



## ICC Strategic Retreat | Summary Documentation

### Retreat Objectives:

- Establishing a shared understanding of the roles and responsibilities of the ICC as a group AND defining what active and engaged membership looks like,
- Confirming or modifying the vision and mission of the ICC, and
- Identifying and collecting information that is needed to support informed decision-making relative to the establishment of a new ICC strategic plan.

### Day 1 Agenda

#### Welcome, Introduction, and Review of Agenda

- Introduction and Identification of Individual Goals for Retreat
- Overview of Retreat Objectives and 2-day Agenda
- Icebreaker & Engagement Activity

#### Role of ICC

- Federal Requirements Associated with ICC
- Nevada State ICC Structure
- ICC Best Practices

#### Pre-Retreat Survey Results

- Review Summary Results of ICC Pre-Retreat Survey
- Discuss Reactions to Pre-Retreat Survey
- Identify Opportunities to Enhance Effectiveness of Nevada State ICC

#### Closing and Evaluation

### Day 2 Agenda

#### Welcome, Introduction, and Review of Agenda

- Call Meeting to Order
- Review of Retreat Objectives and Day 2 Agenda
- Reflection on Day 1 Efforts

#### Vision and Mission

- Discuss and Modify (if needed) ICC Vision Statement
- Discuss and Modify (if needed) ICC Mission Statement

#### Strategic Plan Update

- Discuss and Approve Approach to Updating Strategic Plan
- Review and Discuss Data Available to Inform Strategic Planning Needs Assessment
- Finalize Timing for Strategic Planning Project

#### Closing and Evaluation



## Participants

The following ICC members were in attendance.

Name	Organizational Affiliation	Mandated Position Representation
Jenna Weglarz-Ward, Ph.D.	UNLV College of Education, Special Education	Pre-service Personnel Preparation
Janice Lee	Nevada Center for Excellence in Developmental Disabilities, University of Nevada, Reno	Nevada Center for Excellence in Developmental Disabilities
Julia Dame	Nevada Early Intervention Services – Las Vegas	Public or Private Providers of Nevada Early Intervention Services
Amy Hendrickson	Nevada Early Intervention Services-Rural/Frontier	Public or Private Providers of Nevada Early Intervention Services
Sarah Horsman	Aging and Disability Services (NEIS Reno)	Public or Private Provider of Early Intervention Services
Cate Guzy	State Education Agency for Preschool Services - 619 Coordinator	State Education Agency Responsible for Preschool Services for Children with Disabilities
Rique Robb	Aging and Disability Services Division, Deputy Administrator	State Agency Involved in the Provision or Payment for Early Intervention Services
Catherine Nielsen	Governor's Council on Developmental Disabilities	Nevada Developmental Disabilities Council
Robin Kincaid	Nevada Parents Encouraging Parents (NVPEP)	Parent Training or Parents Encouraging Parents Program

The following Part C Staff were in attendance.

Lori Ann Malina Lovell	Jennifer Kellogg	Iandia Morgan	Maya Raimondi
Mary Garrison	Pam Silva	Jalin McSwyne	

The following state staff were in attendance.

Name	Organizational Affiliation
Abbie Chalupnik	Nevada Aging and Disability Services Division Quality Assurance

The following public members were in attendance.

Jennifer Loaiacano	Christa Allen
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## Day 1 Summary Documentation

### Finding Common Ground Group Exercise

The retreat opened with an engagement activity meant to build rapport among ICC members and other interested parties who took the time to participate in the ICC retreat. The activity began by asking meeting participants to individually identify:

- One core value or goal they believe is crucial for the ICC.
- One unique strength or area of expertise they bring to the Council.
- One key challenge or opportunity they see for the ICC moving forward.

Small groups were then established where individuals were asked to share what they had identified. The group was then tasked with finding commonalities or to chat about any surprising or unique perspectives. The summary of these discussions is provided below.

### Core Values

The values that people offered during the ice-breaker discussions included:

1. **Support for Families and Children:** There is a strong emphasis on centering support for families, gathering family perspectives, and keeping children at the core of the system's mission.
2. **Inclusion:** Ensuring all partners, agencies, and families are included to improve the quality of life and education for children.
3. **System Improvement:** People focused on moving the Council forward, advising, assisting, and guiding the Part C system to serve all children effectively.
4. **Accountability:** A recurring value identified was accountability—both to the system and to the community it serves, with a call for representatives who are fully committed.
5. **Equity:** The importance of supporting marginalized populations and ensuring equitable access to services was highlighted.
6. **Advising and Assistance:** The group values thoughtful advising and meaningful assistance to the system, with an understanding of roles shared across members.

These core values reflect a collective desire to improve systems for the benefit of families and children, ensuring inclusivity, accountability, and equity in the process.

### ICC Membership Strengths:

The strengths that Council members identified as bringing with them to their role on the ICC included:

- **Research and Data Expertise:** Several members highlighted their strength in data analysis, evidence-based frameworks, and research, which supports informed decision-making and system improvement.
- **Systems Change Experience:** Members bring experience in implementing system changes and understanding how systems work from different perspectives, including leadership, practitioners, and parents.



- **Educational Background:** There are members with strong educational experience, particularly in early childhood education (ECE) and intervention services, bringing valuable insights into how these services affect families.
- **Dual Perspectives:** Some members are parents of children who have received services, offering a dual perspective of both service users and providers, adding depth to discussions.
- **Commitment to Serving Target Populations:** There is a shared commitment to supporting the populations served by the Council.
- **Historical Knowledge of the System:** Members with long-standing involvement bring valuable historical context, helping to keep the Council aligned with its goals and aware of past successes and challenges.
- **Problem-Solving Skills:** Council members identify themselves as effective problem solvers, focused on finding solutions and moving from problem identification to actionable steps.
- **Accountability:** Many members emphasize their dedication to maintaining an accountability framework within the system, ensuring that their work remains goal-oriented and results-driven.
- **Resiliency and Mental Toughness:** Members recognize their own mental toughness and resiliency, which help them persevere through challenges and remain focused on the Council's objectives.
- **Equity Lens:** Several members prioritize diversity and equity, emphasizing the importance of recognizing diverse voices and perspectives, including those related to race, gender, orientation, and religion.

These strengths reflect a diverse range of skills and perspectives, all aimed at improving the system and ensuring better outcomes for children with disabilities and developmental delays as well as their families.

## *Challenges*

The challenges facing the ICC as identified by meeting participants included:

- **High Turnover:** High turnover among members and a lack of stable representation have impacted the Council's ability to maintain continuity and momentum.
- **Lack of Representation:** The Council struggles with ensuring diverse representation, particularly from parents and underrepresented communities, which affects its ability to reflect the populations it serves.
- **Focus on Obligatory Function:** There is a challenge of focusing too much on obligatory functions, leading to difficulties in moving beyond compliance into proactive action.
- **Limited Time and Resources:** Members frequently cited limited time and heavy workloads as barriers to accomplishing all necessary tasks and fully engaging in the Council's activities.
- **Timely Access to Meeting Materials:** There are concerns about not receiving meeting information far enough in advance to adequately review and prepare.
- **Lack of Time for Review and Engagement:** Members noted the lack of time to properly absorb, understand, and explore information to adequately advise on key issues.
- **Working in Silos:** The challenge of working in isolation, both within the Council and among different agencies, was highlighted as a barrier to collaboration and efficient problem-solving.
- **Plans Not Leading to Action:** There is concern about identifying problems but not moving towards actionable solutions, with a need to shift from discussion to implementation.



- **Systemic Change:** There is a need for meaningful systems change, but members recognize the difficulty of driving this change while dealing with ongoing operational challenges.
- **Equitable Access to Services:** Ensuring equitable access to services across different populations and regions remains a significant challenge.

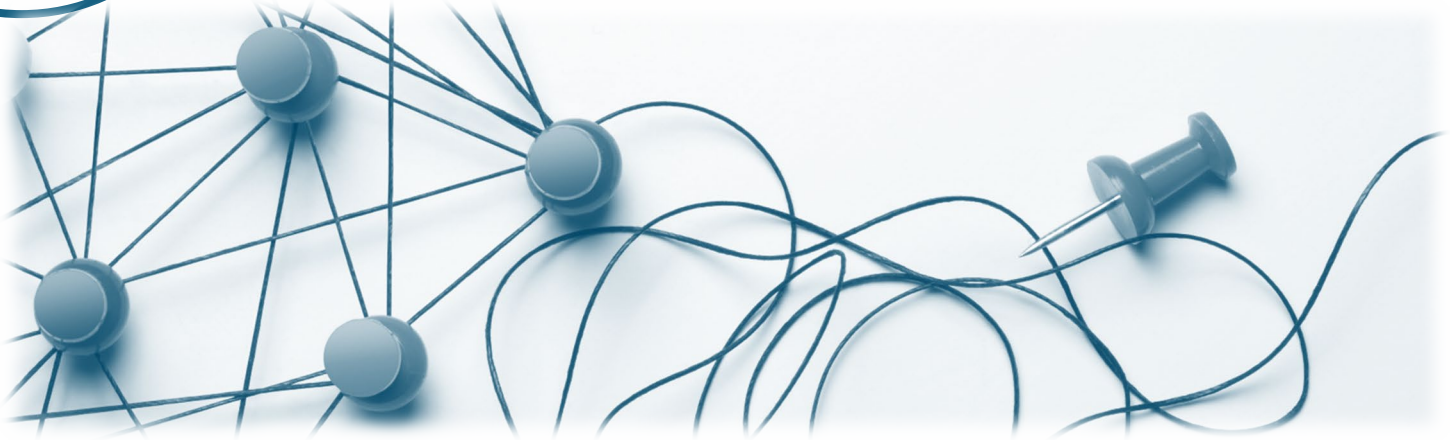
These challenges reflect a combination of structural, time-based, and resource-related issues that the Council must navigate to function effectively and meet its goals.

