ECPC Knowledge and Skills
1.0 Foundational Leadership
1.1 Self Knowledge
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1.4 Early Learning and Pedagogy
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2.2 Part C and/or Part B (619) Program Management
3.0 Strategic Leadership
3.1 Leading Others
3.2 Strategic Thinking and Planning
3.3 System Change

Key:

* Diverse (e.g., representing linguistic, racial, ethnic, cultural, socio-economic, educational, and historically underrepresented backgrounds).

**Stakeholders (e.g., including families, administrators, staff, school and other board or council members, community members, faculty, policy makers, and historically underrepresented populations).

1.0 Foundational Leadership

1.1 Self-Knowledge:

After completion of this module, you will be able to develop and implement a professional development plan to guide the acquisition of leadership goals.

Objectives/Performance Indicators:

1.1.1.	Describe the history and status of federal and state programs and agencies serving infants and young children and their families.
1.1.2.	Identify your personal values, beliefs, strengths, needs, and learning style.
1.1.3.	Identify professional development and/or learning communities where you can increase your professional knowledge and skills.
1.1.4.	Identify informal and formal leadership positions national, state, or local organizations you are in now, or wish to be in the future.
1.1.5.	Identify your professional leadership strengths, history, and style.
1.1.6.	Demonstrate the use of data, reflection, and collective input to guide professional decisions you make about your needs as a leader.

1.2 Ethics and Professionalism:

After completion of this module, you will be able to develop and implement standards, guidelines, and expectations for equitable and ethical decision-making and professional behavior by the staff in the Part C and/or Part B (619) service system.

Objectives/Performance Indicators:

1.2.1.	Identify and adhere to a professional code of ethics.
1.2.2.	Describe standards, guidelines, and expectations for ethical and professional behavior for the Part C and/or Part B (619) staff.
1.2.3.	Describe the components of an equitable and ethical decision-making process to guide the Part C and/or Part B (619) service system.
1.2.4.	Participate in relevant professional organizations to provide guidance for policy and practice.
1.2.5.	Promote and advance the Part C and/or Part B (619) service delivery system, and the professionals providing early intervention/early childhood special education services.

1.3. History, Laws, Regulations, and Policy:
After completion of this module, you will be able to analyze, interpret, monitor, and revise (as necessary) federal and state laws, regulations, and policies to improve programs, services, and outcomes for infants and young children and their families eligible to receive services in the IDEA Part C and the Part B (619) system.
Objectives/Performance Indicators:
1.3.1. Describe the history and content of federal and state laws, regulations and policies affecting infants and young children with disabilities and their families.
1.3.2. Describe the regulations, policies, and procedures to implement core components of the Part C and Part B (619) service delivery system.
1.3.3. Describe the process to develop, and/or revise federal, state laws, regulations, policies, and procedures to improve programs, services and outcomes for infants and young children with disabilities and their families.
1.3.4. Monitor the interpretation and implementation of federal, state, and local laws, regulations, policies, and procedures to improve the Part C and Part B (619) service delivery system and outcomes for infants and young children with disabilities and their families.
1.3.5. Develop, implement, and evaluate state and local laws, regulations, policies, and procedures to improve the administration of the Part C and Part B (619) service delivery system.
1.3.6. Identify when and how to inform, educate, and advocate for needed changes in laws, regulations, and policies to improve programs, services and outcomes for infants and young children with disabilities and their families, to various decision makers (e.g., state, and federal legislators, policy makers and administrators).

1.4 Early Learning and Pedagogy:
After completion of this module, you will be able to establish policy to guide the adoption, implementation and evaluation of evidence-based assessment, intervention and transition practices for all infants, young children and their families in early intervention and early childhood special education under the IDEA Part C and/or Part B (619) service system
Objectives/Performance Indicators:
1.4.1. Identify the sequence of child development milestones by developmental and behavioral domain and describe the interrelationship of developmental and behavioral domains as demonstrated by infants and young children during activities and routines.
1.4.2. Describe child (biological and environmental) and family (linguistic, racial, ethnic, cultural, socio-economic, and educational) characteristics and experiences that affect child development and the family context for intervention.
1.4.3. Describe early childhood intervention pedagogy.
1.4.4. Describe criteria that establishes evidence-based practice for infants and young children with risk conditions, delays, and/or disabilities, and their families.

1.4.5. Describe the importance of fidelity to a practice when implementing and measuring evidence-based practices for infants and young children with risk conditions, delays, and/or disabilities, and their families.
1.4.6. Demonstrate data-based decision making to guide all IFSP/IEP goals, objectives, interventions/instruction, and progress monitoring.
1.4.7. Develop a professional development system that includes teaching, coaching and supervision to ensure that all staff in the Part C and Part B (619) program has access to, and implements with fidelity, evidenced-based practices.

2.0 Operational Leadership

2.1 Communication and Collaboration:

After completion of this module, you will be able to build state and local collaborations with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities and their families who represent *diverse backgrounds.

Objectives/Performance Indicators:

2.1.1. Demonstrate effective verbal, nonverbal, and written communication practices with *diverse **stakeholders participating in the Part C and/or Part B (619) service system.

2.1.2. Communicate and disseminate information about the purpose, vision, and mission of the Part C and/or Part B (619) service system to families and other stakeholders (e.g., referral sources; community early childhood programs) through a variety of formats, languages and reading levels.

2.1.3. Demonstrate the ability to identify, gather, and use input from *diverse **stakeholders to administer the Part C and/or Part B (619) service system.

2.1.4. Demonstrate the ability to facilitate *diverse **stakeholder engagement in the Part C and/or Part B (619) service system.

