Research & Planning Functions

Target Group	Professional Development Topic/Priority	ITC Grant Deliverable *2018-2019*	Research & Planning Activities & Timeframes	Staff Responsible
Integrated Training Collaborative (ITC)	Oversee VA's Comp. System of Personnel Development (CSPD)	1.1. Oversee the design, integration, and implementation of the CSPD, as it relates to Part C personnel standards. 1.2 Collaborate with Part C staff to incorporate input from localities in planning, developing and implementing Part C PD to meet system needs. 1.3 Collaborate and meet with designated DBHDS staff to ensure collaboration across Professional Dev Team, Technical Assistance, and Monitoring Teams. 1.4 Develop and disseminate the ITC/CSPD Update… 1.5 Work with Part C staff to collect, analyze, and report personnel data… 1.6. Gather information about the PD needs of EI providers in Virginia on an ongoing basis.	Coordinate quarterly ITC meetings, maintain current membership, and add members as needed. Target: Ongoing ITC meetings held in Jan and Apr 2019. Membership list and ITC meeting minutes available at https://veipd.org/main/sub2_about_itc.html Provide updates at VICC meetings on a quarterly basis with focus on new products/elements and data on use of PD resources. Target: Quarterly Updates provided Dec 2018 and Mar 2019. Infographics available at https://veipd.org/main/sub2_about_itc.html Collaborate with Partnership projects involved in PD with early intervention providers and those reaching families of young children Target: Ongoing Working with Virginia Deaf-Blind Project to improve early identification – Ira Padiyah presented at LSM meeting and sent info directly to LSMs to complete required OSEP census; Worked with Bonnie (ECMH) to offer ASQ-SE (2) and SEAM training for EI providers Submit quarterly progress reports to Part C administrator Target: Quarterly	Cori & Deana

All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

		2.1. Work with the VICC and others at the state, regional and local levels to identify and coordinate PD activities across state agencies. 5.3. Identify and collaborate with EI providers who will expand PD initiatives. 7.1. Provide a quarterly progress report to the ITCVA Administrator on CSPD activities. 7.2. Provide a quarterly update to the VICC on new products/elements and data related to CSPD activities.	Infographics available at https://veipd.org/main/sub2_about_itc.html Prepare and submit CSPD update with thematic information tied to ToT topics Target: 5-6x this year Nov/Dec: https://veipd.org/main/sub2_int_training_collab_cspd.html Feb/Mar, Apr/May https://veipd.org/main/sub2_about_itc.html	
	Coordinate VA's CSPD with those in other states and national initiatives	1.1 Oversee the design, integration, and implementation of the CSPD, as it relates to Part C personnel standards. 2.1. Work with the VICC and others at the state, regional and local levels to identify and coordinate PD activities across state agencies. 2.2. Represent early intervention in the VCPD initiatives. 2.3 Collaborate with the ECMH Coordinator for PD related to S-E development. 2.4 Coordinate PD activities/efforts with VA Act	Participate in state and national PD initiatives, including the CDC Act Early, ECTA Center and Early Childhood Personnel Center, AUCD, EI-EC PD CoP/National SC Training Workgroup, and DEC CoPs on national training initiatives to make EBPs available to EI practitioners in VA. Target: Ongoing Staff continue to participate in the EI-EC PD CoP and National SC Training Workgroup. Staff are also co-leading the DEC SC CoP and a workgroup to write a joint position statement on service coordination with ITCA. Staff will co-facilitate a VA DEC webinar on May 22, 2019. Deana just selected to serve two-year term as Act Early Ambassador = training in late April focused on collaborating with early childhood systems. Continue collaboration ECMH Advisory Board Target: Ongoing	All

All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

			Early Team, ECN, EHDIAC, VCPD, Inclusive Practices Task Force, etc.
			
			2.5 Coordinate PD by participating in national and regional TA projects, training initiatives, and conferences…to bring EBPs to VA.
				Participate/collaborate with other national and state initiatives related to EI and EC, including Early Childhood Network, Early Hearing Detection & Intervention Advisory Committee, Inclusive Practices Task Force, etc.
				  Target: Ongoing
				
				Participate in VCPD team, including statewide governance and regional consortiums
				  Target: Ongoing
				Staff presented on interactive webinars at the VCPD Central Summit in May 2019.	

