

Early Childhood IDEA Centers: 2019 NEW State TA Opportunities



Center for IDEA Early Childhood Data Systems (DaSy)



Early Childhood Technical Assistance Center (ECTA)



National Center for Systemic Improvement (NCSI)



Early Childhood Personnel Center (ECPC)



IDEA Data Center (IDC)



National Center for Pyramid Model Innovations (NCPMI)

The OSEP-funded Early Childhood Technical Assistance (TA) Centers are pleased to announce a variety of new opportunities to build individual and state capacity around implementation of IDEA 0-5. We hope this information will assist you as you consider which TA opportunities best fit your needs and priorities in the foreseeable future. Note: if you are new to your role, there are lots of ongoing activities and existing resources available as well. Feel free to check out the websites for each center to learn more!

New Targeted TA Opportunities!

New Targeted TA activities will be launched in 2019. Look for information to participate in one or more of these new activities.

Title	Description	Timelines	Sponsors (lead first)	Intended Audience
Strengthening Implementation of the Pyramid Model through Program Coaching	Targeted TA to provide distance training, support, resources, and guidance to state program coaches for program-wide implementation of the Pyramid Model. This TA will build, strengthen, or expand the state's professional development network (PDN) system for coaching implementation sites. <i>Contact:</i> Lise Fox lisefox@usf.edu	January 2019	NCPMI	State Section 619 coordinators and staff, and administrators of other early childhood programs involved in state implementation of the Pyramid Model
Supporting States to Leverage General Supervision Processes	Using the NCSI-developed <i>Leveraging General Supervision Process Guide</i> , targeted TA will be available to several states to build capacity to increase the degree to and success with which they implement a comprehensive approach to general supervision systems that enable a focus on performance results for children and families while maintaining compliance with the requirements of the Individuals with Disabilities Education Act (IDEA). <i>Contact:</i> Ardhith Ferguson afergus@wested.org	January – June 2019	NCSI	State Part C Coordinators and Staff; Part B systems inclusive of 619 coordinators and stakeholders

Title	Description	Timelines	Sponsors (lead first)	Intended Audience
IDC Data Processes Toolkit Facilitation	Targeted TA to support states with documenting state processes that are used to gather, prepare, and report data for IDEA federal reports, including 618 collections and the SPP/APR indicators. This activity will help build and maintain a culture of high-quality data practices, contribute to valid and reliable data collections, and build the capacity of state staff. <i>Contact:</i> your IDC state liaison at https://ideadata.org/technical-assistance	January-June 2019	IDC	State Part C and Section 619 coordinators and staff, Data Managers, and state and local team members
Data Manager Connection	Targeted TA to build the capacity of new data managers for collecting, validating, submitting, reporting, and using high-quality data. Virtual sessions will provide opportunities for new data managers to share with and learn from their peers and IDC TA providers about topics centering around broad thematic areas pertinent to ensuring high-quality data within their states. <i>Contact:</i> Danielle Crain daniellecrain@westat.com or Sarah Walters SarahWalters@westat.com	January-June 2019	IDC	New data managers
Part C and/or B 619 Program Data Governance Policy Facilitation	Targeted TA to support states with developing or enhancing Part C and/or Part B program data governance policies. This activity will help ensure that states have clear written policies and procedures that address the availability, usability, integrity, quality, and security of the C or 619 data. Targeted TA is available in the following policy areas: <ol style="list-style-type: none"> 1. Purpose, Structure, Process 2. Data Breach Response 3. Data Quality 4. Data Security and Access 5. Data System Changes 6. Electronic Communications 7. Data Requests 8. Public Reporting 9. Data Partnerships 10. Date Retention/Data Destruction <i>Contact:</i> Denise Mauzy at DMauzy@aemcorp.com	January-May 2019	DaSy	State Part C and Section 619 Coordinators, Data Managers, and other staff responsible for governance processes

