



**IOWA COUNCIL FOR EARLY ACCESS**

**September 17, 2021**

**10:00 a.m. - 3:00 p.m.**

**Room B100, Grimes State Office Building**

**400 E. 14<sup>th</sup> St., Des Moines, IA 50319**

<b>Time</b>	<b>Presenter</b>	<b>Topic/Description</b>
10:00–10:25	Emma Bouza, Chair	Call to Order Attendance Welcome <a href="#">Overview Slides</a>
10:25–10:30	Emma Bouza, Chair	Approval of <a href="#">Minutes, May 21, 2021</a>
10:30–11:30	Early ACCESS state staff	Annual Performance Report (APR) 2020-2025 target setting <a href="#">Indicator Worksheets</a> <a href="#">State Performance Plan (SPP) Slides</a> <a href="#">Additional Resources</a>
11:30–12:00	Mollie Koopmans	Family Story
12:00–12:30	Working lunch	Committee meetings and discussions
12:30–12:45	Committee chairs	Committee updates: By-laws committee Public policy committee Membership/Nominations committee Parent engagement committee
12:45–12:50	Nominations committee chair	Vote on executive committee <a href="#">slate</a>
12:50–1:00	Dee Gethmann, Early ACCESS Interim State Coordinator	<a href="#">ACHIEVE</a> - Iowa's IDEA data system update
1:00–1:30	Analisa Pearson, Iowa Department of Public Health	Title V - <a href="#">services and connections with Early ACCESS</a>
1:30–1:40	Break	
1:40–2:45	Early ACCESS state staff	APR 2020-2025 target setting (continued)
2:45–3:00	Emma Bouza, Chair	<a href="#">Updates</a> and closing discussion
3:00	Emma Bouza, Chair	Adjournment

Future Meeting Dates of Iowa Council for Early ACCESS: November 19, 2021, January 21, 2022, March 11, 2022, May 20, 2022.

# Early ACCESS

**Early ACCESS Vision:** Every infant and toddler with or likely to have a developmental delay and their families will be supported and included in their communities so they will be healthy and successful.

**Mission:** Early ACCESS empowers families and caregivers through partnerships, supports, and resources to enhance children's learning and development through everyday activities and routines.

## **Key Principles\***

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

\*Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings. (2008, March). Agreed upon mission and key principles for providing early intervention services in natural environments. Retrieved from: [Early Childhood Technical Assistance Center mission and principles.](#)