



Overview

The goal of this document is to seek Project Core Team input on how to refine the next two stages of research occurring as part of the ICC Strategic Plan, and the methods by which data will be collected. Stage 1 and Stage 2 methods for exploration are conceived of as follows:

- Stage 1 | Exploring what we can learn from other ICCs across the country and from national best practices
- Stage 2 | Engaging with experts in Nevada's Early Intervention System (NEIS), especially parents and caregivers of young children with disabilities

Based on a review of Nevada-specific documents¹, the SEI team identified two key areas for further exploration:

- **INFRASTRUCTURE:** What are the essential practices and components of a high-functioning ICC?
- **ROLE OF THE ICC:** How can the ICC meet and balance its statutory requirements most effectively? What aspects of Nevada's Early Intervention System should be prioritized for ICC's advise-and-assist roles?



Project Core Team Role

SEI is looking to the Project Core Team for direction on how to narrow the scope of Stage 1 and Stage 2 data collection so that the most pressing issues surrounding services for young children with disabilities and developmental delays **and those that are most actionable by the ICC** are brought forward in strategic planning.

¹ This document is based on our review of the Nevada Early Intervention System Evaluation (June 2024), ICC Retreat Summary Documentation (Sept 2024), the Part C Annual Performance Report (FFY 2023), and the Nevada Educator Performance Framework Standards (NEPF) and CTE Quality Program Standards (2023).



What are the essential practices and components of a high-functioning ICC?

ICCs face an incredible challenge given the complexity of early intervention systems, the breadth of federal and state requirements regarding ICCs, and the relatively limited time that ICC members can commit to their roles. Exploring the questions throughout should position Nevada's ICC to face this challenge during its upcoming strategic planning retreat.

Potential questions that could be explored during the next stages of research include:

Engaging and Centering Families

- Stage 1 | How do ICCs across the country engage and recruit parents of young children with disabilities to participate on the ICC? What are best practices?
- Stage 2 | What could we learn from discussions with past, current, and potential NV ICC members who are parents of children with disabilities about barriers to partnering with or participating on the ICC?

Recruitment and Retention

- Stage 1 | What strategies do ICCs across the country use:
 - to bolster recruitment and retention?
 - to achieve a membership that reflects the diversity of their state?
- Stage 2 | What do past and current NV ICC members view as:
 - the biggest barriers to recruitment and retention?
 - the biggest opportunities for improving recruitment and retention?

Retreat participants noted that the primary barriers to retaining members was the lack of an onboarding process, as well as ongoing opportunities to help members better understand the required duties of members and, just as critically, how to meaningfully engage in those duties.

Are there additional barriers to explore?

ICC Operations

- Stage 1 | How do other ICCs across the country operate? What are best practices in terms of, for example, establishing and adhering to bylaws, utilizing subcommittees, coordinating and communicating with state agencies, and coordinating and communicating with community-based organizations?
- Stage 2 | What do past and current NV ICC members view as:
 - the biggest barriers to effective ICC operations?
 - the biggest opportunities for improving ICC operations?



How can the ICC meet and balance its federal and state requirements most effectively?

One theme from the September 2024 retreat was that the ICC spent a disproportionate amount of time on Requirement #4 (to the right), leaving little time for other ICC requirements.

Potential questions that could be explored during the next stages of research include:

- Stage 1 | For ICCs across the country:
 - How do they typically balance their efforts across the core statutory requirements?
 - What aspects of Early Intervention Systems do they prioritize for their advise-and-assist roles?

Statutory Requirements

1. ICC will advise and assist on the development and implementation of NEIS policies, including ... helping to identify systemic strengths and issues of concern.
2. ICC will assist DHHS in achieving full participation, coordination, and cooperation among public agencies and resolving system disputes as needed.
3. ICC will advise DHHS on policies for toddlers with disabilities transitioning to preschool and other appropriate services.
4. ICC will provide input on the Annual Performance Report on NEIS.

The NEIS Evaluation and other sources noted these aspects:

- transition activities for children aging out of NEIS
- workforce recruitment and retention
- funding and sustainability

Should the next two stages of data collection prioritize certain aspects over others?

- In what ways do they typically advise, and in what ways do they typically assist?
 - Stage 2 | For past and current NV ICC members:
 - Approximately, what proportion of ICC efforts *have been* spent on each statutory requirement? Ideally, what proportion *should be* spent on each statutory requirement?
 - How *have* they typically advised and assisted? How *should* they advise and assist?
- For parents and caregivers with young children with disabilities:
- What aspects of the NEIS *should be* prioritized?



Which aspects of the NEIS should the next two stages of data collection focus on? In addition to the above, to what extent should the ICC be attentive to items in the Annual Report noted as slipping (e.g., Indicator 1. Timely Provision of Services: and Indicator 8B: Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days...)?