

**ECPC 2 Goals, Objectives, Activities, Lead Person and Timelines**

**X - Completed or in process**

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<i>Goal 1. Identify, develop and synthesize the knowledge base on building and implementing comprehensive and integrated systems of ECI personnel development to prepare and support the ECI workforce to improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</i>																					
<b>1.1. Develop a research review and literature synthesis of evidenced based TA practices to ensure TA results in improved outcomes for TA recipients.</b>	Puckett Institute																				
1.1.1. Develop a research synthesis on evidenced based TA practices.				X	X																
1.1.2. Review the TA processes and outcomes used by ECPC and align with the synthesis.						X															
<b>1.2. Expand, update and revise state and national recommendations and cross disciplinary competency areas for state IDEA Part C and B (619) administrators, IHE faculty and PD providers to guide the preparation of the ECI workforce to improve outcomes infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Bruder Kemp Stayton																				
1.2.1. Identify additional representatives from ECI organizations to join the cross disciplinary work group.	Bruder				X	X				X				X					X		

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.2.2. Hold quarterly cross-disciplinary working meetings to develop and review materials, tools and resources for the 4 cross-disciplinary competency areas	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.3. Expand, update and revise state and national recommendations on DEC personnel standards for state IDEA Part C and B (619) administrators, IHE faculty and PD providers to guide the preparation and support of the ECI workforce to improve outcomes infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Crutchfield Kemp Stayton																				
1.3.1. Conduct a Think Tank to define the role of the ECI professional for Power to the Profession	Kemp				X																
1.3.2. Conduct Think Tanks with DEC members (administrators, practitioners, IHE faculty, PD providers and families) to examine ECI professional roles and proposed DEC national standards.	Kemp				X	X	X	X	X	X	X	X	X								
1.3.3. Provide input to the CEC standards development work group on ECI.	Stayton				X	X	X	X	X	X	X	X	X								
1.3.4. Develop a national professional credential through DEC that reflects the DEC personnel standards as aligned with recommended practices and the core cross-disciplinary ECI competencies to	Kemp Stayton Crutchfield					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
reflect the roles and responsibilities of ECI professionals across all states.																					
<b>1.4. Identify and synthesize the knowledge on implementation supports for IHE faculty, doctoral students and PD providers in the following areas: 1) the alignment of programs of study to State and national professional organization personnel standards and cross disciplinary competency areas, 2) the integration of DEC recommended practices throughout ECI training activities and 3) the use of evidenced based adult learning practices in IHE programs of study and PD training activities, and 4) other identified areas to prepare and support a high quality ECI workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Puckett Institute Bruder																				
1.4.1. Develop, implement, and summarize needs assessments, focus groups and think tanks with IHE faculty, doctoral students and PD providers to identify knowledge, skills and competencies to enable them to prepare and support the ECI workforce.	Bruder Ferreira					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.4.2. Identify or develop research reviews and syntheses on evidence-based practices to increase the knowledge, skills, and competencies of IHE faculty, doctoral students, and PD providers.	Bruder			X	X				X				X				X				X
1.4.3. Review the data collected from IHE faculty, doctoral students and PD providers and through research reviews and syntheses with IHE faculty, doctoral students and PD providers, partner organizations TA Centers to validate the findings and identify facilitators and barriers for preparing and supporting an ECI workforce.	Bruder Gundler Ferriera Stayton					X	X				X				X				X		
<b>1.5. Identify and synthesize knowledge on implementation supports for IDEA Part C and B (619) state administrators, and families in the following areas: 1) leadership, 2) using TA effectively to implement systemic improvement efforts, 3) engaging in broader EC initiatives, 4) building more effective, inclusive and sustainable ECI CSPD systems, and 5) other identified areas to prepare and support a high quality ECI workforce to improve outcomes of infants and young children with disabilities and their families through</b>	Puckett Institute Bruder Howe																				