## *Opportunities*

The challenges facing the ICC as identified by meeting participants included:

- **Onboarding New Members:** There is a need to create a robust onboarding process to engage new members quickly and help them contribute meaningfully to the Council's work.
- **Efficiency Improvements:** The Council has the opportunity to work more efficiently by rebalancing workloads and improving processes for meeting mandates and taking action.
- **Family Engagement:** There is an opportunity to invite more families to share their stories and experiences, which would provide valuable insights and increase family involvement in the Council's activities.
- **Diversification of Membership:** The Council sees the chance to diversify its membership to ensure better representation across various regions, professions, and communities.
- **Use of Existing Gatherings for Recruitment:** Members suggested leveraging existing community gatherings and networks to recruit more diverse participants and encourage greater engagement.
- **Parent Support Groups:** There is potential to establish parent support groups that could help parents connect with providers and navigate the system more effectively.
- **Navigational Support for Parents:** The Council can offer additional navigational support to families, which would help parents engage with the Council and understand how to access services.
- **Action-Oriented Meetings:** An opportunity exists to make Council meetings more action-oriented, focusing on achieving concrete outcomes rather than remaining in the problem-identification phase.
- **Learning from Previous Members:** Interviewing former parent members to understand how to engage families more effectively and sustain their participation is seen as a valuable strategy.
- **Use of Data and Qualitative Feedback:** The Council sees an opportunity to better use data and qualitative feedback, especially from families, to inform its decisions and strategic planning.
- **Building a Strong Foundation:** Members expressed excitement about building a strong and unshakeable foundation for the Council, ensuring that it remains focused on its mission of supporting families and children.
- **Inclusivity in Meetings:** Holding meetings at more accessible times, such as in the evenings, could improve participation from families and members with busy schedules.

These opportunities reflect a proactive approach to enhancing Council engagement, diversifying membership, improving efficiency, and ultimately better serving families and children.



## Role of ICC

The role of the ICC was explored with meeting participants. Participants were first provided with a presentation of the federal mandate and then how the Nevada State ICC bylaws specified it would fulfill such mandates. Time was then spent in small groups rating how well the Nevada ICC was meeting mandates. Lastly, specific activities of the ICC were explored, and roles and responsibilities were discussed. Shared agreements about roles and responsibilities were then established. The results of these discussions are summarized below.

Establishment and Composition		
<b>Federal Requirement</b>	<ul style="list-style-type: none"> <li>✓ The Council must be established by the state and appointed by the Governor, ensuring that its membership represents the state’s population.</li> <li>✓ Membership must include parents of children with disabilities, providers of early intervention services, representatives from state agencies involved in early intervention, the State Medicaid program, Head Start programs, and other relevant agencies.</li> </ul>	<b>Rating by Consensus:</b> <b>2.8</b>
		<b>Roles and Responsibilities</b>
<b>State Implementation</b>	<p>The bylaws align with the federal mandate regarding the establishment and composition of the ICC.</p> <ul style="list-style-type: none"> <li>✓ <b>Representation:</b> NV ICC Bylaws specify the required representation as stated in the Federal CFR.</li> <li>✓ <b>Appointment by Governor:</b> All ICC members are appointed by the Governor, as mandated. Bylaws state that new members receive an orientation designed by the IDEA Part C Office within the lead agency to ensure they understand their roles and responsibilities.</li> <li>✓ <b>Conflict of Interest:</b> The bylaws note that no member may vote on any matter that would provide a direct financial benefit to them or create a conflict of interest, which aligns with federal guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appointment by Governor with support in terms of application completion and tracking of status offered by Part C.</li> <li>✓ ICC is responsible for ensuring adequate representation.</li> <li>✓ Conflict of interest should be managed at the individual level.</li> </ul>



Regular Meetings			
<b>Federal Requirement</b>		<b>Rating by Consensus:</b>	<b>2.9</b>
		<b>Roles and Responsibilities</b>	
<b>State Implementation</b>	<p>The bylaws align with the federal requirements regarding the frequency of meetings:</p> <ul style="list-style-type: none"> <li>✓ <b>Quarterly Meetings:</b> The ICC is required to meet quarterly, which is in line with the federal mandate for regular meetings. The bylaws also mention that meetings must comply with the Open Meeting Law to ensure transparency and public participation.</li> <li>✓ <b>Special Meetings:</b> Additional special meetings can be called as necessary by the chair or upon the request of two-thirds of the members, maintaining flexibility and responsiveness in Council operations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Part C Office is responsible for scheduling meetings and to make sure that Brown Act posting requirements are met.</li> <li>✓ Individual ICC members are responsible for active and consistent participation.</li> <li>✓ ICC Chair is responsible for ensuring quorum is met.</li> </ul>	

Use of Funds			
<b>Federal Requirement</b>		<b>Rating by Consensus:</b>	<b>4.25</b>
		<b>Roles and Responsibilities</b>	
<b>State Implementation</b>	<p>The bylaws comply with the federal mandates on the use of funds:</p> <ul style="list-style-type: none"> <li>✓ <b>Budget Preparation and Review:</b> The IDEA Part C Coordinator prepares an annual budget for review by the ICC, and the Council reviews it during their annual face-to-face meeting as well as other quarterly meetings.</li> <li>✓ <b>Reimbursement and Support Services:</b> The bylaws provide for the reimbursement of expenses related to travel, lodging, per diem, childcare stipends for parent representatives, and interpretation services as needed. This aligns with the federal mandate that allows ICC members to be reimbursed for reasonable and necessary expenses incurred while performing Council duties.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Part C Office is responsible for developing the initial ICC specific budget.</li> <li>✓ ICC is responsible for adopting the ICC specific budget and using funds as budgeted.</li> </ul>	



Required Functions		
<b>Federal Requirement</b>	<ul style="list-style-type: none"> <li>✓ The Council is required to advise and assist the lead agency on fiscal and policy matters, support interagency collaboration, and assist in the transition of toddlers with disabilities to appropriate services.</li> <li>✓ An annual report on the status of early intervention services must be prepared and submitted to the Governor and the Secretary of Education.</li> </ul>	<b>Rating by Consensus:</b> <b>3.1</b>
		<b>Roles and Responsibilities</b>
<b>State Implementation</b>	<p>The bylaws outline the required functions of the ICC in accordance with federal mandates:</p> <ul style="list-style-type: none"> <li>✓ <b>Advisory Role:</b> The ICC is tasked with advising and assisting the Nevada Department of Health and Human Services (DHHS) in the development and implementation of policies that constitute the statewide early intervention system. This includes providing input on state performance plans, applications, and amendments, as well as helping to identify systemic strengths and issues of concern.</li> <li>✓ <b>Interagency Coordination:</b> The bylaws stipulate that the ICC must assist DHHS in achieving full participation, coordination, and cooperation among public agencies, advising on transition policies for toddlers with disabilities, and resolving system disputes as needed.</li> <li>✓ <b>Annual Reporting:</b> The ICC is responsible for providing input to the Annual Performance Report to the Governor and the U.S. Department of Education on the status of early intervention programs in the state.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Part C Office is responsible for compiling data from various systems.</li> <li>✓ ICC is responsible for reviewing data and offering advice on how to respond to issues elevated by the data.</li> <li>✓ ICC is responsible for assisting with interagency coordination in coordination with the Part C Office.</li> <li>✓ Part C Office is responsible for establishing an annual performance report.</li> <li>✓ ICC is responsible for reviewing the annual report and offering its reflection and support for systems improvement opportunities.</li> </ul>

