

**ICC & IDEA PANEL
JUNE 9, 2010 JOINT MEETING MINUTES**

ICC MEMBERS/APPOINTEES PRESENT

Jim Copeland, Monica Chlastawa, Rachel Porcher, Richard Barbaras, Jaime Diaz, Cindy Faris, Andrea Leon, Karen Lucero, Mette Pedersen, Paula Seanez, Cathy Stevenson, Ida M. Tewa, Nancy Treat, Maria Varela, Lisa Chavez, Arlene Waters, Robin Wells, Janis Gonzales, Lourdes Vizcarra, Joseph Sanchez, Rosemary Gallegos.

ICC PROXIES PRESENT

Jill Darr Proxy for Jane Larson.

ICC MEMBERS/APPOINTEES ABSENT

Denise Balderas, Senator Gerald Ortiz y Pino, Laurence Shandler, Jyl Adair, Mo Chavez.

OVERVIEW

Jim Copeland, ICC Chair, asked for introductions. Linda Lyle, Superintendent of the Albuquerque campus of the New Mexico School for the Blind and Visually Impaired (NMSBVI), welcomed ICC and IDEA Panel members and meeting guests. NMSBVI serves students through both Part C and Part B programs. Linda thanked the Part C providers attending the meeting for collaborating with the NMSBVI to integrate services for infants and toddlers with visual impairments. NMSBVI served 750 children last year. A tour of the preschool will be available during the break. The preschool campus was designed to help young children move independently throughout the school.

IDEA PANEL 2009-2010 GOALS/ACTIVITIES

Karen Phillips, IDEA Panel Chair, presented. Karen has served on the IDEA Panel for six years. The IDEA Panel has 21 members. Panel goals and activities center on quality education for children with disabilities. Karen presented the mission, vision and beliefs of the IDEA Panel. Goals were selected based on the state performance plan. The goals have been broken down into actions and activities. Serving on an advisory panel can be difficult. Members remind each other of their role and responsibilities at the beginning of each meeting. PED takes IDEA Panel input seriously and PED reviews their accomplishments based on IDEA Panel recommendations. There is a lot of public comment during meetings. IDEA Panel members listen but do not respond to public comment. Later, the panel determines action items based on the public comment received if the comment identifies

trends. Public comment procedures and protocol can be found on PED's website. Members also visit school sites and talk with students as part of their meetings. Karen reviewed 2009-2010 panel activities. Monica Chlastawa asked the kind of issues parents bring to the IDEA Panel. Karen replied parents mostly identify issues regarding LRE and related services and compliant IEPs. Parents are often referred to Denise Koscielniak. The panel also gets public comment from advocacy attorneys. Adequate Yearly Progress (AYP) is also a big issue for students with disabilities because some children have difficulty taking required assessments and require accommodations. The IDEA Panel appoints subcommittees to do some of their work. Subcommittees work on assigned activities on the second half day of panel meetings. The IDEA Panel's Executive Committee looks at Bylaws, develops agenda items for meetings, etc. Mette Pedersen asked Karen about priority indicator number 5. Mette asked who looks at students three to five years of age. Andy Gomm suggested that Indicator 5 might be combined with Indicator 6 and the IDEA Panel might look at preschool LRE. Karen replied the IDEA Panel does look at all SPP indicators. Karen discussed IDEA Panel Goals and Activities. A brochure that listed their 2009-2010 activities was distributed. Andy Gomm stated a focus on inclusion in the preschool years helps families focus on inclusion for their children for the rest of their schooling. Pat Osbourn stated Indicators 5 and 6 were combined last year. Mette Pedersen asked Karen how much representation the panel gets from parents with children in preschool the during public comment period. Karen's answer was the panel does not get much input from parents of preschool children. Mette suggested that ICC parent members could help provide a voice and participate during IDEA Panel public comment periods. Pat Osbourn stated one of the best things about being on the panel is traveling around the state and visiting the small communities and rural districts. Jeanette Transcosa from the EPICS Program said EPICS is working with a number of parents whose children are in preschool. Jim Copeland thanked Karen for her informative presentation.

ICC 2009-2010 PRIORITIES/ACTIVITIES

Jim Copeland and Monica Chlastawa presented. Monica stated the ICC developed a three-year Strategic Plan at their retreat last September. The Strategic Plan has four priority areas which are: Quality Assurance / Accountability; Child Find / Public Awareness / Advocacy; Professional Development and Support; and Finance. Monica reviewed the critical issues and goals of the committees addressing the first two priority areas.