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		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>the delivery of high-quality services in inclusive settings.</b>																					
1.5.1. Develop, implement, and synthesize needs assessments, focus groups and think tanks with IDEA Part C and B (619) state administrators to identify knowledge, skills and competencies to enable them to prepare and support the ECI workforce.	Bruder Ferreira	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.5.2. Identify or develop research reviews and syntheses on evidenced based practices to increase the knowledge, skills, and competencies of IDEA Part C and B (619) state administrators.	Puckett Bruder				X		X		X				X				X				X
1.5.3. Develop, implement, and synthesize needs assessments, focus groups and think tanks with families to identify knowledge, skills and competencies to enable them to participate in their Part C and B (619) systems of personnel development.	Gundler Cole				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.5.4. Review the data collected from IDEA Part C and B (619) state administrators and families with IDEA Part C and B (619) state administrators, families, partner organizations and TA Centers to validate the findings and identify facilitators and barriers for preparing and supporting an ECI workforce.	Bruder Ferreira Greer Kemp					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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<b>1.6. Identify and synthesize practices that contribute to the development and implementation of each of 6 subcomponents of an integrated and effective CSPD as delineated in the ECI systems framework.</b>	Bruder Howe																				
1.6.1. Identify or develop research syntheses or reviews on evidenced based practices related to the 6 sub-components of a CSPD: Recruitment and Retention; Personnel Standards; Preservice Preparation; In-service Training; Leadership, Coordination and Sustainability; Evaluation.	Bruder Howe					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.6.2. Convene a meeting of ECPC intensive TA recipients to identify lessons learned across 6 sub components of a statewide ECI CSPD.	Bruder				X				X				X				X				X
1.6.3. Review the data collected from the research reviews and syntheses with representatives from OSEP TA Centers and partner organizations to validate the findings and identify facilitators and barriers to a competent ECI workforce.	Bruder									X	X			X	X						
<b>1.7. Identify revisions to the self – assessment of the personnel component of the ECI Systems Framework.</b>	Bruder																				
1.7.1. Review proposed revisions to the CSPD self-assessment to reflect the data collected from the ECPC national	Bruder Ferreira					X															

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survey of state Part C and Part B (619) coordinators.																					
1.7.2. Review proposed revisions to the CSPD self-assessment of the ECI Systems Framework with states who received TA and ECTA.	Bruder						X														
<b><i>Goal 2. Develop resources, materials and tools to prepare and support the ECI workforce to improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</i></b>																					
<b>2.1. Develop tools to measure the implementation of evidenced based TA practices throughout all center TA activities.</b>	Bruder Howe																				
2.1.1. Identify elements for a TA fidelity tool from the research synthesis and review of TA practices.	Bruder					X	X														
2.1.2. Pilot, evaluate and refine the TA fidelity tool with intensive and targeted states.	Howe						X	X	X												
2.1.3. Develop, pilot and refine tools for different target audiences (State and local EC administrators, local practitioners, IHE faculty, doctoral students, PD providers and families) to measure their needs and readiness (e.g. infrastructure, available resources, and ability to build capacity at the state and local level) to benefit from targeted and intensive TA.	Burke Howe					X				X				X				X			
2.1.4. Develop, pilot and refine joint TA planning documents with other OSEP	Gundler					X				X				X				X			

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funded TA centers who will be providing TA in the same states.																					
<b>2.2. Identify and develop resources, materials and tools about the ECI cross disciplinary competency areas to prepare and support the ECI workforce to improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Bruder Kemp Long Kemp																				
2.2.1. Update the national personnel standards (across disciplines) map on the ECPC web-site.	George-Puskar				X	X			X				X				X				X
2.2.2. Meet with the cross disciplinary personnel workgroup (jointly and individually) to develop resources, materials, and tools to illustrate the cross-disciplinary competency areas for use within ECI IHE programs of study and PD training activities.	Bruder Kemp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.2.2.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles.	Howe Rabinowitz			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.2.2.2. Identify or develop interactive learning opportunities: presentations, webinars and workshops.	Long Rabinowitz	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.2.2.3. Identify internet-based resources: web-based video clips to	Howe Rabinowitz			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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illustrate each ECI cross-disciplinary core competency area.																					
2.2.3.4. Develop an online tool to guide the alignment of IHE/PD programs of study and the ECI cross-disciplinary competency areas.	Stayton									X	X	X	X	X	X	X	X	X	X	X	X
2.2.4. Review, pilot and evaluate products with the cross-disciplinary work group and other partners.	Bruder Gundler					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>2.3. Identify and develop resources, materials, and tools for ECI IHE faculty, doctoral students and PD providers in the following areas: 1) the alignment of programs of study to state and national professional organization personnel standards and cross disciplinary competency areas, 2) the integration of DEC recommended practices throughout ECI training activities and 3) the use of evidenced based adult learning practices in IHE programs of study and PD training activities, and 4) other identified areas needed to prepare and support a high quality ECI workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Bruder Howe Kemp Stayton																				

