

		<p>Sarah Groom, Child Welfare Program Manager, DHHS</p> <p>Selam Runyon-Baruch, Director of Development & Community Engagement NMPHI-Community EI Provider</p> <p>Stephanie Vinson, Parent of Part C child</p> <p>Travis Bryant, Executive Director, AFFM and the Kinship Program</p> <p>Trista Collins, Office of MaineCare Services, DHHS</p>		
Minutes Allotted	Topic	Discussion	Action Items	Reference Materials
10	Introductions & Announcements (Marnie Morneault)	<p><i>Marnie Morneault</i></p> <ul style="list-style-type: none"> ● New Members-Welcome ● Agenda Review ● Ariana Whiting has kindly offered to take notes for us today. 		
10	Composition of the ICC	<p><i>Marnie and Ariana</i></p> <ul style="list-style-type: none"> ● Update on the Part C Part C Interagency Coordinating Council, membership <p>Ariana &Marnie have been discussing the alignment with ICC membership with the required representation of parents, providers that work for the system, and contracted providers to have a wide range of voices.</p> <p>We are still thinking about members that would appropriate to join this group.</p> <p>At any point, if members have recommendations for membership – Please reach out to Marnie &or Ariana.</p>		<p>Subpart G-Interagency Coordinating Councils</p> <p>Current list of members</p>
30	7 Key Principles of Early Intervention	Marnie and Ariana	Comments about the two resources and how they could be a helpful resource to support broader understanding how EI works in Maine related to the Federal guidance.	2 resources to guide our conversation:

	<p>Overview of the 7 Key Principles of Early Intervention, and how states implement these ideals.</p> <p>Marnie reviewed the principles & practices guiding work with very young children and their families in natural environments.</p> <p>The early intervention system follows the following guiding principles:</p> <p>This guidance begins with the first contact with families and moves through discovering why families are seeking early intervention, how to describe EI as a system of supports for families to help their children develop and learn, conducting screening, and ensuring that families are informed about the process.</p> <p>The routines-based interview is used to gather the family's concerns and priorities. Working with the family to determine their role in intervention; including: the location, methods and goals of intervention.</p> <p>This continually weaves back to family involvement. Eligibility determination and intervention planning includes the thread of the family being involved in this process.</p> <p>The 7 Key Principles walks through the principles that guide early intervention and how the interpretation of these principles guides practice.</p> <p>The group had a conversation about how these key principles could serve as a foundation to inform medical providers' understanding of EI, as</p>	<p>Used as a way to support new EI providers, and potentially the provider community-doctors, etc.</p>	<p>Workgroup on Principles and Practices in Natural Environments</p> <p>Looks Like/Doesn't Look Like</p>
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		well as assist with the transition of the FAPE obligation to local school districts.		
10	OSEP Monitoring	<p>As a component of this, OSEP may wish to attend an ICC meeting. They may join the October meeting, or they may contact Marnie to schedule a separate meeting over the summer.</p> <p>In 2016, OSEP began implementing differentiated monitoring and support (DMS) with states as part of its Results Driven Accountability (RDA) system for both Part B and Part C. Under RDA, OSEP made a shift from monitoring based solely on compliance to monitoring and support focused on both compliance and improving results for children with disabilities.</p> <p>Carrie shared that she has completed a Summary of Major Need for Part B that represents a broad voice to represent to OSEP. Carrie would recommend that Marnie facilitate ICC members input to prepare bullet points that she would like to share with OSEP, as there was just one hour for Carrie.</p> <p>Carrie shares that it's important to highlight what is working well. She also recommends that this special meeting occur prior to OSEP's on-site monitoring visit in September.</p> <p>OSEP is gathering parents to have conversations with their parents about their experience in early intervention. Carrie feels that parents in EI are not yet empowered to share information with OSEP, and so it can be challenging to identify appropriate parents. Carrie asks that members share information with Carrie about appropriate parents for OSEP to speak with.</p>	<p>Just found out we met SPPAPR-yeah!</p> <p>To Do: Marnie will create a google survey to gather feedback for a potential OSEP visit.</p>	