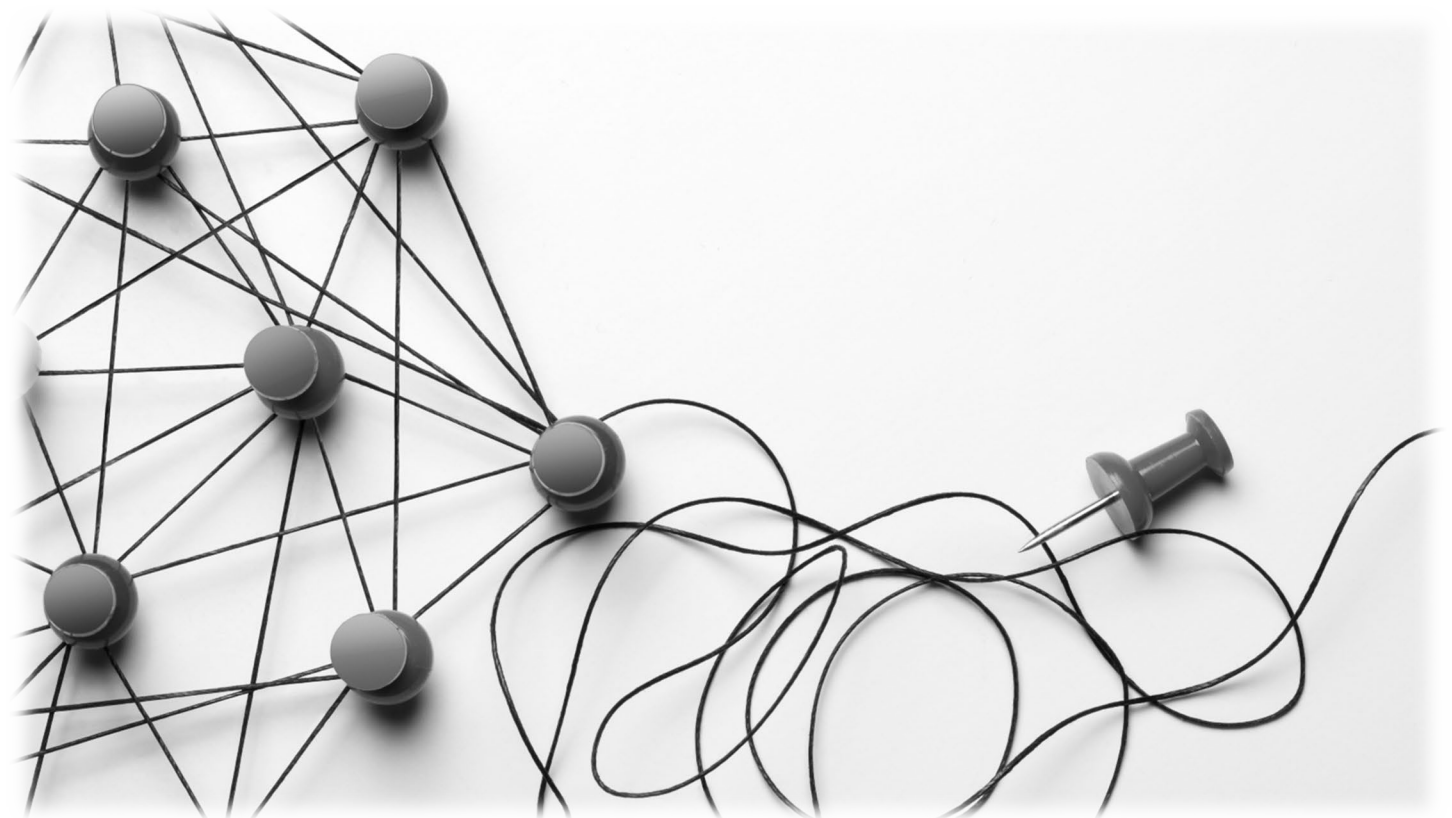






## Authorized Activities

<b>Federal Requirement</b>	<ul style="list-style-type: none"> <li>✓ The Council may advise on service provision, integrate services for at-risk infants and toddlers, and collaborate with other state early childhood initiatives.</li> </ul>	<b>Rating by Consensus:</b>	<b>3.1</b>
		<b>Roles and Responsibilities</b>	
<b>State Implementation</b>	<p>The bylaws adhere to the federal mandates regarding authorized activities:</p> <ul style="list-style-type: none"> <li>✓ <b>Integration and Collaboration:</b> The ICC is authorized to coordinate and collaborate with the State Advisory Council on Early Childhood Education and Care and other state interagency early learning initiatives as appropriate. This coordination supports a holistic approach to early childhood education and services.</li> <li>✓ <b>Committees and Task Forces:</b> The ICC can establish standing or special committees as needed to carry out specific tasks or review issues relevant to the Council's mission. These committees are chaired by ICC members but can include members from outside the Council, promoting inclusivity and diverse perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>✓ ICC is responsible for the coordination and collaboration with the ELAC.</li> <li>✓ ICC is responsible for the establishment of, assignment to, and convening of subcommittees and task forces to review issues relevant to the Council and its specific tasks.</li> </ul>	





## Pre-Retreat Survey Results

### Background and Introduction

Nevada's Early Intervention Services (NEIS) provides services to infants and toddlers (birth until 3 years) who have a developmental delay or disability or are at risk for a developmental disability, and their families. Every state has a group of parents, service providers, agency leaders, and others who make up the Interagency Coordinating Council (ICC).

Nevada's ICC was established under federal and state law for the purpose of advising and assisting Nevada's Department of Health & Human Services in implementing NEIS; more information on the charge and composition of the ICC is provided on pages 5-6. The ICC helps to provide policy guidance with respect to early intervention services for infants and toddlers.

Nevada's ICC has experienced several membership challenges over the last few years, including difficulty in filling mandated membership positions, securing the necessary membership appointments by the Governor's office in a timely fashion, and securing the commitment of members to step into the ICC's two-chair leadership structure. Additionally, the group has struggled to effectively engage members in understanding and actively participating in their required duties.

As a result of these circumstances, a strategic retreat is being held with ICC membership to achieve the following objectives:

- Establishing a shared understanding of the roles and responsibilities of the ICC as a group AND defining what active and engaged membership looks like,
- Confirming or modifying the vision and mission of the ICC, and
- Identifying and collecting information that is needed to support informed decision making relative to the establishment of a new ICC strategic plan.

As a component of the strategic retreat, a pre-retreat survey was issued to ICC membership. The survey was meant to collect information about the make-up of ICC membership, member perceptions regarding the role and effectiveness of the current ICC, feedback on draft revisions to the vision and mission statements of the ICC, and lastly, to identify what members initial thoughts are regarding the most significant needs and opportunities to support infants and toddlers (birth until 3 years) who have a developmental delay or disability or are at risk for a developmental disability, and their families.

A total of 10 people responded to the survey, though not all respondents responded to every question. The data has been anonymized to ensure the confidentiality of individual responses.



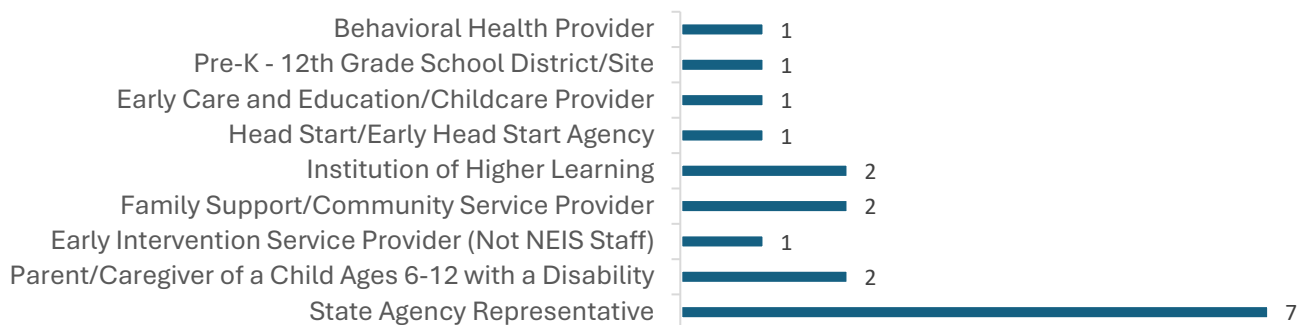
## Respondent Profile

The following ICC members responded to the pre-retreat survey.

Name	Organizational Affiliation	Mandated Position Representation
Jenna Weglarz-Ward, Ph.D.	UNLV College of Education, Special Education	Pre-service Personnel Preparation
Janice Lee	Nevada Center for Excellence in Developmental Disabilities, University of Nevada, Reno	Nevada Center for Excellence in Developmental Disabilities
Julia Dame	Nevada Early Intervention Services – Las Vegas	Public or Private Providers of Nevada Early Intervention Services
Sarah Horsman	Nevada Early Intervention Services – Reno	Public or Private Providers of Nevada Early Intervention Services
Amy Hendrickson	Nevada Early Intervention Services-Rural/Frontier	Public or Private Providers of Nevada Early Intervention Services
Cate Guzy	State Education Agency for Preschool Services - 619 Coordinator	State Education Agency Responsible for Preschool Services for Children with Disabilities
Rique Robb	Aging and Disability Services Division, Deputy Administrator	State Agency Involved in the Provision or Payment for Early Intervention Services
Rhonda Lawrence	Division of Child and Family Services, Early Childhood Mental Health	State Mental Health Agency
Catherine Nielsen	Governor's Council on Developmental Disabilities	Nevada Developmental Disabilities Council
Robin Kincaid	Nevada Parents Encouraging Parents (NVPEP)	Parent Training or Parents Encouraging Parents Program

## Respondent Perspective

Respondents were asked to identify what perspective(s) they bring to the work they do on the Council. Respondents could offer more than one perspective, so the number of perspectives exceeds the number of respondents.





## Longevity on Council

Respondents were asked to indicate the length of time they have been on the ICC. Half of the respondents have been on the council for less than 2 years.



## Demographic Profile

Respondents were asked to identify their gender, sexual orientation, race/ethnicity, and primary language. This information is meant to compare ICC membership to Nevada State residents to help understand the extent membership is reflective of the state population.



### Sex & Gender

All survey respondents indicated they were female. The majority of respondents identified as cisgender.



### Race & Ethnicity

The majority of respondents identified as White (9 of 10).

### Sexual Orientation

Eight of 10 respondents identified as heterosexual while one identified as bisexual and one other declined to state.



### Primary Language

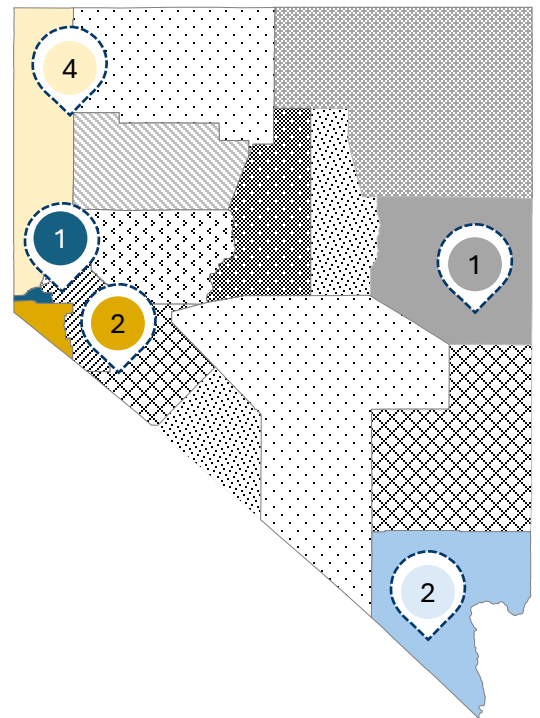
All 10 respondents indicated they spoke English the most at home.



## Geographic Representation

Respondents were asked to provide the zip code that they live in. Most respondents live in Washoe County (4). There are two representatives from both Clark County and Douglas County and one from Carson City and White Pine.

Clark County	89113 • 89149
Washoe County	89503 • 89509 • 89511 • 89519
Carson City	89706
Douglas County	89014 • 89423
White Pine County	89301



## Educational Attainment

Respondents were asked the highest level of education that has been attained in their household.