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2.3.1. Develop a national map to display training programs across personnel preparation levels for ECI.	Ferreira				X	X	X			X				X				X			
2.3.2. Identify and develop resources, materials, and tools for IHE faculty and PD providers to align ECI IHE programs of study and PD training activities with DEC personnel standards and DEC recommended practices.	Stayton Kemp				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.2.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles about alignments of standards and practices.	Stayton Kemp							X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.2.2. Identify or develop interactive learning opportunities: presentations, webinars and workshops about alignments of standards and practices.	Stayton Kemp							X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.2.3. Identify internet-based resources: web-based video clip illustrations for alignments of standards and practices.	Howe									X	X	X	X	X	X	X	X	X	X	X	X
2.3.2.4. Develop an online tool to guide the alignment of IHE/PD programs of study and training activities with DEC personnel standards.	Stayton									X	X	X	X	X	X	X	X	X	X	X	X

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2.3.2.5. Identify and develop course innovation configurations for select DEC personnel standards and practices.	Bruder Stayton							X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.2.6. Develop or adapt course enhancement modules on select DEC personnel standards and practices.	Bruder Stayton							X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.3. Identify and develop resources, materials, and tools for IHE faculty, doctoral students and PD providers to apply evidenced based adult learning practices and other identified practices within ECI IHE programs of study and PD training activities.	Bruder Howe	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.3.1. Identify or develop written products; consensus papers, briefs, practice guides, checklists and articles on adult learning practices and other identified practices.	Stayton Howe						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.3.2. Identify or develop interactive learning opportunities: presentations, webinars and workshops on adult learning practices and other identified practices.	Stayton Howe						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3.3.3. Identify internet-based resources: web-based video clip illustrations on adult learning practices and other identified practices.	Howe											X	X	X	X	X	X	X	X	X	X

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		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2.3.4. Review, pilot and evaluate the resources, materials and tools for ECI IHE faculty, doctoral students and PD providers with the cross disciplinary workgroup, IHE representatives, doctoral students, PD providers, partner organizations and TA centers.	Ferreira Gundler			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>2.4. Identify or develop resources, materials and tools for IDEA Part C and B (619) state administrators and families in the following areas: 1) leadership, 2) using TA effectively to implement systemic improvement efforts, 3) engaging in broader EC initiatives, 4) building more effective, inclusive and sustainable statewide ECI CSPD systems, and 5) other identified areas to prepare and support a high quality ECI workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Bruder Goodman Greer Gundler Kagan Ziegler																				
2.4.1. Identify or develop knowledge, skills, competencies and learning opportunities for IDEA Part C and B (619) state administrators on leadership using a multi-tiered framework.	Bruder Goodman Greer Gundler Kagan					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4.1.1. Identify or develop written documents: consensus papers, briefs,	Bruder Goodman												X	X	X	X	X	X	X	X	X

