

## Early Childhood TA Centers

### **DaSy: The Center for IDEA Early Childhood Data Systems**

DaSy works with states to support IDEA early intervention and early childhood special education state programs in the development or enhancement of early childhood longitudinal data systems.

DaSy provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs supported through the Individuals with Disabilities Education Act (IDEA). The DaSy Center collaborates with other projects to leverage what is known and generate new ideas and products to help state agencies create and expand early childhood cross-agency and longitudinal data systems that include the Part C and Part B preschool data needed to collect, analyze, and report high-quality data required under IDEA.

### **ECPC: Early Childhood Personnel Center**

Our Center is focused on building awareness that an integrated, comprehensive system of personnel development (CSPD) for the early childhood (EC) workforce in every state - one that is cohesive with state and national personnel standards, competencies, and recommended practices, will produce the most successful outcomes for children and families with disabilities.

We provide TA to:

- Part C and Part B (619) Coordinators
- Institutes of Higher Education Faculty
- Doctoral Students
- State Professional Development Staff
- Families
- State-Level Comprehensive Systems of Personnel Development (CSPD)

### **ECTA: Early Childhood Technical Assistance Center**

The ECTA Center supports state Part C and Section 619 programs in developing high-quality early intervention and preschool special education service systems, increasing local implementation of evidence-based practices, and enhancing outcomes for young children with disabilities and their families.

We are a national technical assistance center focused on building state and local system capacity to improve outcomes for children with disabilities and their families. We are a consortium of national experts from across multiple organizations: FPG, SRI International, University of Denver, University of South Florida, Parent to Parent of Georgia, PACER Center, Walsh-Taylor Inc, and Division for Early Childhood of the Council for Exceptional Children.

We provide technical assistance to state Part C and Section 619 programs, including:

- coaching systems change efforts

- developing critical new resources for the field
- facilitating peer learning communities
- hosting conferences on important national issues
- responding to individual state requests for assistance

#### **NCPMI: National Center for Pyramid Model Innovations**

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs. We focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

#### **STEMIE: STEM Innovation for Inclusion in Early Education (STEMI<sup>2</sup>E<sup>2</sup>) Center**

The STEM Innovation for Inclusion in Early Education (STEMI<sup>2</sup>E<sup>2</sup>) Center aims to:

- Develop and enhance the knowledge base on engagement in STEM (science, technology, engineering, and mathematics) learning opportunities for young children with disabilities (0-5);
- Implement high-quality technical assistance and professional development to increase engagement for young children with disabilities in STEM opportunities; and
- Engage partners and stakeholders from diverse disciplines and industry in work to increase the inclusion of young children with disabilities in early high-quality STEM learning experiences.