## Role and Effectiveness of the ICC

Respondents were asked questions about what their personal goals were in relationship to their role on the council as well as how their individual expertise and experiences contribute to the Council. They were also asked a variety of questions to help identify members current understanding of the purpose of the ICC, as well as their perception of how well the ICC is meeting its legislative mandates.

### Individual Goals and Contributions

Respondents were asked what they personally wanted to accomplish as a member of the ICC. Themes that emerged from the open-ended questions are provided below.

- Establish a strong and informed **ICC membership**
- Strengthen **ICC operations** which includes consistent and active **subcommittee meetings**
- Increase the **number and timeliness of services available**, support **effective transitions** from Part C to Part B, and improve the **quality of care** within the early intervention system
- Track and monitor all **findings and audits** from DMS monitoring to ensure the early intervention system is appropriately serving families

Additionally, respondents were asked to identify how their individual expertise or experiences make a valuable contribution to the Council. Multiple people brought direct experience working with families and children into their role as an ICC member. This experience was cited as critical in helping the council 1) understand the needs of young children with disabilities and their caregivers, 2) knowing what has or has not worked to serve these families, and 3) being able to advocate on behalf of these families for improved service delivery. In addition to this theme, there were at least three respondents who noted experience working within systems and/or system change efforts. This experience was offered as important to assisting the Council in fulfilling its federal mandates. Lastly, at least one respondent offered that since she serves individuals in rural Nevada, she feels like she can represent the needs of these families.

*“I think my expertise lies not only in content (EI practices, family practices, training) but also in leadership of helping others conceptualize and achieve their goals. I am a relationship-based person and also use a purpose-drive approach to supporting groups. I also have a 360 perspective--I was a provider, a parent, a researcher, an instructor, and work nationally on EI/ECSE related work.”*

*“Working with families for over 25 years and being a parent of a child with a disability provides the council a unique perspective on how families need support and encouragement.”*

*“I have exp with boards/councils/commission as well as with statewide EI services. I have both private and state exp that brings an external and internal perspective on how to move the council and EI services forward.”*





## Understanding of ICC Purpose

The purpose of the ICC is summarized in the blue boxes found on the following two pages.

### State Interagency Coordinating Council

*(Description below was summarized and adapted to the State of Nevada, but was taken from the following location: <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-303/subpart-G>)*

A State that desires to receive financial assistance to support infants and toddlers with disabilities must establish a State Interagency Coordinating Council (Council). The Council must be appointed by the Governor. The Governor must ensure that the membership of the Council reasonably represents the population of the State. The Governor must designate a member of the Council to serve as the chairperson of the Council or require the Council to do so. Any member of the Council who is a representative of Nevada Early Intervention Services (NEIS) may not serve as the chairperson of the Council.

### Composition

The Council must be composed as follows:

- At least 20 percent of the members must be parents, including minority parents, of infants or toddlers with disabilities or children with disabilities aged 12 years or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities.
  - At least one parent member must be a parent of an infant or toddler with a disability or a child with a disability aged six years or younger.
- At least 20 percent of the members must be public or private providers of early intervention services.
- At least one member must be from the State legislature.
- At least one member must be involved in personnel preparation.
- At least one member must be from each of the State agencies involved in the provision of, or payment for, early intervention services to infants and toddlers with disabilities and their families; **AND** have sufficient authority to engage in policy planning and implementation on behalf of these agencies.
- At least one member must be from the State Educational Agency responsible for preschool services to children with disabilities; **AND** have sufficient authority to engage in policy planning and implementation on behalf of the SEA.
- *At least one member must be from the agency responsible for the State Medicaid and CHIP program.*
- *At least one member must be from a Head Start or Early Head Start agency or program in the State.*
- *At least one member must be from a State agency responsible for child care.*
- *At least one member must be from the agency responsible for the State regulation of private health insurance.*
- *At least one member must be a representative designated by the Office of the Coordination of Education of Homeless Children and Youth.*
- *At least one member must be a representative from the State child welfare agency responsible for foster care.*
- *At least one member must be from the State agency responsible for children's mental health.*

The Governor may appoint one member to represent more than one program or agency listed in the bulleted list above which is in *italics*.

The Council may include other members selected by the Governor, including a representative from the Bureau of Indian Education (BIE) or, where there is no school operated or funded by the BIE in the State, from the Indian Health Service or the tribe or tribal council. No member of the Council may cast a vote on any matter that would provide direct financial benefit to that member or otherwise give the appearance of a conflict of interest under State law.



## State Interagency Coordinating Council (Cont.)

### Meetings

The Council must meet, at a minimum, on a quarterly basis, and in such places as it determines necessary. The meetings must be publicly announced sufficiently in advance of the dates they are to be held to ensure that all interested parties have an opportunity to attend and, to the extent appropriate, be open and accessible to the general public. Additionally and as needed, meetings should provide for interpreters for persons who are deaf and other necessary services for Council members and participants. The Council may use funds under this part to pay for those services.

### Use of funds by the Council

Subject to the approval by the Governor, the Council may use funds to:

1. Conduct hearings and forums;
2. Reimburse members of the Council for reasonable and necessary expenses for attending Council meetings and performing Council duties (including child care for parent representatives);
3. Pay compensation to a member of the Council if the member is not employed or must forfeit wages from other employment when performing official Council business;
4. Hire staff; and
5. Obtain the services of professional, technical, and clerical personnel as may be necessary to carry out the performance of its functions.

Except as described in the preceding section, Council members must serve without compensation.

### Functions of the Council—Required Duties

1. **Advising and assisting Nevada Early Intervention Services.** The Council must advise and assist Nevada Early Intervention Services in understanding the need for, funding allocation of, collaboration with and service delivery for early intervention services and supports. This includes providing oversight and support for federal funding applications and corresponding amendments.
2. **Advising and assisting on transition.** The Council must advise and assist the State Educational Agency and Nevada Early Intervention Services regarding the transition of toddlers with disabilities to preschool and other appropriate services.
3. **Annual report to the Governor and to the Secretary.** The Council must prepare and submit an annual report to the Governor and to the Secretary on the status of early intervention service programs for infants and toddlers with disabilities and their families; and submit the report to the Secretary by a date that the Secretary establishes. Each annual report must contain the information required by the Secretary for the year for which the report is made.

### Authorized activities by the Council

The Council may carry out the following activities:

- A. Advise and assist the lead agency and the SEA regarding the provision of appropriate services for children with disabilities from birth through age five.
- B. Advise appropriate agencies in the State with respect to the integration of services for infants and toddlers with disabilities and at-risk infants and toddlers and their families, regardless of whether at-risk infants and toddlers are eligible for early intervention services in the State.
- C. Coordinate and collaborate with the State Advisory Council on Early Childhood Education and Care for children, as described in the Head Start Act, if applicable, and other State interagency early learning initiatives, as appropriate.



Respondents were asked to share their perception of the ICC purpose. All eight responses to this question recognized that the Council's primary purpose was to **advise the early intervention system** to ensure services for children with disabilities and their families are high-quality, culturally and developmentally appropriate and effective. Other considerations included the need to partner for this purpose as well as the need to meet the federal mandates of IDEA Part C.

## ICC Effectiveness

Beyond asking respondents to describe their understanding of the ICC purpose, questions were posed to identify ICC member perceptions regarding the effectiveness of the current Council. Of the eight respondents who answered these series of questions, only one individual clearly indicated that they believe the Council is meeting its mandate.

Specific issues in which respondents indicated concern were as follows:

1

The lead agency is directing the ICC rather than the other way around, which has led to confusion about the Council's advisory role. Additionally, the partnership between the ICC, Part C, and ASD needs to be strengthened to support effective collaboration and system

2

The Council has not been fully engaged in fulfilling its primary mandate, which is to advise the early intervention system, rather it has primarily been asked to adhere to procedural components and mandated approvals.

3

The Council has struggled in getting timely membership approvals from the Governor's office and gaps in membership representation (the most notable being family representatives who have a child with a disability) create a significant barrier to effectiveness.

4

Membership struggles, lack of quorum, and inactivity amongst subcommittees have made it difficult for the Council to adequately meet its responsibilities.

Areas that respondents felt the ICC should influence, but currently are not, include the following:

- **Transitions:** The Council is not adequately advising or assisting the early intervention system with the transition of toddlers with disabilities to preschool and other appropriate services.
- **Funding:** The Council has not provided the critical support needed to enhance the funding available in the state to support service expansion.
- **Workforce Development:** The Council has not supported the establishment of a qualified workforce to support the early intervention system.





Solutions offered by survey respondents to address these issues included themes around infrastructure enhancements, membership efforts and resource needs, each of which are detailed below.

## Infrastructure Enhancements

- Clearly identify the role and responsibilities of the ICC, lead agency and other early intervention partners.
- Research effective strategies for ICC operations and apply them within the state of Nevada.
- Update operational framework to include a review and potential updates to the bylaws, subcommittee structure and parent handbook.
- Educate key partners about the ICC mandates and establish a mechanism to ensure compliance.
- Identify what financial resources are available through the Office of Special Education Program (OSEP) formula grant so that the ICC can conduct business and lead themselves (as opposed to being led by lead agency).

## Membership Supports

- Establish a recruitment and retention process for ICC membership that supports full representation, a streamlined approval process from the Governor's office, and onboarding of new members.
- Time outside of procedural meetings to build relationships, gather knowledge on early intervention best practices, and how to effectively engage as a Council.

## Resource Needs

- Establishment of an ICC secretary who could proactively send out ICC meeting materials, keep time during meetings and document decisions made.
- Additional funding from the state to address audit, monitor findings and develop a corrective action plan.