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		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
practice guides, checklists and articles on leadership for state administrators.	Greer																				
2.4.1.2. Identify or develop interactive learning opportunities: presentations, webinars, and workshops on leadership for state administrators.	Bruder Goodman Greer Howe		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4.2. Identify and develop knowledge, skills, competencies and learning opportunities for a leadership curriculum for families.	Cole Gundler Kemp				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4.2.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles on family leadership.	Cole Gundler Kemp						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4.2.2. Identify or develop interactive learning opportunities: presentations, webinars, and workshops on family leadership.	Cole Gundler Kemp			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4.3. Identify and develop knowledge, skills, competencies and learning opportunities for IDEA Part C and B (619) state administrators and families in the following areas: using TA effectively to implement systemic improvement efforts; engaging in broader EC initiatives; building more effective, inclusive and sustainable statewide ECI CSPD systems; and other identified areas.	Bruder Goodman Greer Gundler Kemp Ziegler				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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2.4.3.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles on areas listed or identified.	Bruder Goodman Greer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4.3.2. Identify or develop interactive learning opportunities: presentations, webinars, and workshops on areas listed or identified.	Bruder Goodman Greer Gundler Ziegler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4.4. Review, pilot, and evaluate resources, materials and tools for IDEA Part C and B (619) state administrators and families with representatives from ITCA, NASDSE (619), DEC, partner organizations and TA centers	Ferreira Gundler				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>2.5. Identify or develop resources, materials and tools to assist IDEA Part C and B (619) state administrators, other state administrators, IHE faculty, doctoral students, PD providers and families to implement the components of a CSPD.</b>	Bruder Burke Grattan Maude																				
2.5.1. Develop a white paper (s) on lessons learned from the TA provided to develop ECI CSPDs.	Maude								X	X											
2.5.2. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles on components of a CSPD.	Howe							X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2.5.3. Identify or develop interactive learning opportunities: presentations, webinars, and workshops on components of a CSPD.	Howe									X	X	X	X	X	X	X	X	X	X	X	X
2.5.4. Convene representatives from states who have received intensive TA to review, pilot, and evaluate the above resources, materials and tools.	Bruder							X		X		X		X		X		X			X
<b><i>Goal 3. Provide universal, targeted and intensive technical assistance services to prepare and support a competent cross disciplinary workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</i></b>																					
<b>3.1. Provide universal TA through a web site that provides information and resources, materials and tools to prepare and support a competent cross disciplinary workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Noehren																				
3.1.1. Develop a web site to include easy access to resources, materials and tools identified or developed by ECPC.	Noehren	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.1.2. Link web site to all TA centers and collaborative partners' web sites.	Noehren	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>3.2. Provide universal TA for IDEA Part C and Part B (619) program administrators, other EC administrators, IHE faculty, doctoral students, PD providers and families</b>	Howe	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>through the publication and dissemination of papers, briefs, practice guides, checklists, articles, presentations, webinars and workshops to prepare and support a competent ECI workforce who can improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive programs.</b>																					
3.2.1. Provide universal TA for IHE faculty and PD providers through the publication and dissemination of written documents: papers, briefs, practice guides, checklists and articles.	Howe					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2.2. Provide universal TA for IHE faculty and PD providers through interactive learning opportunities: presentations, webinars and workshops.	Howe			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2.3. Provide universal TA for doctoral and post-doctoral students through the publication and dissemination of written documents: papers, briefs, practice guides, checklists and articles.	Howe							X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2.4. Provide universal TA for doctoral and post-doctoral students through interactive learning opportunities: presentations, webinars and workshops.								X	X	X	X	X	X	X	X	X	X	X	X	X	X