		<p>Marnie will send out an anonymous survey to gather information to share with OSEP to prepare for a potential hour-long meeting. Carrie would be happy to share her summary with the ICC if it could inform topics, though she is unsure if this would be directly relevant to early intervention as this was prepared for Part B families. Carrie is looking for parents of children from birth to 22. Carrie states that OSEP would like to meet separately with parents of very young children / infants & toddlers.</p>		
15	Communication from the Field	<p>Occasionally, Marnie and / or Ariana receive contacts from community partners who share information, questions, accolades and challenges about their collaboration with CDS / EI for ME. We would like to welcome these types of contacts, as well as feedback from this group.</p> <p>Elissa Rowe – In a former role, Elissa identified that based on eligibility rates, there is a significant portion of the population that could benefit from support but might not be eligible for early intervention.</p> <p>DHHS Section 106: Early intervention services funded through Medicare. EPSDT – DHHS is planning to write a comprehensive early intervention model. Trista Collins won't be able to speak specifically to Section 106 or EPSDT Medicaid services to help children that aren't eligible or not receiving all eligible services through Part C.</p> <p>LD345-Expansion of Part C-DOE workgroup established to give recommendations</p>	<p>Part C-Questions about the different models of service- (ESDM, P-ESDM, RBEI), and medically based services.</p> <p>Is Coaching individualized? How are IFSP individualized? Knowledge about CDS's role (developmental) medical-medical system</p> <p>Potential areas to look at: Does everyone who interacts with B-2 understand the eligible conditions list? Gap in understanding for New Mainers. How do we make sure they understand and are receiving culturally responsive services?</p> <p>State Part B Advisory Panel-All are welcome 3rd Wednesdays of the month https://www.maine.gov/doe/learning/specialed/SAP/info</p>	

	<p>Looking at eligibility-tool, established condition list.</p> <p>Where is this expansion currently? Process that needs to be approved, doing this in a thoughtful manner. Policies need to be created. 3-6 months</p> <p>The legislative session starts in January, and there is an election this year which will likely lead to turnover on the legislative committee.</p> <p>DOE or DHHS as Lead Agency can impact the interpretation and implementation of IDEA from an educational / developmental or medical focus.</p> <p>Elizabeth Deliso asked for an update around Extended Part C and the implementation timeline for this.</p> <p>Eligibility workgroup – Eligibility isn't necessarily the only space that children / families aren't moving forward?</p> <p>Ensuring equitable services for all children, including children in rural areas and those living on reservations.</p> <p>Medical model services: Nancy Moulton shares that though a child has a significant visual impairment, the family had not considered referring to CDS. Nancy feels that we may be missing informing families about the Established Conditions of Risk criteria. Developmentally, children may be doing well but have an established condition.</p> <p>Nancy shares that she has seen a gap in understanding with new Mainers to make sure that families are understanding early intervention.</p>		
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		<p>Melinda shares that families engaged with Help Me Grow 20-40% are non-English speaking, primarily new to Maine. Cultural Broker is working with a task force to create a series of brief videos for ne Mainer families to explain developmental milestones and Autism in culturally sensitive ways, translated in a variety of languages.</p> <p>Marnie shares that there are some groups that have made similar videos, including helping families to understand early intervention. Marnie is hoping to connect folks with this group to understand early intervention.</p> <p>Ariana shares that there is a great deal of interagency collaborative work happening around culturally humble, informed screening and intake geared toward building trust.</p> <p>Marnie posits: How does Service Coordination work in Maine? How are we utilizing this role?</p> <p>Carrie anticipates legislation as a response to LD 345, CCIDS & PTI has a role in informing the field about the role of Early Intervention for ME in these conversations to accurately represent the system. Carrie states that the State Advisory meetings for Part B are public meetings, if folks are wondering where things stand with the preschool transition. There is usually a great deal of information shared in these meetings about Part B 619. Carrie will share a consistent link with Marnie for this meeting, which is held the 3rd Wednesday for the month. The July meeting is held for OSEP, and is the exception as the public is not invited to this meeting.</p> <p>Link to meeting:</p>		
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		https://www.maine.gov/doe/learning/specialed/SAP/info		
10	Potential Agenda Items (Marnie Morneault)	<p>Future Topics</p> <p><u>Ideas So Far:</u></p> <ul style="list-style-type: none"> Continuing conversation about the models 		

Part C Rebranding Update (Dara Fruchter)	Dara Fruchter, Strategic Initiatives and Special Projects Manager, will provide an update on the Part C rebranding/marketing campaign.
SSIP	<ul style="list-style-type: none"> History Where are we now? Any changes?
Updates from DOE Leadership (as needed) – Potential topic for October meeting.	<ul style="list-style-type: none"> Cohort 1 – Would anyone like updates around how the transition of FAPE for districts that volunteered to be a part of the first cohort is going, in the Fall? Continuing conversation about Part C Models
Others?	<ul style="list-style-type: none">