Data Linking Targeted Technical Assistance	<p>Targeted TA to support states with data partnerships and linking activities. As Part C and Part B 619 state staff members work to answer important questions about program quality and results for children and their families, they often need additional data from other agencies or programs. This activity will support states wherever they are at in the partnership and linking process, from initial partnership readiness assessment to implementation of data linkages. <i>Contact:</i> Denise Mauzy at DMauzy@aemcorp.com or Bruce Bull at bruce.bull@spedsis.com</p>	January-May 2019	DaSy	State Part C and Section 619 Coordinators, Data Managers, and other staff responsible for data partnerships
Data Visualization Consultation	<p>Consultation to support state and/or local teams in developing or revising data visualizations to help drive discussions about programmatic and systemic improvement. This activity will help states and locals build their own capacity to develop visualizations. <i>Contact:</i> Kerry Friedman at kerry.friedman@sri.com or Kellen Reid at kellen.reid@unc.edu</p>	January-May 2019	DaSy NCSI	State Part C and Section 619 coordinators and staff, Data Managers, and state and local team members
Data Culture Assessment and Capacity Building Supports	<p>Targeted TA for states that are interested in creating or enhancing their data culture but are not sure where to start. This activity will support an assessment of the current data culture and help identify steps that states can take in relation teaming for data use, prioritizing critical questions, and improving data quality. <i>Contact:</i> Haidee Bernstein at HaideeBernstein@westat.com or Denise Mauzy at Dmauzy@aemcorp.com</p>	January-May 2019	DaSy	State Part C and Section 619 coordinators and staff, Data Managers, and state and local team members
IDC Virtual Interactive Meeting and Peer-to-Peer Exchanges: What Else Can Your IDEA Data Tell You? Making the Most of the Data You Have	<p>This Virtual Interactive Meeting (VIM) will explore opportunities states have for additional or deeper analysis afforded by the variety of data they have from different sources, including EDFacts data, SPP/APR data, other survey data, child assessment data, demographic data, and other selected state data. Presenters will provide an overview of the potential and the limitations of different types of existing data and will lead a discussion of various possibilities for combining data from multiple sources. At the end of the initial online meeting, states will self-select topics that they want to delve deeper into with other states through Peer-to-Peer Exchanges (P2PE). P2PEs will be grounded in specific SPP/APR indicators and will support states in engaging with each other to learn how they can draw insights from multiple sources. <i>Contact:</i> your IDC state liaison at https://ideadata.org/technical-assistance</p>	March-July 2019	IDC	State Part C and 619 Coordinators and staff, Data Managers, State Directors, SPP/APR Indicator Leads and Coordinators, and state and local program specialists

<p>NCSI National Webinar Series on Evidence-Based Practices in Early Childhood</p>	<p><i>Got Evidence? Where to Find and How to Use It to Make Sound Decisions About Evidence-Based Practices</i> An interconnected suite of tools that explain the rationale behind using multiple sources of evidence to make decisions, where to look for evidence, and how to appraise and combine the evidence to inform the selection, implementation, and evaluation of specific practices for individuals or groups of children and families. The first webinar will introduce the suite of tools and present real-world vignettes that illustrate their application in early childhood programs. The second webinar will focus on using the tools to guide and conduct the search for evidence, evaluating information from different sources, and synthesizing it to make decisions about which practices to implement and how to evaluate them. Follow up state-specific support will be provided to operationalize the concepts. Webinars will be recorded and posted to ncsi/wested.org for those not available at the scheduled dates. <i>Contact:</i> Monica Mathur-Kalluri mmathur@wested.org</p>	<p>April 15th & March 1st, 2019</p>	<p>NCSI</p>	<p>Part C coordinators, and staff, 619 coordinators, and local program providers</p>
<p>Leadership Institutes and Follow Up Support on Part C and Part B (619) System Development</p>	<p>Targeted TA to lead systemic improvement efforts, engage in broader early childhood initiatives, use TA effectively, and build effective and sustainable state EC systems to support a competent early childhood workforce. <i>Contact:</i> Mary Beth Bruder bruder@uchc.edu</p>	<p>April 2019 October 2019</p>	<p>ECPC, ECTA</p>	<p>State Part C and Section 619 coordinators and staff, state early childhood administrators, IHE faculty and families</p>
<p>What's in your Tool Box for Leading Systems Change?</p>	<p>This virtual seminar series is designed to support state Part C and 619 Coordinators and their staff on the important skills and habits of systems thinking and how these skills are an important part of the Part C and 619 coordinators' role in leading systems change. Through discussion and activities, the participants will examine their own skills and explore resources for supporting systems change work in their own state. Participants will received follow up TA to support the use of key resources and tools for leading systems change in early intervention and preschool special education. <i>Contact:</i> Christina Kasprzak christina.kasprzak@unc.edu</p>	<p>Spring 2019</p>	<p>ECTA</p>	<p>State Part C and Section 619 Coordinators and their staff</p>

