**Goal:** To improve preparation programs, policy alignment, and data usage in state education agencies, educator preparation programs, and local education agencies that will increase the capacity of teachers and leaders to provide culturally and linguistically effective practices and supports for students with disabilities, especially from racially and ethnically diverse backgrounds.

### Inputs
- Cooperative agreement
- OSEP funding
- CEEDAR 1.0/2.0 universal tools and resources
- CEEDAR 2.0 website
- SEA/IHE/LEA commitment and capacity for change
- IHE commitment for leading change within programs
- Federal/state policy & regulations
- Research foundation
- Project personnel at UF and AIR
- Content expert consultants
- TA specialists
- Partner organizations and OSEP Centers
- Collaborative relationships within and across states
- Resources, equipment, and technology support at UF and AIR

### Activities
- **TA Incubator**
  - Review multiple data sources for each state
  - Make decisions about Center supports
- **Universal TA**
  - Maintain website
  - Develop, update, and disseminate products and information
- **Targeted TA**
  - Short-term TA to states TA to prepare new state teams
  - Support a network of EPPs
- **Intensive TA**
  - Establish and support state teams and Blueprints
  - Align CEEDAR supports with state needs
  - Assist teams with sustaining, scaling, and assessing work
- **Coordination and Alignment**
  - Collaborate with other TA centers and partners
  - Coordinate and offer PD to TA centers
- **Cross-State Collaboration**
  - Offer cross-state learning groups
  - Implement a cross-state convening

### Outputs
- **List of state needs from Incubator and plans for addressing needs**
- **At least five resources or products developed each year**
- **12,000+ website visits per month**
- **Collaborative network of at least 8 EPPs identified**
- **1x Blueprint for each targeted ad-hoc state and EPP network IHEs**
- **List of content resources for intensive TA teams**
- **1x Blueprint, SPR, and SCR per intensive TA state**
- **70+ EPPs impacted by targeted and intensive TA, annually**
- **Course syllabi revised**
- **3+ collaborative activities with partners, annually**
- **Cross-State Convening meeting presentations/resources**
- **Cross-State Learning Group products/resources**
- **Evaluation tools developed or refined**
- **Evaluation reports**
- **90% of milestones are met annually**

### Short-Term Outcomes
- **Increased awareness of CEEDAR tools, services, and resources, and how to use them**
- **Increased knowledge of:**
  - Virtual and hybrid pedagogy
  - High quality field experiences (hybrid and virtual)
- **The incorporation of EBPs and HLPs**
- **Embedded culturally and linguistically responsive practices**
- **Alignment of programs**
- **TTA recipients have increased awareness of EPP practices and reform**
- **ITA recipients have increased knowledge of:**
  - EPP/SEA/LEA connections within state
  - How to track policy impact
  - Educator pipeline data systems
  - Data use
  - How to scale-up and sustain work
- **Partners have increased awareness of CEEDAR products and services**
- **Increased awareness of cross-state practices**

### Intermediate Outcomes
- **Increased capacity to implement content in CEEDAR tools and resources**
- **TA recipients share knowledge of CEEDAR resources and scale-up activities with colleagues**
- **Increased capacity to implement Blueprint activities**
- **TA recipients integrate knowledge of EPP virtual practices, field placements, EBPs/HLPs, culturally/linguistically responsive practices, and alignment, as evidenced by course revisions**
- **Increased capacity to track policy impact on attracting, preparing, and sustaining educators**
- **Increased ability to identify data systems to attract, prepare, and retain educators**
- **Increased capacity to implement elements of systems change as a team**
- **Increased collaboration among EPP/SEA/LEA**
- **Partners report disseminating CEEDAR resources and information**

### Long-Term Outcomes
- **Increased IHE capacity to offer high-quality instruction for teacher and leader candidates:**
  - Virtual and hybrid pedagogy
  - High quality field experiences (hybrid and virtual)
  - The incorporation of EBPs and HLPs
  - Embedded culturally and linguistically responsive practices
  - Alignment of programs with certification
- **Improved SEA capacity to track and evaluate the impact of policy on the ability to attract, prepare and sustain teachers and leaders**
- **Increased SEA, IHE, and LEA capacity to identify data systems and use data to monitor impact of efforts**
- **Increased capacity of SEAs, IHEs, and LEAs to sustain and scale up CEEDAR work**