*“The current Chair is an asset to the system and wants to make a difference and structure the council to meet the federal requirements, advise the LA as well as the EI system. Current membership is passionate about doing the right thing and meeting the requirements. This survey is the first step in developing the ICC's role in being effective and understanding their responsibilities within the system.”*





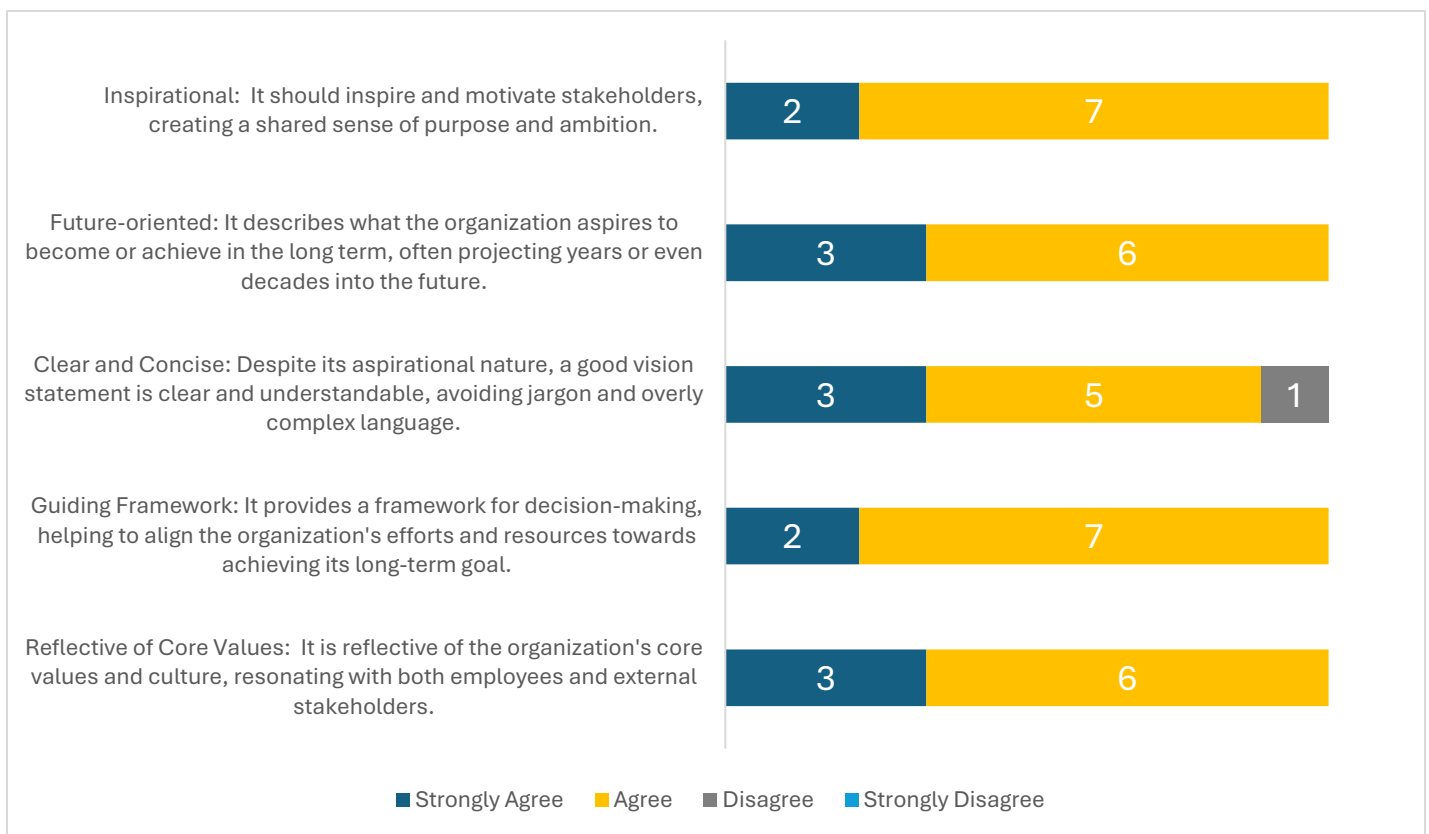
## Strategic Plan Positioning

The last section of the survey asked respondents to weigh in on areas that will support strategic planning for the ICC. Draft revisions to the vision and mission statement were tested with input requested and respondents were asked about what they perceived should be considered in setting forth a plan for future efforts. These issues are summarized below.

### Vision and Mission Statements

The current draft revision to the ICC vision statement is ***“All children under the age of 3 with disabilities and/or developmental delays in Nevada will be provided opportunities, supports, and services to participate equitably in activities of their communities to reach their maximum potential.”***

To assess whether the current draft revision of the vision statement is future-focused, depicting a desired future position or condition that the Council aims to reach, respondents were asked the extent to which the vision statement fits each of the following characteristics.



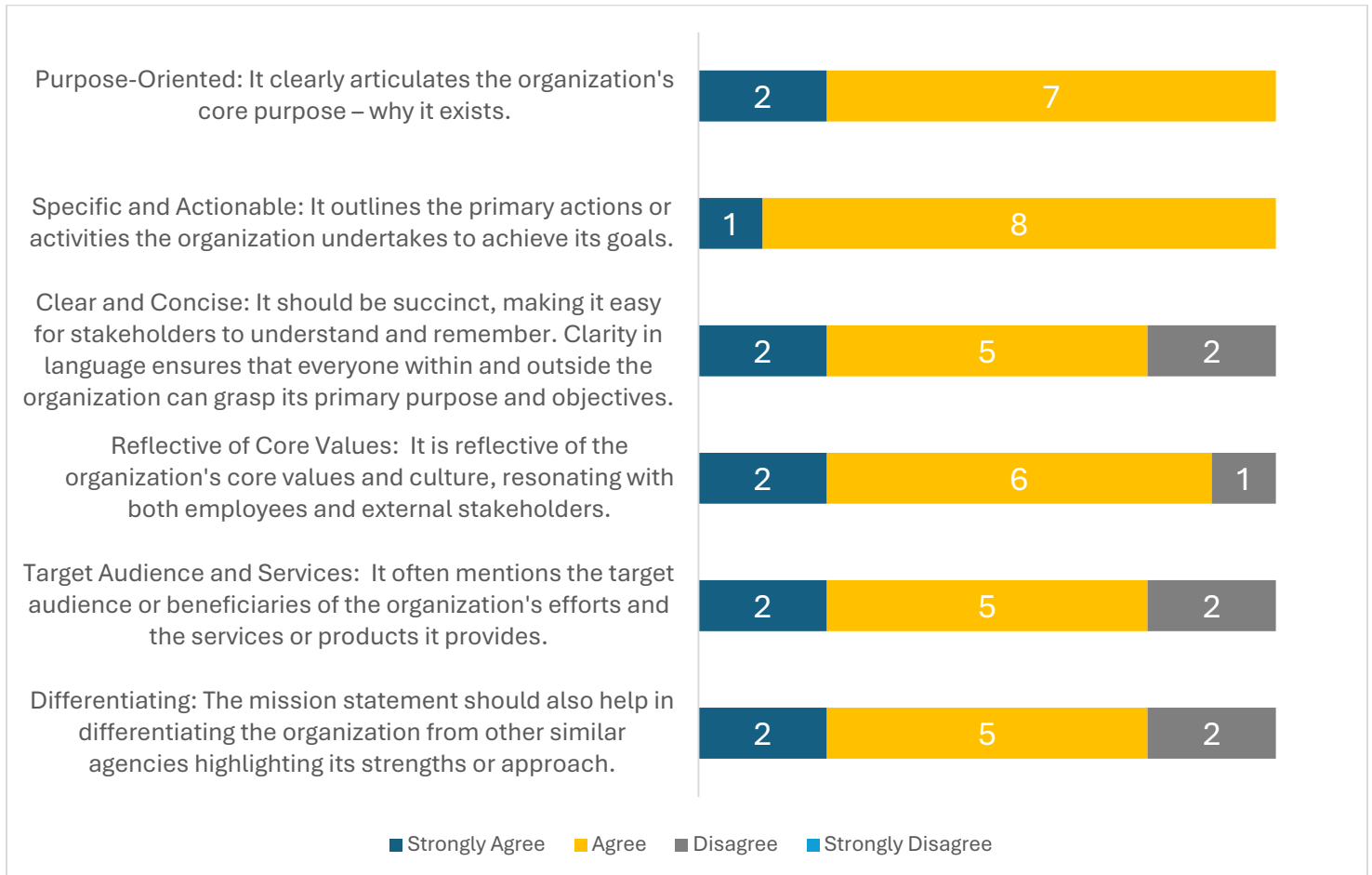
Suggested changes to the vision statement offered came from two respondents:

- Include families explicitly in vision, maybe also include inclusion/belonging, it could be more inspiring (although I also live in this space so this what I work on every day, it might be inspiring for others)
- Activities of their communities to reach their maximum potential. change to --- community activities to gain skills in their development



The current draft revision to the ICC mission statement is ***“The mission of the ICC is to support the ongoing development and implementation of quality statewide early intervention services for children with disabilities and/or developmental delays their families.”***

To assess whether the current draft revision of the mission statement describes the current objectives and activities of the organization, explaining its purpose and function, respondents were asked the extent to which the statement fits each of the following characteristics.



Suggested changes to the mission statement offered came from two respondents:

- It currently sounds like it is ALL aged children. Define the age range or make a statement of "young children".
- Include advise/assist Part C system (these are in the bullet points), I think we should recognize systemic inequity and our commitment to equity and inclusion, I want to focus on the system through to the individual children and families, I think we should include aspects of policy and practice and consider supporting the implementation of research/evidence/recommended practices.
- The mission of the ICC is to support the ongoing development and implementation of quality statewide early intervention services for children with disabilities and/or developmental delays and their families.” Add the word and after delays



## Needs of Young Children with a Disability and their Families

Respondents were asked to identify the top three needs of young children (ages 0 to 3) who have a disability so that they can serve as a focus for the new strategic plan. Below are the themes that emerged.



### Access to High-Quality and Timely Services

Families need reliable access to high-quality early intervention services that are delivered promptly. Delays in service provision due to workforce shortages or systemic inefficiencies can significantly impact a child's developmental outcomes.