Jim Copeland reviewed the critical issues and goals of the committees addressing the last two priority areas. Accomplishments of the Professional Development Committee include the development of a FIT studies program through UNM and CNM with the first on-line class being available this fall. The program will include three classes and a practicum. CEUs are being explored. Accomplishments of the Finance Committee include helping to pass the insurance mandate in 2005, developing the FIT Sustainability Plan in 2008 and getting it through both houses although it was not signed by the Governor. The FIT Sustainability Plan was based on the school funding formula. The FIT Program served over 12,000 children birth to three last year. The ICC has recently made recommendations to the Department of Health regarding a redesign of the FIT system around at-risk eligibility, etc. Tomorrow, the ICC will learn which of their recommendations will be implemented by the DOH. The ICC will then make recommendations regarding how to roll out the recommendations. The ICC has also recommended that the DOH look at alternative funding, The FIT Program applied for and was awarded stimulus funds. FIT services have been covered under maintenance of effort and the FIT Program therefore did not experience budget cuts. Andy Gomm stated the FIT Program would not have gotten the Legislative appropriations needed without the advocacy efforts of the ICC. The DOH is looking at a funding shortfall for the FIT Program in FY2012. The ICC has made some difficult recommendations to the DOH that will help the FIT Program stay within its budget. Andy stated the DOH may have to go to the Legislature and request a change in the statute mandating the three year old choice law. Serving children past their third birthday costs the FIT Program \$2.8 million per fiscal year. If the statute is changed, Part B will have to pick up the cost of serving the three year olds currently served by the FIT Program who meet Part B eligibility. If DOH begins to consider requesting a change in statute, the ICC will give a heads up to the IDEA Panel and perhaps another joint meeting will be scheduled to discuss role out.

PART C to PART B TRANSITION: WHAT'S WORKING / WHAT'S NOT;

Ida Tewa, Andy Gomm and Sophie Bertrand presented. Ida began the presentation by covering the things that are working. These include increased collaboration in training, development of forms that support smooth transitions, MOUs at the state and local level, the development of guidance documents which are used in training, and the training provided for regional teams.

Sophie Bertrand, the Transition Coordinator between Part C and Part B, gave a brief history of the Transition Initiative which began in 1997. Sophie reviewed the vision and mission of the initiative. PED and FIT have jointly supported and funded

the initiative. A Steering Committee guides the effort. The Steering Committee meets quarterly. Yearly transition training is provided. There are 32 community transition teams that have developed MOUs to address the transition issues in their areas. Each team has a coach. DOH FIT funds the Early Childhood Network at the CDD to provide transition coaches. RECs also provide transition coaches.

Andy Gomm reported on the recent changes to transition. A guidance document that provides information regarding the changes to transition was developed and training was provided to transition teams in November 2009. MOU workbooks were also provided at the training for community teams to start talking about how they would implement the new requirements. Individuals at the local level make the transition process successful. We are continuing to collect questions from teams. The transition website (<http://cdd.unm.edu/ecspd/Transition>) has the new transition forms and the MOUs. There is an online course that teaches new staff about the Extended Part C option. Part B has to determine eligibility by a child's third birthday. Front line staff was trained in February 2010. Webinars will continue to be provided to support implementation of transition requirements. The tracking system webinar will be repeated in the fall of 2010. A transition blog is in development. Online courses on preschool readiness will be available 24/7. Andy asked the ICC and the IDEA Panel how can we determine if all of the efforts over the past year have made transition more smooth and effective. Members of both panels suggested the following ways to access effectiveness:

- Use survey monkey to obtain input from school districts and FIT providers;
- Establish a phone line resource for folks to call in to discuss what is working/what is not;
- Obtain parent perspective on what made their transition smooth and effective and how their transition could have been improved;
- Conduct a phone survey to obtain parent perspectives. Have a person ask parents questions and record their answers verbatim. Want to ask qualitative and quantitative questions. Send parents a postcard stating the purpose of the call so parents will answer their phone;
- Utilize existing MOU groups to bring focus groups of parents together and record input;
- Compile the survey data and send it back to the folks who were surveyed;
- Survey families at the beginning of the school year;
- Wait to survey families at the beginning of the school year in 2011 to allow time for transition changes to be fully implemented.
- Ask parents if they had more than one child go through early intervention and how the transition process went for each child.