		Program Evaluation and Data Collection	7.3. Provide an evaluation of Kaleidoscope trainings within 60 days following each training.
			
			7.4. Provide an evaluation of the CCSS Conference within 60 days following the conference.
			
			7.5. Provide an evaluation of regional or statewide EI PD activities, within 30 days following the completion of the activities.
			
			7.6. Conduct evaluations of web-based PD opportunities such as
				Conduct evaluations of Kaleidoscope
				  Target: After each training
				Kaleidoscope was held in Glen Allen on 4-30-19. Evaluation report will be available soon.
				
				LSM Meeting was held 3/26/19. Evaluation report is available.
				Collaborate with co-sponsors to evaluate the statewide conference
				  Target: Sept 2019
				
				Conduct evaluations of web-based PD opportunities (e.g., ToTs, online modules/courses)
				  Target: Ongoing
				Evaluations will be available soon.
				
				Post copies of all evaluations on Google drive using ITC templates and share with state Part C staff by email
				  Target: Ongoing
					Deana, Cori, & Seb

All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

		Talks on Tuesday, online modules, coaching implementation project, etc.		

Implementation Functions

Target Group	Professional Development Topic/Priority	ITC Grant Deliverable *2017-2018*	Research & Planning Activities & Timeframes	Staff Responsible

I&TCVA Staff & PD Team Collaboration	Collaborate with TA and Monitoring Staff on I&TCVA office SSIP Priorities	1.2 Collaborate with Part C staff to incorporate input from localities in planning, developing, and implementing Part C PD to meet system needs.
		
		1.3 Collaborate and meet with designated DBHDS staff to ensure collaboration across Professional Dev Team, Technical Assistance, and Monitoring Teams.
		
		3.1 Represent ITC through participation in SSIP activities.
		
		3.2. Participate on Part C workgroups and staff meetings, including SSIP leadership teams and workgroups.
		
		3.3 Collaborate with DBHDS to identify, create, disseminate, and train on MEISR resources.
			Participate on Part C workgroups and staff meetings, including SSIP leadership teams and workgroups, and use information to inform PD work
			  Target: Ongoing
			See below under SSIP priority activities.
			
			Collaborate on webinars and other trainings with Part C staff on regulatory/compliance topics (not to exceed 3 activities)
			  Target: Oct 2019
			PD and Part C staff co-facilitated a web discussion about coaching fidelity observation on 3-6-19.
			
			Meet with EI Team Leader and Part C Administrator to identify and collaborate on PD to meet needs
			  Target: Every other month
			Meetings have been held on a regular basis.
				All

All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

		5.2. Collaborate on webinars with Part C staff on regulatory/compliance/program topics. 7.8 On an annual basis, collaborate with ITCVA to determine regional PD activities to support practitioners'…use of EBPs. 7.11 Develop, disseminate, and deliver resources to support SSIP activities related to functional assessment and coaching and NLE practices. 7.12 Develop, facilitate, and evaluation regional quarterly SC discussions.	Provide local and/or state training/resources/supports in conjunction with TA and Monitoring in follow-up to Functional Assessment and COS monitoring Target: Ongoing PD staff are collaborating with Part C staff on supporting the use of the MEISR in Arlington. MEISR training and follow-up training have been completed in Arlington with 12 in-house staff.	
All	Conference – *Creating Connections to Shining Stars 2019*	4.1. Coordinate and collaborate on planning and presenting the CCSS Conference. 4.2. Coordinate the preconference sessions on topics of interest.	Coordinate and collaborate on planning for Creating Connections to Shining Stars: VA's Collaborative Early Childhood Birth through Five Conference Target: Ongoing Planning is well underway for the conference in July. Identify and invite EI presenters who will expand PD initiatives already underway Target: Spring 2019 One third of presentations are EI-specific and an additional one third of sessions are birth-5 specific. Disseminate info about conference via email list, monthly update, at regional meetings Target: Ongoing	Cori & Deana

All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

		Marketing email blasts have routinely been disseminated and posted on VEIPD Facebook page.
		