2.1.5. Demonstrate individual and group mediation, negotiation and conflict management strategies used to build consensus.

2.1.6. Demonstrate the ability to facilitate individual, team and interagency collaborative meetings to achieve individual, program or system goals.

2.2 Part C and/or Part B (619) Program Management:

After completion of this module, you will be able to develop and/or facilitate the implementation of plan(s) to address Part C and/or Part B (619) service system needs with measurable and equitable goals, objectives, activities, identified resources, timelines, and outcomes.

Objectives/Performance Indicators:

2.2.1. Describe the program requirements for the submission and management of the state application and performance plan and reporting requirements for the Part C and/or Part B (619) service system.

2.2.2. Describe federal and state policies and procedures for managing federal and state funding.

2.2.3. Describe policies and procedures for hiring, mentoring, supervising, and evaluating Part C and/or Part B (619) staff and/or contractors.

2.2.4. Analyze your state's Part C and/or Part B (619) system using the early childhood system framework.

2.2.5. Develop the components of a data system to collect programmatic information from multiple sources for federal and state reporting and system management.

2.2.6. Develop a logic model, decision matrices, evaluation methods, and data collection procedures to prioritize Part C and/or Part B (619) service system needs.
2.2.7. Develop a comprehensive system of personnel development (CSPD) that meets state and national standards, licensures, and credentials for each professional discipline in the Part C and/or Part B (619) service system.
2.2.8. Develop a statewide program budget that addresses equitable allocation of resources across children and families, programs, and staff.
2.2.9. Demonstrate the use of data to guide the administration of the Part C and/or Part B (619) service system, program, and individual child/family decisions.

3.0 Strategic Leadership

3.1 Leading Others:

After completion of this module, you will be able to motivate and lead *diverse **stakeholders to develop, revise, and implement components of the state Part C and/or Part B (619) system in collaboration with other early childhood initiatives.

Objectives/Performance Indicators:

3.1.1. Describe leadership theories.
3.1.2. Apply adult learning theory and evidenced based practice to lead and support *diverse **stakeholders.
3.1.3. Demonstrate situational and adaptive leadership skills with *diverse **stakeholders to meet the needs of students in special education and their families.
3.1.4. Inform state and local program leadership, policy makers and other *diverse and key **stakeholders about the history, legal mandates ethical standards and emerging issues in the Part C and/or the Part B (619) service system and other early childhood initiatives.
3.1.5. Identify and apply for leadership positions in local, state, regional, and national early childhood systems. (e.g., ITCA, 619 Affinity Group).
3.1.6. Identify and promote (through teaching, coaching, and mentoring) leadership opportunities for Part C and/or Part B (619) staff and other *diverse **stakeholders.
3.1.7. Create a transition/succession plan for your currently held Part C or Part B (619) position that includes information on program history, political context, policies, procedures, and strategic partnerships to sustain the Part C and/or Part B (619) service system.

3.2 Strategic Thinking and Planning:
After completion of this module, you will be able to facilitate *diverse **stakeholder groups to implement a work plan with equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to develop or improve a service issue/need for the state Part C and/or Part B (619) service system.
Objectives/Performance Indicators:
3.2.1. Describe the federal and state political, fiscal, and cultural climate that affects the Part C and/or Part B (619) service system.
3.2.2. Describe scenario-planning strategies to guide strategic decisions for the Part C and/or the Part B (619) service system and other early childhood initiatives.
3.2.3. Develop strategic partnerships with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities (birth to five) and their families.
3.2.4. Identify a service system or program need for the Part C and/or Part B (619) service system through the collection of national and state data, including data from *diverse **stakeholders.
3.2.5. Facilitate *diverse **stakeholders to develop a shared and equitable vision and collective mission to address an issue/need in the Part C and/or Part B (619) service system or program.
3.2.6. Develop a collaborative work plan through a problem-solving process with *diverse **stakeholders that has equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to meet the Part C and/or Part B (619) service system or program issue/need.
3.2.7. Facilitate the implementation and ongoing evaluation of the work plan (s), and revise it as needed, in collaboration with *diverse **stakeholders.
3.2.8. Evaluate the outcomes of the strategic work plan(s) with *diverse **stakeholders through the collection and analysis of data from multiple sources.

3.3 System Change:
After completion of this module, you will be able to scale up, implement and evaluate a practice(s), program, or policy for eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, who represent diverse linguistic, racial, ethnic, cultural, socio-economic, educational, and historically underrepresented backgrounds.
Objectives/Performance Indicators:
3.3.1. Describe systems theory and thinking.
3.3.2. Describe implementation science frameworks.
3.3.3. Describe sustainability strategies to maintain system change over time.
3.3.4. Identify and describe a new or revised evidence-based practice(s), program, or policy to improve the Part C and/or Part B (619) service system.
3.3.5. Collect data from *diverse **stakeholders to describe and document the status of a practice(s), program, or policy in the Part C and/or Part B (619) service system.
3.3.6. Design, develop, and implement a new or revised practice(s), program, or policy, with fidelity through a model demonstration to meet needs of a defined group of infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families who represent *diverse backgrounds.
3.3.7. Identify evaluation benchmarks, and data needs for each stage and level of the system change process to ensure effective implementation (with fidelity) of the practice(s), program, or policy.
3.3.8. Sustain the scaled-up practice(s), programs, or policies with fidelity, fiscal accountability, and positive evaluation outcomes for all eligible infants and young children with risk conditions, delays, and/or disabilities (age birth to five) and their families who represent *diverse backgrounds.