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3.2.5. Provide universal TA for IDEA Part C and B (619) state administrators. through the publication and dissemination of written documents: papers, briefs, practice guides, checklists and articles.	Howe						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2.6. Provide universal TA for IDEA Part C and B (619) administrators through interactive learning opportunities: presentations, webinars and workshops.	Howe	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2.7. Provide universal TA for families through the publication and dissemination of written documents: papers, briefs, practice guides, checklists, and articles.	Gundler						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2.8. Provide universal TA for families through interactive learning opportunities: presentations, webinars and workshops.	Gundler			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2.9. Provide universal TA for all target audiences (IDEA Part C and B (619) state administrators, other EC administrators, IHE faculty, PD providers and families) through the publication and dissemination of written documents: papers, briefs, practice guides, checklists and articles to increase awareness about the sub-components of a statewide ECI CSPD.	Howe	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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<b>3.3. Provide targeted TA to ECI IHE faculty, doctoral students and PD providers to increase knowledge, skills, and competencies to 1) align programs of study to State and national professional organization personnel standards and cross disciplinary competency areas, 2) integrate DEC recommended practices throughout ECI training activities, 3) apply evidenced based adult learning practices in IHE programs of study and PD training activities, and 4) use other implementation supports to prepare and support a high quality ECI workforce to improve outcomes infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Bruder Kemp Panse Stayton	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3.3.1. Implement needs assessments to measure the readiness of IHE faculty and PD providers who request targeted TA from ECPC.	Bruder Kemp				X	X				X				X					X			
3.3.2. Develop an MOU to guide targeted TA with each participating IHE/PD provider outlining the ECPC responsibilities and TA recipient’s responsibilities, TA activities and projected outcomes.	Bruder Kemp						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3.3.3. Implement 1-day leadership institutes for ECI IHE faculty, doctoral students and PD providers (across disciplines) at national meetings (e.g. AUCD; CEC; DEC; TED; AOTA; APTA; ASHA) and project directors meetings to align IHE programs of study and PD training activities to state and national personnel standards, cross disciplinary competency areas, DEC recommended practices, evidenced based adult learning practices and other identified.	Bruder Gundler Kemp Panse Stayton				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3.4. Provide at least 1 year of targeted TA follow-up and support to ECI IHE faculty, doctoral students and PD providers (across disciplines) after the leadership institutes through a community of practice to help implement an individualized action plan with outcomes.	Bruder Gundler Kemp Panse Stayton					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3.5. Implement a leadership institute with doctoral and post-doctoral students on leadership and evidence-based personnel practices.	Bruder Gundler Kagan Kemp McWilliam Stayton Kagan							X				X				X					X
3.3.6. Provide at least 1 year of targeted TA follow up and support to doctoral and post-doctoral students after the	Bruder Gundler Kemp								X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
leadership institute through a community of practice to help implement an individualized research study in personnel practice, and an individualized action plan with outcomes.	Stayton Howe																				
<b>3.4. Provide targeted TA for IDEA Part C and B (619) state administrators, EC state administrators and families through leadership institutes and ongoing follow-up TA support to increase knowledge, skills, and competencies on 1) leadership, 2) using TA effectively to implement systemic improvement efforts, 3) engaging in broader ECI initiatives, 4) building more effective, inclusive and sustainable statewide EC CSPD systems, and 5) other implementation supports identified by them to prepare and support a high quality ECI workforce who can improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</b>	Bruder Goodman Gundler Greer Kagan Kemp Ziegler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4.1. Implement needs assessments to measure the readiness of IDEA Part C and B (619) state administrators and	Gundler						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
families who request targeted TA from ECPC.																					
3.4.2. Develop an MOU to guide targeted TA with each TA participant outlining the outlining the ECPC responsibilities and TA recipient’s responsibilities, TA activities and projected outcomes.	Gundler						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4.3. Implement leadership training institutes and other interactive learning opportunities with state IDEA Part C and B (619) administrators to build more effective, inclusive and sustainable state EC CSPD systems.	Bruder Goodman Gundler Greer Kagan Kemp Ziegler				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4.4. Provide at least 1 year of targeted TA follow up and support to IDEA Part C and B (619) administrators through a community of practice to help implement an individualized action plan with outcomes.	Bruder Goodman Gundler Greer				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4.5. Implement multiday leadership institutes and other interactive learning opportunities for families to participate in building more effective, inclusive and sustainable state EC CSPD systems.	Cole Gundler				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4.6. Provide at least 1 year of targeted TA follow up and support to families through a community of practice to help	Cole Gundler				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