		Disseminate all marketing materials
		  Target: August 2019 (when conference ends)
		
		Complete review of proposals
		  COMPLETED: Feb 2019
		
		Provide 2 pre-conference sessions for EI at CCSS
		  Target: July 2019
		EI pre-conference sessions are scheduled:
		    Session 1: Engaging Families during EI Visits: But What Do I Do When…? Session 2: Using Functional Assessment to Dive Deeper into Development	

	Local/Regional Training and Support	2.2 Collaborate with Part C staff to incorporate input from localities in planning, developing, and implementing Part C PD to meet system needs
		
		5.3. Identify and collaborate with EI providers who will expand PD initiatives.
		
		7.8. On an annual basis, collaborate with ITCVA to determine regional PD activities (i.e., trainings, webinars, online courses) to support practitioners' knowledge and skills related to the use of EBPs.
			Collaborate with ITCVA TA and PD staff to package, design and/or deliver training or other professional development support to meet local/regional needs related to SSIP priorities, as identified through monitoring or technical assistance activities.
			  Target: Oct 2019
			MEISR Arlington implementation project – initial training completed. PD staff have met with two LSMs to support their development of local PD activities.
			
			Collaborate with Act Early to provide M-CHAT training in collaboration with the Partnership in the Shenandoah Valley/Charlottesville area.
			  Target: Oct 2019
				All (depending on location and topic)

n identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered
er involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

| | Talks on Tuesdays Webinars | 1.2 Collaborate with Part C staff to incorporate input from localities in planning, developing, and implementing Part C PD to meet system needs

5.3. Identify and collaborate with EI providers who will expand PD initiatives.

5.4. Provide Talks on Tuesday webinars (up to 9 a year).

7.9 Present, plan, facilitate ToT webinars (up to 9 a year) | Schedule *(tentative topics pending finding presenters)*
Nov – Part 1: Decision Tree (LT) Completed
Dec – Part 2 Completed
Jan – *(skip due to winter holiday)*
Feb – Part 1: Cleft Palate/Lip (DC) Completed
Mar – Part 2 Completed
Apr – Part 1: Having Difficult Discussions with Families (LT) Completed
May – Part 2 Completed
June – Medical Update on Autism (CH) (John Harrington)
Sept – Part 1: ECMH with Bonnie (CH)
Oct – Part 2 | All |
| | Maintain & Update Online Resources: EIPD sites, EI Strategies Blog & EIPD Facebook & Twitter accounts | 5.1 Continue to update, refine and implement web-based modules and other content elements (resources, webinars, online tutorials) on the EIPD site addressing key areas of need.

5.3 Identify and collaborate with EI providers who will expand PD initiatives.

6.1. Maintain and update online resources such as EIPD website, EI Strategies blog, and the EIPD Facebook and Twitter accounts. | EIPD & eLearning sites
Review and update VEIPD site, adding new resources as relevant
  Target: Monthly
Forty-eight new resources have been added to the VEIPD site so far this year.

Maintain training calendar for up-to-date PD opportunities and share via CSPD update
  Target: 5-6x this year
Training calendar is regularly updated and shared.

Maintain and analyze all websites, databases, and applications to keep content and security up-to-date
  Target: Ongoing | Dana, Cori, Lisa, Carrie, & Jeanne |

n identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered er involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

| | | | Instructional Designer has worked to enhance security. Historic content has been updated or hidden to reflect changes in Flash discontinuation.

Blog
Post new articles on EI topics of interest
  Target: 1x/month
Twelve new posts have been added to the blog by staff and guest authors so far this year.

Facebook & Twitter
Provide information about new resources by posting to social media
  Target: 2x/month
New blog posts are regularly posts on Facebook and Twitter. Additional resources are also shared on Facebook regularly. | |
| **Local System Managers** | Collaborate with LSMs on Supporting EI Workforce | 5.7. Develop and provide PD for LSMs, including collaborative planning and facilitation of meetings 2x/year.

7.10 Coordinate 2 collaborative meetings between LSMs and ITCVA staff. | Coordinate two collaborative meetings between LSMs and I&TCVA staff
  Target: Mar 2019 and Sept 2019
LSM meeting was held in March 2019.

