

Components	If DES/AzEIP (Arizona Lead Agency)	Then EIPs	Then Families	Then
	<p>...continues to develop a high quality comprehensive data system and uses it to identify root causes of implementation challenges...</p> <p>...provides training and TA to support EIPs to collect and use data for decision-making...</p>	<p>...practitioners collect and input valid and reliable data to determine if children are making sufficient progress and...</p> <p>...Leaders make program level improvements across agency lines and assess fidelity of implementation of TBEIS practices...</p>	<p>...receive necessary supports and services, in a timely manner to assist them to increase the quality of parent-child interactions to support their child to engage and participate in everyday activities (enhance their confidence and competence to support their child's social emotional development</p>	<p>...infants and toddlers with disabilities will demonstrate an improvement in the number of children who exit AzEIP exhibiting greater than expected growth in social relationships within the identified regions.</p>
	<p>...provides consistent training and TA on policies, procedures, and practices to support implementation of evidence-based practices related to TBEIS and to support social emotional development...</p> <p>...leverages partnerships with ECE community partners and collaborate with DES programs to support professional development and resource utilization...</p>	<p>...practitioners implement TBEIS with fidelity including resource-based practices and have improved understanding of child development including social emotional development for infants and toddlers...</p> <p>...practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development...</p> <p>...practitioners develop collaborative partnerships with families, other team members, ECE community partners and...</p> <p>...Leaders develop internal processes, including Master Coaches, training and TA to support implementation with fidelity.</p>	<p>...receive necessary supports and services, in a timely manner to assist them to increase the quality of parent-child interactions to support their child to engage and participate in everyday activities (enhance their confidence and competence to support their child's social emotional development</p>	<p>...infants and toddlers with disabilities will demonstrate an improvement in the number of children who exit AzEIP exhibiting greater than expected growth in social relationships within the identified regions.</p>
	<p>...coordinates funding streams to leverage existing and new funding to pay for EI activities, and as a result, reallocates funds to support professional development, quality standards and accountability...</p>	<p>...practitioners collaborate with community partners to obtain existing documentation at referral and access all available resources and...</p> <p>...Leaders enhance their capacity to recruit and retain EI professionals...</p>	<p>...receive necessary supports and services, in a timely manner to assist them to increase the quality of parent-child interactions to support their child to engage and participate in everyday activities (enhance their confidence and competence to support their child's social emotional development</p>	<p>...infants and toddlers with disabilities will demonstrate an improvement in the number of children who exit AzEIP exhibiting greater than expected growth in social relationships within the identified regions.</p>