them implement an individualized action plan with outcomes.																					
3.4.7. Implement multi day leadership institutes and other interactive learning opportunities with state teams of IDEA Part C and B (619) administrators, EC state administrator(s), family members and IHE faculty to build more effective, inclusive and sustainable state EC CSPD systems.	Bruder Goodman Gundler Greer Kagan Kemp Ziegler			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4.8. Provide at least 1 year of targeted TA and support after the leadership institutes through a community of practice to help state teams implement an individualized action plan with outcomes	Bruder Goodman Gundler Greer					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>3.5. Provide intensive TA to states to assist IDEA Part C and B (619) state administrators, and other EC service sector programs (e.g., Head Start, Early Head Start, Child Care, State-funded pre-K) to develop and implement coordinated CSPD (with all 6 subcomponents) to ensure the ECI workforce (across disciplines) are competent to deliver high-quality services in inclusive programs to improve outcomes for infants and young children with disabilities and their families.</b>	Bruder Burke Grattan Maude	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3.5.1. Implement needs assessments to measure the readiness of IDEA Part C and B (619) state administrators and staff who request intensive TA from ECPC (which includes an assessment of their current infrastructure, available resources, and ability to build capacity at the local level).	Burke Grattan Maude			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.2. Develop an MOU with each intensive state leadership team to guide TA by outlining the ECPC responsibilities and TA recipient’s responsibilities, TA activities and projected outcomes.	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.3. Assign ECPC TA consultant to each state.	Burke Grattan Maude				X	X	X	X	X	X	X	X	X								
3.5.4. Use the CSPD self-assessment of the ECI Systems Framework with each intensive state receiving intensive TA.	Burke Grattan Maude						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.5. Provide TA to the state CSPD leadership team through meetings, webinars or email using identified or developed materials, resources or tools.	Burke Grattan Maude	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.6. Provide TA to facilitate the strategic planning process with the CSPD leadership team and statewide EC stakeholders.	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.7 Implement workgroups for each of the CSPD components to develop and implement goals, objectives, timelines,	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
responsibilities and outcomes for the CSPD plan.																					
3.5.7.1. Assist the recruitment and retention workgroup to develop strategies to include members of groups that have traditionally been underrepresented in the ECI workforce based on race, color, national origin, gender, age, or disability.	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.7.2. Assist the personnel standards workgroup to identify or develop personnel standards that align with state and national discipline standards and core cross disciplinary competency areas.	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.7.3. Assist the preservice workgroup to require IHE faculty from ECI programs align their program of study to state and national professional personnel standards, DEC recommended practices, and evidence based adult learning practices.	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.7.4. Assist the in-service workgroup to develop and implement in-service professional development systems that use effective training and coaching models to prepare and support the	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ECI workforce to use evidenced based recommended practices.																					
3.5.7.5. Assist the leadership, coordination and sustainability workgroup to build CSPDs to include leadership practices for all levels of the workforce in the ECI system (e.g., regional TA providers, early intervention service programs and providers, LEAs, Head Start, child care, home visiting, State preschool, and families).	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.7.6. Assist the evaluation workgroup to include a comprehensive evaluation plan for all activities and levels of the CSPD.	Burke Grattan Maude					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5.8. Facilitate the implementation of a CSPD as outlined in a document with action plans for each CSPD subcomponent.	Bruder Burke Grattan Maude									X	X	X	X	X	X	X	X	X	X	X	X
<b><i>Goal 4. Collaborate with federal TA centers and all levels of early childhood intervention systems (e.g., state TA providers, early childhood intervention programs and providers, LEAs, Head Start, child care, home visiting, state preschool, IHE and families) to ensure that there is communication between each level and that there is shared TA content, products, methods and systems in place to support the use of evidenced based practices to prepare and support a competent cross disciplinary workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings.</i></b>																					
<b>4.1. Collaborate with other federally funded TA centers, including OSEP-funded centers on TA and TA related services and products.</b>	Bruder Gundler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.1. Revise the CSPD self-assessment of the ECI Systems Framework.	Bruder					X	X	X	X												