Develop plans for new web discussion series for LSMs
  Target: July 2019

Crosswalk PD resources against DEC Recommended Practices for leadership and CEC advanced specialty sets (ECSE) to identify needs (as part of DEC/ECPC Leadership PD Cohort work).
  Target: July 2019 | Deana, Lisa, and Dana |

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			Develop plans for an additional day for leadership topics before LSM meetings Target: Sept 2019	

Service Coordinators & Service Providers	Revise & Update Online Modules and Content Elements	5.1. Continue to update, refine and implement web-based modules and other content elements (resources, webinars, online tutorials) on the EIPD website addressing key areas of need.
		
		5.7 Develop and facilitate PD for SCs and service providers on specific topics of interest.
			Review EI certification modules following any Practice Manual revisions and edit as needed
			  Target: Apr 2019 and Oct 2019
			April 2019 - No revisions were needed.
			
			Participate in National SC Leadership Institute and implement PD activities associated with state and national action plans
			  Target: Oct 2019
			Staff continue to participate in meetings with SC leadership institute participants every other month. PD activities implemented include regional SC chats and development of SC coaching module. Staff also co-lead workgroups to develop recommended knowledge and skills for SCs document and improve identify of SC through facilitation of the SC Community of Practice with DEC. One web conversation has been hosted with DEC about the CoP and future activities.
			
			Develop content element on early hearing content for EI providers based on National Center on D-B
			  Target: Oct 2019
			Module in development; target launch date 7/19
			
			Develop content element on early identification of hearing loss and EI based on
				Dana, Cori, Deana, Lisa & Carrie

All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

			content from the Center for Family Involvement
			  Target: Oct 2019
			Module in development; target launch date 7/19
			
			Complete development and formatting and launch new Autism Learning Paths
			  Target: May 2019
			Two autism learning paths have been developed and final reviews have just been completed. The learning path page on the VEIPD site is also ready and will be launched soon.
			
			Complete content development and launch online course on service coordination and coaching to meet need for SC coaching fidelity
			  Target: July 2019
			Course content has been developed and is being formatted now. Course will go into Part C and ITC review in late May/early June.
			
			Add to Flickr photo collection to reflect more diverse settings/activities
			  Target: Ongoing
			
			Review, update, and add 6 new Learning Bytes to EIPD site.
			  Target: Oct 2019
			Seven new LBs have been posted so far this year.	

	Functional Assessment (SSIP Priority Area)	3.1. Represent the ITC through participation in SSIP activities to include functional assessment; supporting implementation of	Participate in state leadership team on this topic and coordinate PD activities Target: Ongoing	Cori & Lisa

identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered
er involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

		evidence-based practices; and coaching and natural learning environment practices.
		
		3.2. Participate on Part C workgroups and staff meetings, including SSIP leadership teams and workgroups.
		
		3.3 Collaborate with DBHDS to identify, create, disseminate, and train on MEISR resources.
		
		5.7 Develop and facilitate PD for SCs and service providers on specific topics of interest.
			Nov/Dec ToTs focused on The Decision Tree: A Tool for Family Engagement.
			
			Post new articles on blog at least 2x/year related to functional assessment and/or the child outcomes rating process
			  Target: Oct 2019
			Blogs posted:
			• Extra! Extra! Read All About...Integrating the Decision Tree
			• Ongoing Assessment Occurs Naturally
			• Enhancing Quality Functional Assessments for Each Individual Family
			
			Facilitate functional assessment webinar series
			  Target: Oct 2019
			Four information-gathering meetings have been held (1 with Part C staff and 3 with stakeholders) and a stakeholder workgroup has been identified.
			
			Collaborate with DBHDS and stakeholders to develop PD resources that support the use of the MEISR.
			  Target: Oct 2019
			Staff are collaborating with TA to implement MEISR training in Arlington.	

	Local System Capacity to Support Implementation of	3.1. Represent the ITC through participation in SSIP activities to include functional assessment; supporting implementation of evidence-based practices; and coaching and natural learning environment practices.	Participate in state leadership team on this topic and coordinate PD activities Target: Ongoing Staff reviewed SSIP about activity #3 (local system capacity). Will meet again mid-year.	Deana

identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered ...er involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