### Diversity, Equity, and Inclusion

There is a strong need for services that are equitable and inclusive, ensuring that all children, regardless of their socio-economic background, geographic location, or race/ethnicity, have access to the resources and support they need.



### Family Support

Families require ongoing support and education to effectively advocate for their children and navigate the complex early intervention system. This includes understanding their rights, available resources, and how to engage in their child's developmental progress.

## Challenges in Maintaining High Quality and Accessible Services

Respondents were asked to identify the top three challenges in maintaining high-quality and accessible services for young children (ages 0-3) who have a disability and their families in Nevada. Below are the themes that emerged.



### Workforce Supports

A significant and recurring theme was the shortage of qualified early intervention professionals, including therapists and other specialists. This shortage is compounded by high turnover rates, making it difficult to maintain a stable and experienced workforce.



### Funding and Resource Limitations

Insufficient funding for early intervention programs was identified as a major barrier to maintaining high-quality services. Limited resources impact the ability to offer competitive wages, provide ongoing training, and expand services to meet growing demand.



### Geographic Disparities and Access to Services

Geographic disparities, particularly in rural and remote areas, create significant challenges in accessing early intervention services. Families in these areas often face long travel distances to receive services, or they may have limited or no access to certain types of specialized care.



## Policy and Advocacy

Respondents were asked to identify the top three areas of policy needing the most attention or advocacy at the state or national level to support better services and outcomes for young children (ages 0-3) who have a disability and their families. Below are the themes that emerged.



### Funding for Early Intervention Services

Respondents highlighted the urgent need for increased funding for early intervention services. This includes advocating for both state and federal resources to ensure that programs have the financial support necessary to provide high-quality services, attract and retain qualified staff, and expand service capacity to meet growing demand.



### Workforce Development and Compensation

There is a critical need to advocate for policies that support the development, training, and fair compensation of early intervention professionals. This includes addressing workforce shortages by improving wages, offering professional development opportunities, and creating incentives for working in underserved or rural areas.



### Cross-System Collaboration and Inclusion

Respondents emphasized the importance of policies that promote collaboration between different systems, such as healthcare, education, and social services, to ensure a holistic approach to supporting young children with disabilities. This includes advocating for inclusive practices in early childhood settings, such as universal pre-K, and ensuring that all systems work together to support the full inclusion of children with disabilities.

## Collaboration and Partnerships

Respondents were asked to identify what potential partnerships or collaborations with other organizations could enhance the Council's effectiveness. Below are the themes that emerged.

### Collaboration with State and Local Educational Agencies

- **Nevada Department of Education, Office of Early Learning and Development:** Many respondents suggested strengthening partnerships with the Nevada Department of Education, particularly the Office of Early Learning and Development. This collaboration could help align early intervention services with broader educational initiatives, ensuring a seamless transition for children moving from early intervention to preschool and beyond.
- **Nevada Early Childhood Advisory Council (ECAC):** Building stronger ties with the ECAC was also recommended, as this council plays a vital role in coordinating early childhood programs and policies across the state. Collaboration could enhance the ICC's ability to influence and integrate early intervention services within the broader early childhood system.
- **Head Start and Early Head Start Programs:** Strengthening partnerships with Head Start and Early Head Start programs was identified as a way to enhance early intervention services, particularly for low-income families. Collaboration with these programs could help identify children who may benefit from early intervention and provide seamless support across different early childhood settings.



## Engagement with Health and Social Services

- **Nevada Office of Minority Health:** Several respondents highlighted the importance of partnering with the Nevada Office of Minority Health to address health disparities and ensure that early intervention services are accessible and equitable for all communities, particularly those that are underserved or marginalized.
- **MIECHV Home Visiting Programs:** Collaborating with the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Programs could help extend the reach of early intervention services to more families, providing a continuum of care that supports child development from birth onward.
- **Nevada Early Mental Health Services:** Working closer with early childhood mental health services can provide comprehensive support to families, addressing both developmental and emotional/behavioral needs. These collaborations could lead to more holistic care for children and families.

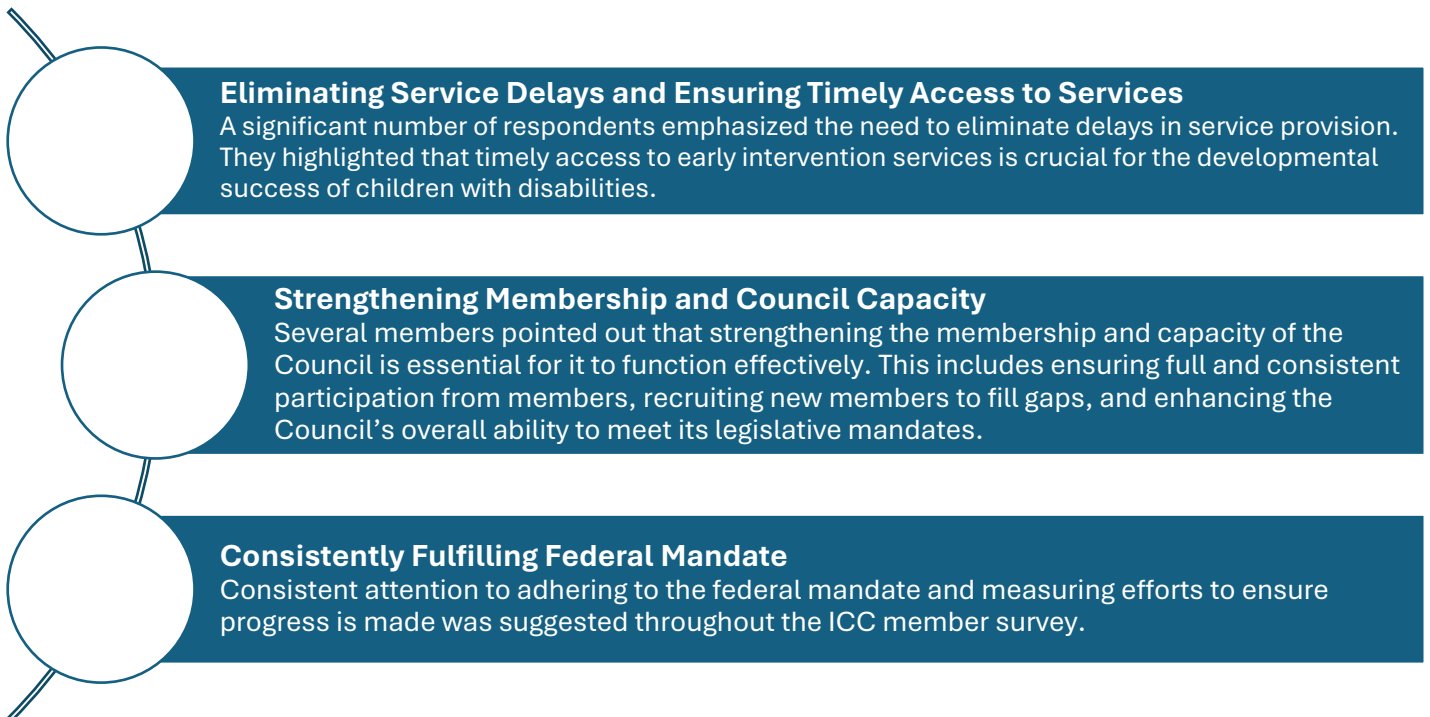
## Partnerships with Community and Advocacy Organizations

- **Nevada PEP and Family Support Organizations:** Respondents emphasized the need to collaborate with organizations like Nevada PEP, which provide support and advocacy for families of children with disabilities. These partnerships can help ensure that family voices are heard, and that services are tailored to meet the needs of families across the state. Other family support services recommended include the Nevada Blind Children’s Center, ATP, and the DRC.

The last partnership suggested was the Nevada Department of Health Care Financing and Policy.

## The Most Important Thing...

Respondents were asked to identify the one most important thing for the council to address in its new strategic plan. Below are the themes that emerged.





## Opportunities to Enhance Effectiveness of Nevada State ICC

The following opportunities were identified as opportunities for the Nevada ICC to enhance its effectiveness:

### To understand and effectively engage parents:

- ✓ **Interview Previous Parent Members:** By interviewing former parent members, the Council can identify strategies for engaging families more effectively and learn from their past experiences to improve ongoing participation.
- ✓ **Facilitating Parent Membership:** Creating a simpler, more accessible process for parents to become Council members would enhance family participation, ensuring that parent voices are better represented in Council activities.
- ✓ **Use of Existing Gatherings:** Leveraging existing community gatherings and events to recruit new members and actively engage participants is seen as a practical opportunity to diversify membership and broaden participation.
- ✓ **Navigational Support:** Offering additional support to help parents navigate the complexities of the Council and the services provided would encourage more active involvement from families.

### To better position ICC members for fulfilling their role and responsibilities:

- ✓ **Time for Review and Exploration:** There is a need to provide Council members with sufficient time to absorb, understand, and explore information thoroughly so they can make informed and meaningful contributions to the advising process.
- ✓ **Understanding the History and Moving Forward:** The Council recognizes the importance of understanding its historical context while focusing on moving forward with new goals and initiatives. This balance can guide future decisions and prevent repeating past challenges.
- ✓ **Mapping Member Connections:** Mapping out the connections between Council members can help build a stronger network, facilitating collaboration and ensuring that members utilize each other's strengths and relationships to improve Council effectiveness.

### To support better service delivery:

- ✓ **Parent Support Groups:** The formation of parent support groups would provide a platform for families to connect with service providers, share experiences, and receive guidance, strengthening the relationship between the Council and the families it serves.

These opportunities reflect practical steps the ICC can take to engage more members, particularly parents, and to build a more effective, collaborative environment.