Cross-State Learning Collaboratives — Part C Spring Leads Meetings	Annual meetings of the State Leads for each state who participates in a Part C cross-state Learning Collaborative, to include those states engaged in any of the following Collaboratives: Family Outcomes, Knowledge & Skills, Results-Based Accountability-C, Social and Emotional Outcomes. <i>Contact:</i> Jessica Arnold jarnold@wested.org	May 2019	NCSI	State Leads for the four Part C cross-state Learning Collaboratives
2019 National Early Childhood Inclusion Institute	The Inclusion Institute focuses on the latest research findings, models, and resources to guide inclusive policy, professional development and practice; to develop collaborative relationships and cross-agency systems to support early childhood inclusion; and to have the opportunity to meet, learn from and problem solve with peers. <i>Contact:</i> https://inclusioninstitute.fpg.unc.edu/	May 2019	FPG-CDI, ECTA, DEC/CEC, NCSI, many others	Cross-sector professionals birth-5 engaged in building systems that support high-quality inclusive practices
State aRPy Ambassadors Initiative	A new cohort of state aRPy Ambassadors will be launched and will focus on building awareness of and support for the implementation of DEC Recommended Practices by local practitioners and families. The community of aRPy Ambassadors will collaborate with ECTA Center staff, fellow Ambassadors, and DEC partners to develop and share strategies and resources for disseminating, training, and/or supporting implementation of RPs in their states. Individuals will develop and implement a work plan with at least goals for their role as an aRPy's Ambassador that are aligned with a state improvement effort. Talented, motivated individuals who are knowledgeable about the DEC RPs and share a commitment to improving systems, services, and outcomes for young children with, or at risk for, disabilities and their families will be encouraged to apply. <i>Contact:</i> Betsy Ayankoya, betsy.ayankoya@unc.edu	Request for nominees will be out Fall 2019	ECTA	Part C and 619 Coordinators will nominate state PD/TA providers or administrators to participate
Parent Center aRPy Ambassadors Initiative	An inaugural cohort of Parent Center aRPy Ambassadors will be recruited to focus on increasing awareness and knowledge of DEC Recommended Practices among family members and local practitioners. The community of Parent Center aRPy Ambassadors will collaborate with ECTA Center staff, fellow Ambassadors, and DEC partners to develop and share strategies and resources for disseminating, training, and supporting implementation of the RPs. Cohort members will develop and implement work plans for their role as an aRPy Ambassador in collaboration with ongoing systems, practices, and/or outcomes improvement initiatives in their state. <i>Contact:</i> Betsy Ayankoya, betsy.ayankoya@unc.edu	Request for applications will be out Fall 2019	ECTA, PTAC	Parent Center staff who are poised help lead a collaborative effort related to DEC Recommended Practices

Ongoing Learning Opportunities!

Did you know there are ongoing learning opportunities that you might want to join? They cover a variety of topics including child and family outcomes measurement, early childhood inclusion, results-based accountability, social and emotional outcomes, and more! To learn about the various groups and how to participate, visit: DaSy Center Learning Groups <https://dasycenter.org/resources/dasy-technical-assistance/learning-groups/>; ECTA Learning Communities <http://ectacenter.org/resources/communities.asp>; and NCSI Learning Collaboratives <https://ncsi.wested.org/resources/learning-collaboratives/>

New Intensive TA Opportunities!

Additional intensive TA opportunities are available in 2019. Look for information in the near future to apply to participate. If none of these planned opportunities fits your needs for intensive TA, contact state liaisons to explore other intensive TA supports.

Title	Description	Timelines	Sponsors (lead first)	Audience
Implementing Prevent-Teach-Reinforce Young Children for Individualized Behavior Support	Intensive TA that provides training, mentorship, and ongoing support to a cohort of professionals to implement and train others in the use of Prevent-Teach- Reinforce Young Children or Prevent-Teach-Reinforce Families in the support of children with persistent challenging behavior. <i>Contact:</i> Phillip Strain, phil.strain@ucdenver.edu	Application available February 2019	NCPMI	State Part C and Section 619 coordinators and staff, and administrators of other early childhood programs
Supporting Local Implementation and Scale Up of High-Quality Inclusive Practices	Two states will be selected to receive multi-year intensive TA designed to build state and local capacity to implement and scale up high-quality early childhood inclusive practices. The TA will be organized around four essential support structures that provide the leadership, training, practice application, and documentation necessary for statewide implementation. State teams will be required to be cross-sector and include at least one local district/program partner. <i>Contact:</i> Barbara Smith barbara.smith466@du.edu	Request for applications will be out Summer 2019	ECTA	State Part C and Section 619 Coordinators and their identified cross-sector teams that wish to focus on the priority of early childhood inclusion
Birth-5 Early Childhood Inclusion Topic Cohort TA	A small group of states will be selected to participate in an 18-month cohort TA experience that includes individualized TA as well as regular networking opportunities across states. The TA is designed to support state teams in developing and implementing strategic efforts to improve state and local systems that support local implementation of high-quality early childhood inclusion. The content will include a focus on nationally identified indicators of high-quality inclusion. <i>Contact:</i> Megan Vinh megan.vinh@unc.edu	Request for applications will be out Fall 2019	ECTA	State Part C and Section 619 Coordinators and their identified cross-sector teams that wish to focus on the priority of early childhood inclusion