	Evidence-based Practices (SSIP Priority Area)	3.2. Participate on Part C workgroups and staff meetings, including SSIP leadership teams and workgroups.		
	Coaching & Natural Learning Environment Practices (SSIP Priority Area)	3.1. Represent the ITC through participation in SSIP activities to include functional assessment; supporting implementation of evidence-based practices; and coaching and natural learning environment practices. 3.2. Participate on Part C workgroups and staff meetings, including SSIP leadership teams and workgroups. 5.7 Develop and facilitate PD for SCs and service providers on specific topics of interest.	Participate in state leadership team on this topic and coordinate PD activities 　Target: Ongoing Staff facilitated a leadership team meeting in Feb 2019 to review progress and plan for activities this year. A workgroup will begin meeting in May to develop a resource package on coaching and EI practices in child care settings. New resource, <u>Ongoing Support for Coaching & Natural Learning Environment Practices: Guidance for Facilitating Reflection with Individuals and Groups</u>, was developed with input from this team and was posted to the VEIPD site in Dec 2019. Monitor implementation of Orientation to Coaching and NLE Practices process 　Target: Ongoing Assist with the roll-out of the coaching fidelity tool for service coordinators 　Target: Oct 2019 Staff will be co-facilitating a session at CCSS to help roll-out the new fidelity tool which will be included in the new online course, *Yes, Service Coordinators Can Use Coaching* (launch in July). Develop orientation process for service coordinators to support use of Coaching during Service Coordination fidelity tool 　Target: Oct 2019	Dana, Cori, & Lisa

identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered ...er involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

			Coordinate online implementation support group for 4th cohort on the use of the Coaching Facilitation Guide
			  Target: June 2019
			Cohort has met four times between Jan-May with 11 participants representing 6+ localities.
			
			Offer 6-week online training course, *Using Adult Learning Strategies to Support Caregiver Learning during EI Visits*
			  COMPLETED: Mar 2019
			Course was successfully completed by 22 participants and will be offered again in May-June with 31 participants registered.
			
			Host one web discussion in collaboration with Part C staff (Kyla) on the use of Coaching in Action checklist by fidelity observers
			  COMPLETED: Feb 2019
			PD and Part C staff co-facilitated a web discussion about coaching fidelity observation on 3-6-19.
			
			Develop a pop-up (30 min) webinar about the new *Guidance for Facilitation Reflection with Individuals and Groups* resource doc.
			  Target: July 2019
			Slide deck has been developed.	

	Service Coordination	5.5 Revise and facilitate the Kaleidoscope curriculum to include online, face-to-face components and a service coordination community of practice.	Offer and evaluate two Kaleidoscope trainings (including training day and 3-month CoP) Target: Spring 2019 and Fall 2019	All

identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered er involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

| | | 5.7 Develop and facilitate PD for SCs and service providers on specific topics of interest. | Spring Kaleidoscope training day held on 4-30-19 and CoP sessions begin later in May.

Facilitate regional SC Chats web discussion series on four topics determined from SC and LSM input
  Target: Oct 2019
SC Chats held in in 4 regions in Jan and Apr 2019.

Develop coaching resources to help service coordinators understand how to use coaching
  Target: June 2019
White paper has been written and formatted and will be included in the new course, *Yes, Service Coordinators Can Use Coaching*, which will launch in July. New videos have been posted to the VEIPD Videos YouTube channel showing SCs using coaching practices. These videos will also be added to the VEIPD site soon.

Participate in activities related to service coordination including National Service Coordination Training Workgroup, Leadership Institute, SC Community of Practice (DEC), and ECPC SC Leadership Team including implementing national and state plans, co-facilitation and content development for national webinars, resource sharing, etc.
  Target: Ongoing
Staff continue to participate in meetings with the National SC training Workgroup and leadership institute. Staff are in leadership roles with workgroups to develop recommended knowledge and skills doc | |

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			and co-lead activities to build the identify of SC. Staff are co-leading the DEC SC CoP (255 members so far) and co-chairing the workgroup that will write the DEC/ITCA joint position statement on service coordination. Staff co-facilitated a national web conversation with 116 participants to introduce the SC CoP and discuss how SC is reflected in the DEC recommended practices.	

	Infant & Toddler Development & Disability Topics	1.2 Collaborate with Part C staff to incorporate input from localities in planning, developing, and implementing Part C PD to meet system needs.
		