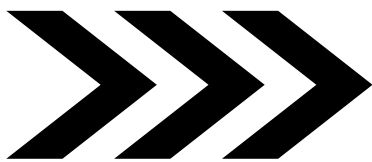


## Day 2 Summary Documentation

### Reflection on Day 1 Activities

Here is a summary of the Day 1 reflections shared by meeting participants:

- **Elevating Family Voice is Crucial:** Participants emphasized the importance of elevating the voice of families in the Council's work to ensure their needs and perspectives are at the forefront.
- **Shared Goal of Family Involvement and a Stronger System:** There was a collective acknowledgment that everyone shares the same overarching goal—strengthening the system through deeper family involvement.
- **Excitement About the ICC:** Participants noted a sense of excitement and enthusiasm around the ICC and its future direction.
- **ICC is Being Reimagined:** The group recognized that the ICC is undergoing a transformation, with a new focus and vision for its role and impact.
- **Community Involvement:** There was an acknowledgment of the importance of community involvement in supporting the work of the Council and ensuring that its efforts are inclusive and far-reaching.
- **Productive Discussion on Roles:** Participants reflected on the value of the discussions around the different roles within the Council, helping to clarify responsibilities and strengthen collaboration.
- **Collective Sense of Purpose and Vision:** The group felt a strong collective sense of purpose and a shared vision for the future of the ICC, which contributed to a positive and unified atmosphere.
- **Clear Goals and Direction for the ICC:** There was consensus that the ICC's goals and direction were becoming clearer, providing a roadmap for future work.
- **New Voices and Unity:** Participants appreciated the addition of new voices to the Council, which helped to foster a sense of unity as everyone moved forward together.
- **Value of Collaboration:** The importance of collaboration and working together was highlighted as a key strength of the Council.
- **Support for Nevada's Most Vulnerable Population:** The ICC's commitment to supporting Nevada's most vulnerable populations, particularly young children and families in need, was recognized as central to its mission.
- **Passion and Readiness for Change:** Participants expressed a shared passion for the work and a readiness to embrace change and move forward with the Council's new vision.



These reflections highlight a strong sense of unity, shared purpose, and excitement about the direction the ICC is taking, with a clear focus on family involvement, community engagement, and collaboration.





## ICC Vision and Mission Statements

A presentation on what a vision and mission statement are and the characteristics that make each strong was given to meeting participants.



### What is a vision statement?

A vision statement is future-focused, depicting a desired future position or condition that the organization aims to reach.

### What are the characteristics of a good vision statement?

- ✓ **Inspirational:** It should inspire and motivate stakeholders, creating a shared sense of purpose and ambition.
- ✓ **Future-oriented:** It describes what the organization aspires to become or achieve in the long term, often projecting years or even decades into the future.
- ✓ **Clear and Concise:** Despite its aspirational nature, a good vision statement is clear and understandable, avoiding jargon and overly complex language.
- ✓ **Guiding Framework:** It provides a framework for decision-making, helping to align the organization's efforts and resources towards achieving its long-term goal.
- ✓ **Reflective of Core Values:** It is reflective of the organization's core values and culture, resonating with both employees and external stakeholders.

The group engaged in a deep discussion around the existing vision statement, the revised version that was established in January 2024, and then the options provided by the meeting facilitator. Following said discussion, the group decided on the following vision statement...

---

*We envision a Nevada where each child, birth to three with disabilities and/or developmental delays and their families, have equitable access to supportive and inclusive communities and reach their full potential through a collaborative early intervention system.*

---

In addition to this vision statement, the following tag lines were offered for consideration. However, no decision was made regarding which of these would be utilized:

*Empowering Every Child and Family for Inclusive Growth*

*Building a Connected and Inclusive Future for Nevada's Youngest Learners*

*A Nevada Where Every Child Thrives Through Early Support and Inclusive Services*

The Council may want to revisit and decide on what tag line they would like to use moving forward.



## What is a mission statement?

A mission statement describes the current objectives and activities of the organization, explaining its purpose and function.

## What are the characteristics of a good mission statement?

- ✓ **Purpose-Oriented:** It clearly articulates the organization's core purpose – why it exists.
- ✓ **Specific and Actionable:** It outlines the primary actions or activities the organization undertakes to achieve its goals.
- ✓ **Clear and Concise:** It should be succinct, making it easy for stakeholders to understand and remember. Clarity in language ensures that everyone within and outside the organization can grasp its primary purpose and objectives.
- ✓ **Reflective of Core Values:** It is reflective of the organization's core values and culture, resonating with both internal and external stakeholders.
- ✓ **Target Audience and Services:** It often mentions the target audience or beneficiaries of the organization's efforts and the services or products it provides.
- ✓ **Differentiating:** The mission statement should also help in differentiating the organization from other similar agencies highlighting its strengths or approach.

The group engaged in a significant discussion around the existing mission statement, the revised version that was established in January 2024, and then the options provided by the meeting facilitator. Following said discussion, the group decided on the following mission statement...

---

*Our mission as the ICC is to assist and advise on behalf of children from birth to three with disabilities and/or developmental delays and their families in Nevada. We are committed to amplifying family voices, empowering a skilled and diverse workforce, and leading the development of an inclusive, high-quality early intervention system. We focus on promoting equitable practices, supporting seamless transitions, and holding the system accountable.*

---

## Strategic Planning Approach

The facilitators presented the value of strategic planning and the proposed approach for the ICC. The group indicated support for the approach as provided below.

### Phase 1: Preparing for the Process

- ❖ Identify and Engage Key Partners in the Process
- ❖ Present and Analyze Existing Data and Reports
- ❖ Finalize Family and Community Engagement Plan

### Phase 2: Assessment of Current System and Needs

- ❖ Centering Family Voice which may include listening sessions, focus groups, and key person interviews
- ❖ Exploration of Potential Solutions
- ❖ Data Synthesis
- ❖ Identification of Themes
- ❖ Preparation for Strategic Planning Retreat



## Phase 3: Strategic Plan Development

### ❖ Strategic Plan Retreat

#### Day 1 of Retreat

- Review Data Synthesis and Themes Identified
- Identify Priorities for Future Action
- Draft Goals and Objectives

#### Day 2 of Retreat

- Create Benchmarks for Measuring Success
- Prioritize Goals and Objectives into Short, Mid and Long-term Priorities
- Identify Subcommittees Charged with Oversight of Goals and Objectives
- Develop Approach to Monitor and Update Plan

### ❖ Document Strategic Plan

### ❖ Equity Assessment

### ❖ Public Review

### ❖ Finalize Strategic Plan

The group was asked to identify the areas they would like to explore as a component of strategic planning. The following is what was identified:

1. **Action Over Discussion:** A key priority is to shift the focus from merely identifying problems to implementing concrete actions that will lead to progress and change.
2. **Develop Attainable Goals and Track Progress:** There is a need to set realistic, manageable goals and establish methods to track progress over time, ensuring the Council stays on course and achieves its objectives.
3. **Manageable Goals:** Goals should be achievable and clearly defined to avoid overwhelming the Council and to ensure steady progress.
4. **Part C Assistance:** The Council aims to explore how the Part C program can assist in achieving its goals, ensuring alignment between the Council's objectives and Part C support.
5. **Strengthening ICC as a Supportive Body:** The ICC wants to position itself as a strong and supportive body within the system, working inclusively to assist the system and ensure that it serves families effectively.
6. **Diverse Representation:** Building a Council that is diverse in representation is seen as critical to better serving families and reflecting the community's needs.
7. **Ensuring Parent Voices on the ICC:** The Council is committed to ensuring that parent voices are adequately represented and engaged in its activities, recognizing their unique perspectives and contributions.
8. **Onboarding New Members:** A focus on enhancing the onboarding process to effectively integrate new members, especially those with diverse backgrounds, into the Council's work.
9. **Diversity, Equity, and Inclusion (DEI) Focus:** The Council aims to incorporate a DEI focus into its recruitment and operational efforts, ensuring that membership is representative of different communities and perspectives.
10. **Developing Representative and Active Membership:** The ICC aims to cultivate a membership that is both representative of the community and actively engaged in advancing the Council's goals.



11. **Sustaining and Increasing Membership:** There is a goal to not only diversify membership but also to sustain long-term engagement from Council members, reducing turnover and maintaining momentum.
12. **Efficient Use of Time:** With the recognition that "children are growing while we meet," the ICC emphasized the importance of using time wisely during meetings, focusing on effective decision-making and actions that support their mission.

In addition to these elements, the meeting participants were asked to identify existing data/reports. The following list is meant to serve as a starting point for consideration. Additionally, the group decided that a multi-modal learning approach was the preferred method of data review with time for a collective discussion.

- ❖ **Nevada Early Intervention System Evaluation (June 2024):** It was decided that data review will start with a deep dive of this report to identify what data is already available that may speak to the number, type and outcomes of services offered. Additionally, data collected from partner agencies will be inventoried.
- ❖ **Nevada Early Intervention Rate Study 2022**
- ❖ **Annual Family Survey Results**
- ❖ **Birth to Three Statewide Needs Assessment**
- ❖ **HRSA Report (Jenna)**

Specific areas of data of interest include:

- Exit Trends
- Wait time for services
- IFSP information
- Referral information
- Childfind data
- Workforce data
- Outreach efforts

Lastly, the group brainstormed potential mechanisms to support family and community engagement efforts:

- ❖ **Engage Mission-Aligned Groups:** The ICC identified an opportunity to engage with mission-aligned groups such as Down syndrome organizations, autism parent groups, and Hands and Voices to build connections with families already involved in supportive networks.
- ❖ **Engage Tribal Populations:** There is a focus on engaging tribal populations, recognizing the importance of including diverse communities in the strategic planning process.
- ❖ **Engage the ECAC Leadership Council:** Collaborating with the Early Childhood Advisory Council (ECAC) Leadership Council presents an opportunity to reach more families and align efforts across organizations.
- ❖ **Leverage Clark County School District Parent Groups:** The ICC can leverage parent groups in the Clark County School District, particularly those for children under three years old, to engage families early in the system and involve them in planning.
- ❖ **Engage Families Transitioning to Part B Services:** Engaging families who have transitioned out of early intervention (Part C) into Part B services (special education) is seen as a key opportunity to gather insights and feedback from families who have experienced both parts of the system.
- ❖ **Engage NEIS Service Coordinators:** Service coordinators from the Nevada Early Intervention Services (NEIS) can play a pivotal role in supporting family engagement, serving as a bridge between the council and the families they work with.

