  
Christiansted  
St. Croix, VI 00822  
(809) 778-2275  
Fax: 809-773-1006

### Virginia

Anne Lucas  
Part H Coordinator  
Infant and Toddler Program  
Dept. of MH/MR/SA Services  
P.O. Box 1797  
Richmond, VA 23214  
(804) 786-3710  
Fax: 804-371-7959

John E. Frederick, Jr.  
ICC Chair  
1511 Decatur Drive  
Salem, VA 24153  
(703) 389-0832  
Fax: 703-389-0852

### Washington

Sandy Loerch  
Part H Coordinator  
Infant Toddler Early Interv. Program  
Dept. of Social & Health Services  
12th & Franklin Streets  
P.O. Box 45201  
Olympia, WA 98504-5201  
(360) 586-5596 or -8696  
Fax: 360-664-0049

Judith Moore  
ICC Chair  
Executive Director  
Boyer Children's Clinic  
1850 Boyer Avenue, East  
Seattle, WA 98112  
(360) 325-8477  
Fax: 360-323-1385

### West Virginia

Pam Roush  
Part H Coordinator  
Early Intervention  
Dept. of Health & Human Services  
1116 Quarrier Street  
Charleston, WV 25301  
(304) 558-3071  
Fax: 304-558-4984

Ken Price  
ICC Chair  
WV College of Graduate Studies  
Sullivan Hall, Room 807  
PO Box 1003  
Institute, WV 25112  
(304) 766-1986  
Fax: 304-766-1942

## Appendix 3, Part H Coordinators and ICC Chairs, *continued*

### Wisconsin

Susan Robbins, Part H Coordinator  
Early Childhood Specialist  
Birth to Three Early Intervention  
Division of Community Services  
Department of Health & Social Services  
P.O. Box 7851  
Madison, WI 53707  
(608) 267-3270  
Fax: 608-266-0036

John Turcott  
ICC Chair  
President  
DeanCare HMO  
2711 Allen Boulevard  
Middleton, WI 53562  
(608) 836-1400  
Fax: 608-836-9620

### Wyoming

Mitch Brauchie  
Part H Coordinator  
Division of Developmental Disabilities  
Department of Health  
1413 1st Floor West  
Herschler Building  
Cheyenne, WY 82002  
(307) 777-6972  
Fax: 307-777-6047

Carrie Westling  
Family Service Coordinator—ICC Chair  
Casper Day Care & Child Development  
2020 East 12th Street  
Casper, WY 86201  
(307) 235-5097  
Fax: 307-473-1440

APPENDIX 4

**Status of States and Jurisdictions for Eighth Year Funding (FY1994) of Part H of IDEA**

*(Awarded by OSEP as of March 31, 1995)*

**States/Jurisdictions Approved for Full Implementation (n=26)**

Alaska (1993-95)  
 Arizona (1993-95)  
 Colorado (1992-1994)  
 Florida (1994)  
 Hawaii (1992-1994)  
 Idaho (1992-1994)  
 Illinois (1993-1995)  
 Louisiana (1993-95)  
 Maryland (1992-1994)  
 Massachusetts (1992-1994)  
 Missouri (1994)  
 Montana (1993-95)  
 Nevada (1993-1995)  
 New Hampshire (1993-95)  
 New Jersey (1994)  
 North Carolina (1993-95)  
 Ohio (1992-94)  
 Oklahoma (1992-1994)  
 Rhode Island (1993-95)  
 South Dakota (1993-95)  
 Tennessee (1992-94)  
 Texas (1993-95)  
 Utah (1992-94)  
 West Virginia (1993-95)  
 Wisconsin (1993-95)  
 Wyoming (1992-94)