		2.3 Collaborate with the ECMH Coordinator for PD related to social-emotional development.
		
		5.3. Identify and collaborate with EI providers who will expand PD initiatives.
		
		5.7 Develop and facilitate PD for SCs and service providers on specific topics of interest.
			Identify priority topics from the field and develop relevant resources
			  Target: Oct 2019
			ToT topics addressed substance exposure and sharing difficult information. Learning bytes, learning paths, blog topics, and other resources have been added to the VEIPD site to address relevant EI topics such as cultural humility, neonatal abstinence syndrome, communication, coaching and other recommended practices, engaging families, etc.
			
			Autism
			Coordinate PD activities/efforts with VA Act Early team
			  Target: Ongoing
			Virginia's Act Early team is not meeting regularly. Staff have coordinated with state agency reps and Va LEND staff. Arrangements made to have an OT doctoral student work at the Partnership to administer a research project using the Milestone Tracker App.
			
			Early Childhood Mental Health
			Post announcements of relevant ECMH training efforts through our listserv, in CSPD update, etc.
			  Target: Ongoing
				All

identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered ...er involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

			Collaborate with ECMH Coordinator for PD related to social-emotional development Target: Ongoing Met with ECMH Coordinator in April 2019. Will collaborate for Sept/Oct ToT. Team developed a list of ways ECMH and ITC can collaborate for PD activities. PD resources developed: Learning byte: Writing Social-Emotional Outcomes Handout: Supporting Social and Emotional Development - What All Early Intervention Providers Can Do Blog: Don't Forget the Family's Perspective Participate on ECMH Advisory Board and support regional endorsement activities Target: Ongoing Coordinate with Bonnie re: SEAM training for EI providers Target: April 2019 Training provided 4/2019 – registration slots offered to all 40 local systems. Provide 15 hours of training on "Understanding Behavior" from the Zero to Three Curriculum. Target: October 2019 Twelve hours completed with a total of 84 participants. Three more hours to be completed on June 12 in Alexandria. Child Development/Screening	

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			Post announcements about information and resources from the LTSAE campaign through our listserv, in CSPD update, etc. Target: Ongoing Part C office incorporating LTSAE materials into VA's child find campaign Revise Child Development module COMPLETED: Jan 2019	

Higher Ed Faculty & Students	Collaborate with IHEs on Current EI Practices & Resources (to be included in preservice course content)	2.2. Represent early intervention in the VCPD initiatives.	Inform faculty of new resources for inclusion in preservice course content via Constant Contact emails
			    Target: Ongoing
			Staff has met with faculty from three universities. Plans underway to finalize a crosswalk/matrix of VDOE competencies with VEIPD resources. Faculty webpage will also be revamped. Email blasts will be developed in late summer to share VEIPD resources as faculty prepare fall syllabi.
			
			Participate as members of the VCPD Higher Ed Workgroup
			    Target: Ongoing
			
			Collaborate with VCPD on Faculty Institute
			    Target: Oct 2019
				Cori & Deana

State & National EI Providers, Administrators & Students	Share Work through State & National Conference Presentations & Writing	2.5 Coordinate PD by participating in national and regional TA projects, training initiatives, and conferences…to bring EBPs to VA. 2.6 Share work through state and national conference presentations and writings.	Write and submit manuscript on EI topics to a professional journal COMPLETED: Oct 2019 Manuscript on functional assessment submitted to DEC in April 2019. Manuscript on SC published in IYC in April-June issue.	All

All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.

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State & National Conference Proposals to be submitted:
CCSS Completed
DEC Completed
NAEYC Completed

State & National Conference Proposals accepted for:
CCSS - Multiple sessions accepted
DEC – 4 proposals accepted

State & National Conference Presentations completed:

Collaborate with national training centers and initiatives (ECPC, AUCD, Act Early, AMCHP, ECTA)
  Target: Ongoing
Staff continue to participate with ECTA as part of the aRPy Ambassador initiative. Activities have included writing pop-quiz resources, reviewing modules, and attending meetings. Staff also continue to collaborate with ECPC through participation in the National SC Leadership work and the EI PD Cohort (two meetings held so far in addition to the DEC preconference).
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All PD products will: 1) meet an identified need; 2) be cross-referenced with Part C and other early childhood competencies; 3) reflect evidence-based and best practices; 4) integrate family-centered practices; 5) include stakeholder involvement; 6) include continuous quality improvement; 7) be evaluated; and 8) be modified as needed based on feedback, evaluation, and evolving practice.