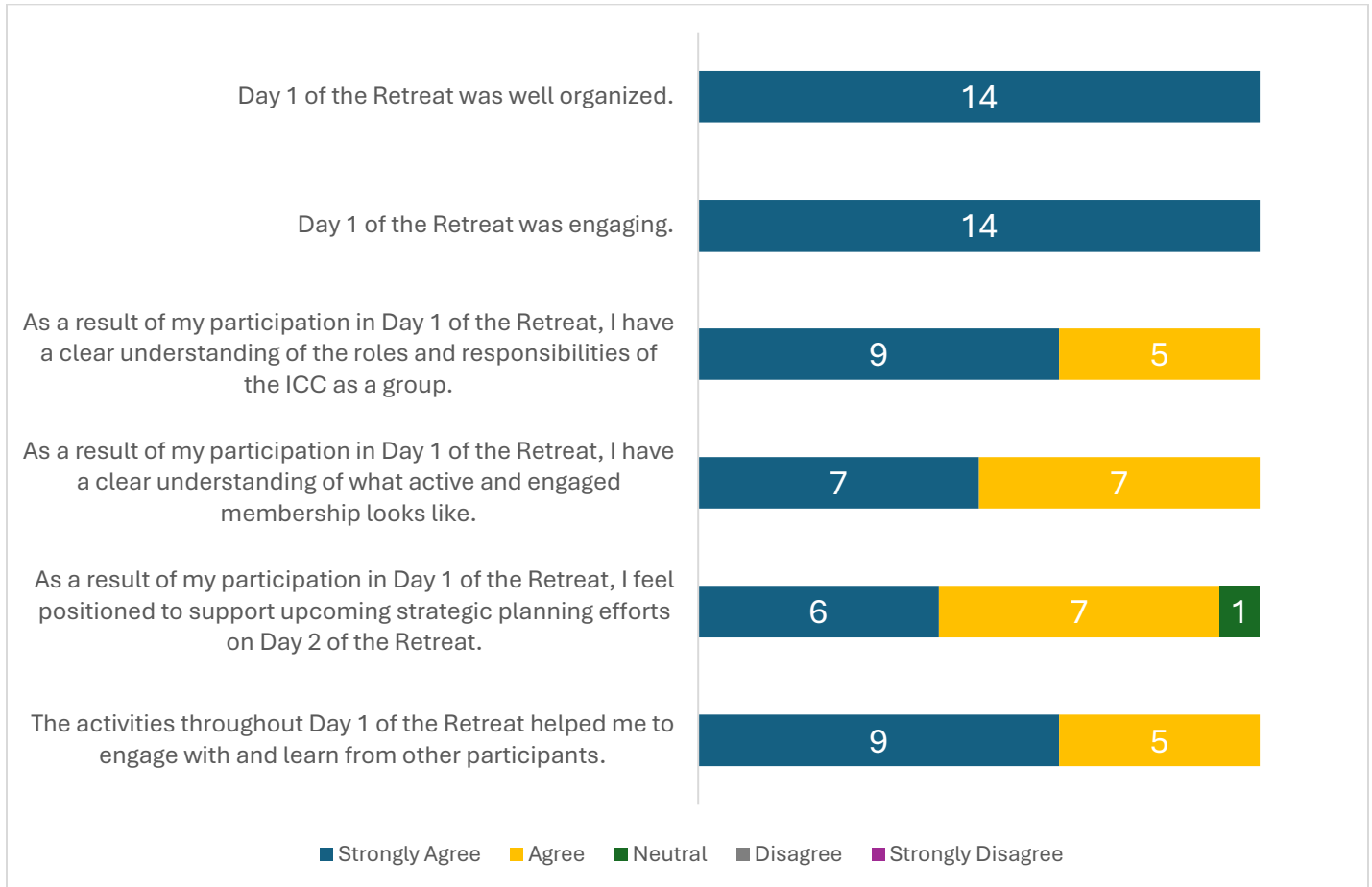
These opportunities highlight ways to engage a broader and more diverse range of families and community organizations in the strategic planning process, ensuring that the ICC's work reflects the needs and perspectives of the families they serve.



## Evaluation Results

Participants of the two-day strategic planning retreat completed an evaluation after each day to provide feedback on their experience. This section summarizes key insights and recommendations for future retreats based on their evaluations, highlighting the retreat's overall effectiveness and areas for improvement.

### Day 1

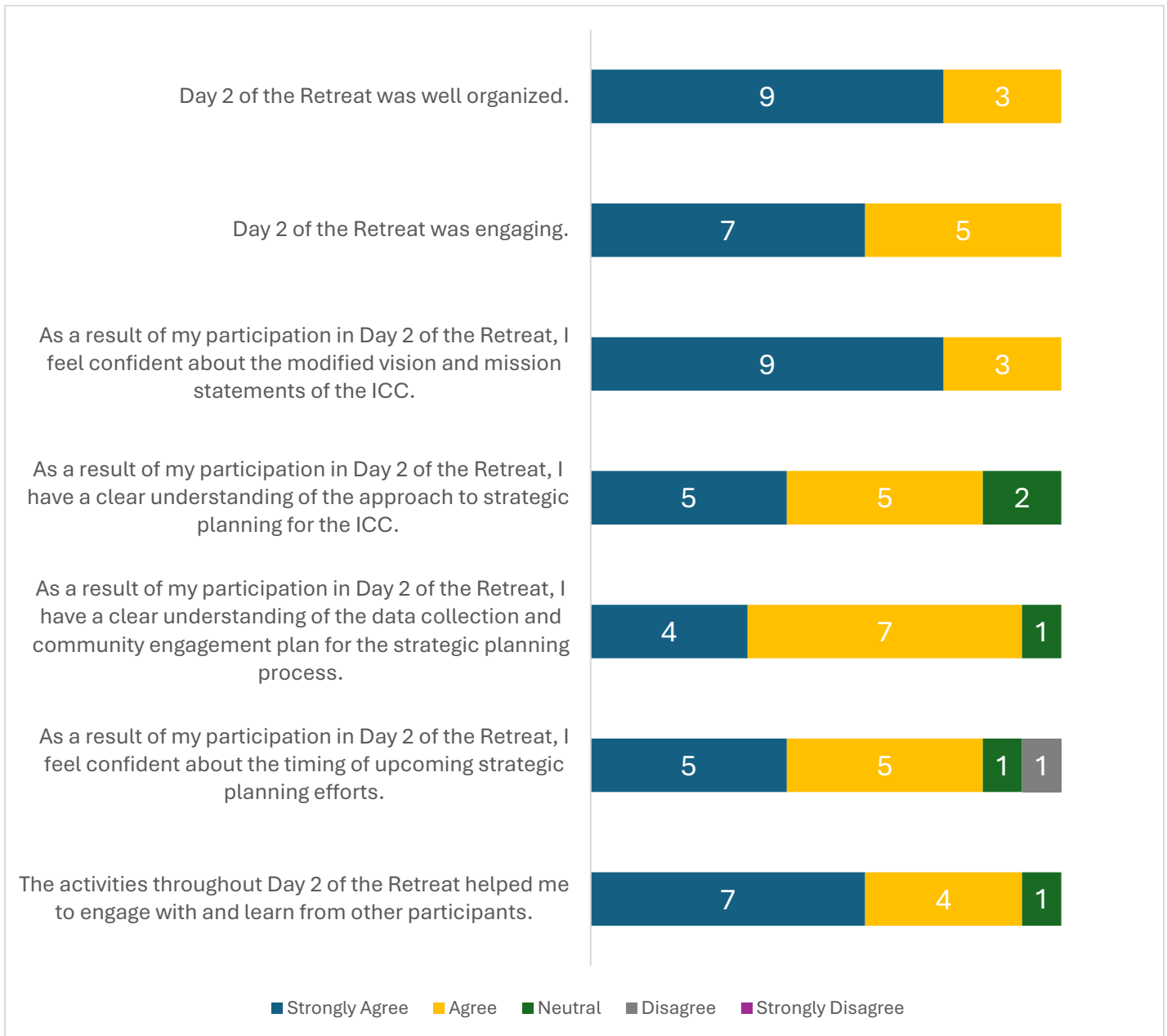


Retreat participants shared additional information to further expand on the questions above:

- I loved the sharing out. It allowed the group to hear other points of views and start problem-solving.
- Lisa and Evan did a great job of engaging the entire group. I loved the activities that were planned, including getting up and rotating for comments at the poster paper notes. Everything was done so thoughtfully. Thank you for making this ICC experience memorable and efficient.
- Thank you for this training.
- This has been an extremely productive and informative event. I am very excited to see the ICC move in a productive and engaged direction
- Very helpful today.
- Very well organized! I appreciate the interactive activities. Thank you.



## Day 2



Retreat participants shared additional information to further expand on the questions above:

- I appreciate you keeping us very focused and on track during the entire retreat. Thank you.
- I think for more but-in it would be great to review the reasoning for strategic planning.
- I'm concerned that Part C doesn't fully understand their role.
- Loved this retreat, thank you so much!
- None
- Thank you



## Feedback for Future Retreats

At the end of each day's evaluation, participants had the chance to leave suggestions for future retreats.

*"Thank you also very much for the food--  
really appreciate it."*

*"I did not agree with the  
assumption of the last review  
of important items on the  
handout."*

*"You were terrific, looking  
forward to next time."*

*"Great day!"*

*"A couple more  
breaks. No word  
smithing."*

*"Follow hands  
being raised.  
Many people  
talked over each  
other."*