ARRA STATE INCENTIVE GRANT and PRESUMPTIVE ELIGIBILITY PROCESS

Andy Gomm presented. New Mexico and Maryland applied for and were awarded an ARRA State Incentive Grant. The SIG-ARRA funding provides the FIT Program with federal funding in the amount of \$5.8 million dollars through September 2011 to provide early intervention services for children over the age of three years whose parent choose for them to remain in the FIT Program. This option is called the Extended Part C Option. In order for FIT to draw down the funds, the child must be over the age of three and have been determined eligible for IDEA Part B preschool education. The DOH applied in collaboration with the PED. New Mexico had already done a lot of work on transition prior to receiving the funding. The FIT Program changed the FIT KIDS data system and billing system in order to generate grant funding. Year to date, the FIT Program is only billing for 69 kids. The FIT Program is currently serving a little over 1200 kids who are over 3 years of age. 28% of these kids (about 349) are non-Medicaid and FIT can bill the grant for those kids. New Mexico is under a lot of pressure to spend all of the \$5.8 million. Up to 10% of the \$5.8 million can be used for mini grants. The presumptive eligibility process has been instituted. It is taking a long time to get the eligibility determination back from the school districts. FIT is only using presumptive eligibility through the end of June. Andy asked the ICC and the IDEA Panel how the FIT Program could support school districts in speeding up the eligibility determination process. About 95% of kids turning three stay in Part C. FIT has to have on file that the child is staying in FIT, the child is 3 years of age and the child meets Part B criteria in order to bill for the child. ICC and IDEA Panel members provided the following input:

- School districts are overwhelmed with the number of referrals for evaluation.
- School districts can contract with an early intervention program to provide some services for children over 3.
- Some school districts do not have the resources to do the evaluation before a child's third birthday;
- Documentation regarding the child's eligibility may have come back to the FIT provider but not gotten to the provider's data clerk for entry into FIT KIDS;
- The FIT provider may not have made the referral to the school district to start the evaluation process;
- A school district may have conducted the evaluation and determined eligibility but has not sent this information back to the FIT provider in a timely manner

- FIT providers should send documentation to the FIT Program regarding the number of children who have had a transition conference;
- School districts may not be sending all of the information to the FIT providers (e.g. needed pages may be missing).

SPECIAL QUEST INITIATIVE on INCLUSIVE PRACTICES in NEW MEXICO

Sophie Bertrand, Ida Tewa, and Verna Trujillo presented. New Mexico was one of ten states that applied for Special Quest. Participants were trained in North Carolina. Special Quest has helped New Mexico meet Part C Indicator 2 and Part B Indicator 6. The Special Quest Initiative developed the following: an inventory of New Mexico inclusion resources; a brochure; a training module with training provided at local, state and national levels; and training of trainers. Policy and systems workgroups were formed to develop a crosswalk of regulations and to work with the Higher Education Task Force to address inclusion issues. An MOU was developed to clarify responsibilities on Indian reservations. The Special Quest Initiative has partnered with the National Professional Development Center on Inclusion. Special Quest ends in July. A free set of inclusive materials can be ordered at the Multimedia Training Library at www.specialquest.org.

It is important where and how services are provided. We don't want children pulled out of their classroom for services. The FIT Program will provide a brief overview of inclusive practices at the Annual Meeting. The FIT Program is incorporating inclusive practices in monitoring early intervention providers. The DOH has included language about inclusive practices in provider contracts. New Mexico needs specific action planning at the community level to make inclusion happen. Therapists working in early intervention programs need to be paid to attend a $\frac{1}{2}$ day workshop on inclusive practices, receive CEUs for attending, and also need ongoing mentorship or coaching regarding inclusive practices. NMSD can provide feedback on how to make training more inclusive for deaf and hard of hearing participants. ASHA has released a position statement that therapists are to be taught inclusive practices such as bag less visits in early intervention.

PART C & PART B Data SHARING and LONGITUDINAL STUDY

Andy Gomm presented. Andy asked the ICC and the IDEA Panel if this was a place where we want to put resources toward tracking kids as they move from Part C to Part B. It would take some effort to establish the process for doing this. Some of this is happening in PreK. We would need to develop unique identifiers. Some of our kids in Part C who are at risk may have no services available in kindergarten but may go into special education in later grades. Leah Erickson stated Part B already

has indicators for children who move from Part C to Part B. We need to be able to demonstrate that our services are increasing the quality of the lives of children as they move into adulthood.

NEXT STEPS

ICC and IDEA Panel Chairs facilitated the discussion. IDEA Panel members present at today's meeting will bring up Part C and Part B data sharing and longitudinal study at the IDEA Panel meeting tomorrow. Some of the incentive grant funding could be used to develop the data sharing process and the longitudinal study.

Joseph Sanchez will report the results of the IDEA Panel discussion to the ICC. It would also be helpful if the IDEA Panel discussed some of the issues around the presumptive eligibility process during their meeting tomorrow.

MEETING EVALUATION AND ADJOURNMENT

Jim Copeland distributed meeting evaluation forms and requested that suggestions be listed on the form. Jim adjourned the meeting at 5:00 pm.