**Status of States and Jurisdictions for Seventh Year Funding (FY1993) of Part H of the IDEA**

*(Awarded by OSEP as of September 30, 1994)*

**States/Jurisdictions Approved for Full Implementation (n=54)**

Alabama (1993)  
 Alaska (1993-1995)  
 American Samoa (1992-1994)  
 Arizona (1993-1995)  
 Arkansas (1992-1994)  
 California (1993)  
 Colorado (1992-1994)  
 Connecticut (1993-1995)  
 Delaware (1993)  
 District of Columbia (1993)  
 Florida (1993)  
 Georgia (1993)  
 Guam (1992-1994)  
 Hawaii (1992-1994)  
 Idaho (1992-1994)  
 Illinois (1993-1995)  
 Indiana (1993)  
 Iowa (1993-1995)  
 Kansas (1992-1994)  
 Kentucky (1993)  
 Louisiana (1993-1995)  
 Maine (1993)  
 Maryland (1992-1994)  
 Massachusetts (1992-1994)  
 Michigan (1993-1995)  
 Minnesota (1993)  
 Mississippi (1993)  
 Missouri (1993)  
 Montana (1993-1995)  
 Nebraska (1993)  
 Nevada (1993-1995)  
 New Hampshire (1993-1995)  
 New Jersey (1993)  
 New Mexico (1993-1995)  
 New York (1993-1995)  
 North Carolina (1993-1995)  
 North Dakota (1993)  
 Ohio (1992-1994)  
 Oklahoma (1992-1994)  
 Oregon (1993-1995)  
 Pennsylvania (1992-1994)  
 Puerto Rico (1993)  
 Rhode Island (1993-1995)  
 South Carolina (1993)  
 South Dakota (1993-1995)  
 Tennessee (1992-1994)  
 Texas (1993-1995)  
 Utah (1992-1994)  
 Vermont (1993)  
 Virginia (1993-1995)  
 Washington (1993)  
 West Virginia (1993-1995)  
 Wisconsin (1993-1995)  
 Wyoming (1992-1994)

**Notes:**

- The year(s) reflect the different submission options for the Federal fiscal year (i.e., annual or 3-year).
- Part H grant award is made through a consolidated grant under Chapter 2 of the Ed. Consolidation and Improvement Act of 1981 to Northern Marianas, Palau, and Virgin Islands.
- The Department of Interior (DOI) receives Part H allocation which then is distributed by DOI to tribes.
- Federated States of Micronesia and Republic of Marshall Islands are not currently eligible for this federal program.

## APPENDIX 5

# NEC\*TAS List of Part H Lead Agencies

State/Jurisdiction <sup>1,2</sup> .....Lead Agency	State/Jurisdiction <sup>1,2</sup> ..... Lead Agency
Alabama ..... Rehabilitation Services	Montana ..... Social and Rehabilitation Services/DD
Alaska ..... Health & Social Services	Nebraska ..... Education and Social Services (Co-Lead)
American Samoa..... Health	Nevada ..... Human Resources
Arizona..... Economic Security	New Hampshire ..... Health and Human Services
Arkansas..... Human Services/Developmental Disabilities (DD)	New Jersey ..... Health
California ..... Developmental Services	New Mexico..... Health/DD
Colorado..... Education	New York ..... Health
Commonwealth of No. Mariana Islands <sup>3</sup> ..... Education	North Carolina ..... Human Resources/MH-DD-Substance Abuse Services (SAS)
Connecticut ..... Education	North Dakota ..... Human Services
Delaware ..... Health and Social Services	Ohio ..... Health
District of Columbia ..... Human Services	Oklahoma..... Education
Florida..... Health & Rehabilitative Services	Oregon ..... Education
Georgia..... Human Resources/Division of Health	Palau <sup>3</sup> ..... Education
Guam..... Education	Pennsylvania ..... Public Welfare
Hawaii..... Health	Puerto Rico ..... Health
Idaho ..... Health & Welfare/DD	Rhode Island ..... Health
Illinois ..... Education	South Carolina ..... Health & Environmental Control
Indiana ..... Family and Social Services	South Dakota ..... Education
Iowa ..... Education	Tennessee ..... Education
Kansas ..... Health and Environment	Texas ..... Interagency Council on Early Childhood Intervention
Kentucky..... Human Resources/Mental Health-Mental Retardation (MH-MR)	Utah..... Health
Louisiana..... Education	Vermont..... Education and Human Services (Co-Lead)
Maine ..... Education	Virgin Islands <sup>3</sup> ..... Education with Memo of Understanding (MOU) to Health
Maryland..... Governor's Office of Children, Youth and Families	Virginia ..... MH/MR/SAS
Massachusetts ..... Public Health	Washington ..... Social & Health Services
Michigan ..... Education	West Virginia..... Health & Human Services
Minnesota ..... Education	Wisconsin..... Health & Social Services
Mississippi ..... Health	Wyoming..... Health
Missouri ..... Education	

<sup>1</sup> Federated States of Micronesia and Republic of Marshall Islands are not currently eligible for this federal program.

<sup>2</sup> The Department of the Interior (DOI) receives Part H allocation which then is distributed by DOI to tribes.

<sup>3</sup> Part H grant award is made through a consolidated grant under Chapter 2 of the Education Consolidation & Improvement Act of 1981.



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