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4.1.2. Initiate and develop self-assessments to measure the readiness of potential TA recipients to work with specific TA centers based on the focus of the center and the needs of the state (which includes their current infrastructure, available resources, and ability to build capacity at the local level).	Gundler							X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.2.1. Collaboratively revise readiness tools for use across TA centers.	Gundler									X	X	X	X	X	X	X	X	X	X	X	X
4.1.3. Develop, implement and evaluate a TA planning tool when multiple OSEP-funded centers are involved in a state.	Bruder Gundler					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.4. Collaborate with ECTA on the development of TA content on leadership practices for IDEA Part C and B (619) state administrators and families.	Bruder Gundler				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.5. Collaborate with the DASY center on TA and products for personnel data systems.	Bruder									X	X	X	X	X	X	X	X	X	X	X	X
4.1.6 Collaborate with the CEEDAR center on the development of course enhancement modules and innovative configurations for ECI IHE programs.	Stayton							X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.7. Collaborate with ECTA center on critical elements for inclusive preschool and early intervention programs.	Gundler Gratten						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4.1.8 Communicate and coordinate with parent centers, PTACs and other parent organizations about family engagement in workforce development.	Gundler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>4.2. Collaborate with partner and other EC organizations for center goals, objectives and activities.</b>	Bruder Gundler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.2.1. Identify members from partner organizations to serve on a technical review board to the ECPC TA.	Bruder Gundler			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.2.2. Convene the partner organizations at least twice a year.	Gundler		X		X		X		X		X		X		X		X		X		X
4.2.2.1. Gather input and pilot resources, materials and tools related to the development and sustainability of a high-quality workforce with members of the review boards.	Gundler		X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.2.2.2. Disseminate ECPC resources, materials and tools through members of the review boards.	Gundler						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>4.3. Leverage resources.</b>	Bruder																				
4.3.1. Identify and use resources from the ECPC host organization (CT UCEDD and UConn SoM).	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.3.2. Identify and use resources from sub-contractors as identified by them (e.g. additional personnel and travel funds for contracted activities).	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4.3.3. Identify and use resources from consultants as identified by them (e.g. reduced consultant rate).	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.4.4. Identify and use resources from OSEP TA centers and partner organizations as identified by them (e.g. input for the development and dissemination of all resources, materials and tools to organization members; hosting meetings; or presentations at annual or regional meetings; linking the ECPC website on organizational websites).	Gundler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>5. Manage and evaluate all center activities to ensure that the center's intended outcomes will be achieved on time and within budget.</b>																					
<b>5.1. Develop and maintain center infrastructure.</b>	Bruder Petit																				
5.1.1. Develop brand and marketing plan for center.	Noehren					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.1.2. Establish formal personnel and agency linkages for resource allocation.	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.1.3. Maintain internal communication through web portal (smartsheet).	Bruder Ferreira	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.1.4. Conduct monthly leadership team meetings, review accomplishments, set goals, review data on progress, revise activities if needed.	Bruder Gundler Stayton	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.1.5. Conduct weekly CT center staff meetings to review accomplishments,	Bruder Howe CT Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
set goals, review data on progress, and revise activities if needed.																					
5.1.6. Conduct weekly web-based meetings, or more as needed, with intensive TA consultants.	Bruder Gundler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.1.7. Conduct monthly web-based meetings, or more as needed, with targeted TA consultants.	Bruder Consultants	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.1.8. Communicate through quarterly updates, or more as needed, with Partners and work group members to review accomplishments, set new goals.	Gundler	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.1.9. Maintain and review center budget monthly.	Petit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>5.2. Establish communication with OSEP.</b>	Bruder																				
5.2.1. Maintain communication with the OSEP Project Officer.	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.2.2. Seek approval for new products and activities.	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.2.3. Attend meetings with OSEP as requested.	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.2.4. Attend annual OSEP meeting.	Bruder			X				X				X				X				X	
<b>5.3. Support diversity and inclusion throughout center activities.</b>	Bruder																				
5.3.1. Ensure representation of underrepresented minorities across all project activities (e.g., family, Part C & B administrators, agencies, public & private IHE, minority IHEs, etc.).	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goals, Objectives & Activities	Lead Staff	Year 1				Year 2				Year 3				Year 4				Year 5			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5.3.2. Hire and maintain a diverse staff.	Bruder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.3.3. Purchase from or contract minority business/agencies when possible.	Petit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>5.4. Evaluate all center objectives and outcomes.</b>	Bruder Evergreen Ferreira Howe																				
5.4.1. Document all project activities.	All staff																				
5.4.2. Perform ongoing formative and summative internal assessment of center’s progress in meeting its goals and objectives and activities.	All staff	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.4.3. Evaluate the efficiency and effectiveness of implementation of the center’s activities using the center’s Logic Model.	Bruder Evergreen	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.4.4. Conduct external assessment of center’s progress in meeting its goals and objectives and activities.	Evergreen			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X