ECPC 2: Key outputs with achieved milestones

Objectives and Activities	Status of projected outputs to date
1.1. Develop a research review and literature synthesis of evidenced based TA practices to ensure TA results in improved outcomes for TA recipients	
1.1.1. Develop a research synthesis on evidenced based TA practices.	A synthesis was completed (Dunst, Annas, Wilkie, & Hamby, Scoping Review of the Core Elements of Technical Assistance Models and Frameworks). The synthesis includes a review of studies and evaluations of the effects of technical assistance on program, organization, and systems change.
1.1.2. Review the TA processes and outcomes used by ECPC and align with the synthesis.	A list of TA Model Core elements has been developed
1.2. Expand, update and revise state and national recommendations cross disciplinary competency areas for state IDEA Part C and B (619) administrators, IHE faculty and PD providers to guide the preparation of the ECI workforce to improve outcomes infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
1.2.1. Identify additional representatives from ECI organizations to join the cross-disciplinary work group.	Representatives from the Infant Mental Health Alliance and the DEC Service Coordination Community of Practice were added
1.2.2. Hold quarterly cross-disciplinary working meetings to develop and review materials, tools and resources for the 4 cross-disciplinary competency areas	Cross-disciplinary meetings were held in May and September of 2018, as well as in February and May of 2019. Agendas, attendance and minutes are available for each meeting
1.3. Expand, update and revise state and national recommendations on DEC personnel standards for state IDEA Part C and B (619) administrators, IHE faculty and PD providers to guide the preparation and support of the ECI workforce to improve outcomes infants and young children with disabilities	A Think Tank was held with DEC members in October 2018. Agenda, attendance and minutes are available.

and their families through the delivery of high-quality services in inclusive settings	
1.3.1. Conduct a Think Tank to define the role of the ECI professional for Power to the Profession	A Think Tank was held in December 2018. Agenda, attendance and minutes are available.
1.3.2. Conduct Think Tanks with DEC members (administrators, practitioners, IHE faculty, PD providers and families) to examine ECI professional roles and proposed DEC national standards.	A Think Tank was held with DEC members in October 2018. Agenda, attendance and minutes are available.
1.3.3. Provide input to the CEC standards development work group on ECI.	ECPC supported the revision of the CEC personnel standards for CEC throughout 2018-19. The standards development group is currently working on developing indicators and examples for the draft standards
1.3.4. Develop a national professional credential through DEC that reflects the DEC personnel standards as aligned with recommended practices and the core cross-disciplinary ECI competencies to reflect the roles and responsibilities of ECI professionals across all states.	ECPC supported the development of a stand-alone set of personnel standards for DEC throughout 2018. Feedback from the field was solicited by DEC in February. The standards development work group is currently working on developing indicators and examples for the draft standards before submission to CAEP. Agenda, attendance and minutes are available for each meeting, and products from the standards development.
1.4. Identify and synthesize the knowledge on implementation supports for IHE faculty, doctoral students and PD providers in the following areas: 1) the alignment of programs of study to State and national professional organization personnel standards and cross disciplinary competency areas, 2) the integration of DEC recommended practices throughout ECI training activities and 3) the use of evidenced based adult learning practices in IHE programs of study and PD training activities, and 4) other identified areas to prepare and support a high quality ECI workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
1.4.1. Develop, implement, and summarize needs assessments, focus groups and think tanks with IHE faculty, doctoral students and PD providers to identify knowledge, skills and competencies to enable them to prepare and support the ECI workforce.	A Think Tank was held with personnel preparation grantees in July of 2018. A needs assessment was conducted with IHE faculty, doctoral students, and PD providers at

	the DEC and AUCD conferences. Reports document the findings.
	A Think Tank was held in May of 2019 with IHE faculty with doctoral programs in early intervention and a report documents the findings
1.4.2. Identify or develop research reviews and syntheses on evidence-based practices to increase the knowledge, skills, and competencies of IHE faculty, doctoral students, and PD providers.	A research synthesis on preservice training strategies and effects was completed and is under review.
1.4.3. Review the data collected from IHE faculty, doctoral students and PD providers and through research reviews and syntheses with IHE faculty, doctoral students and PD providers, partner organizations TA Centers to validate the findings and identify facilitators and barriers for preparing and supporting an ECI workforce.	Data were reviewed at every meeting we had with each of our stakeholder audiences for their review and input.
1.5. Identify and synthesize knowledge on implementation supports for IDEA Part C and B (619) state administrators, and families in the following areas: 1) leadership, 2) using TA effectively to implement systemic improvement efforts, 3) engaging in broader EC initiatives, 4) building more effective, inclusive and sustainable ECI CSPD systems, and 5) other identified areas to prepare and support a high quality ECI workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
1.5.1. Develop, implement, and synthesize needs assessments, focus groups and think tanks with IDEA Part C and B (619) state administrators to identify knowledge, skills and competencies to enable them to prepare and support the ECI workforce.	Interview data was collected from Part C and Part B state administrators regarding their use of the CSPD self-assessment and their view of TA and leadership. A data report is available. A needs assessment was conducted with IDEA Part C and B (619) state administrators at the DEC and AUCD conferences, A data summary is available Two Think Tanks were held with IDEA Part C and Part B administrators (November & February) to generate indicators of leadership. These have been themed and they are currently out for review with all Part C and 619 state coordinators. A methods paper is available.

1.5.2. Identify or develop research reviews and syntheses on evidenced based practices to increase the knowledge, skills, and competencies of IDEA Part C and B (619) state administrators.	
1.5.3. Develop, implement, and synthesize needs assessments, focus groups and think tanks with families to identify knowledge, skills and competencies to enable them to participate in their Part C and B (619) systems of personnel development.	A family needs assessment was conducted at DEC and a report is available
1.5.4. Review the data collected from IDEA Part C and B (619) state administrators and families with IDEA Part C and B (619) state administrators, families, partner organizations and TA Centers to validate the findings and identify facilitators and barriers for preparing and supporting an ECI workforce.	The data collected during the Part C and Part B Think Tanks has been reviewed with partner organizations and TA centers during partner meetings
1.6. Identify and synthesize practices that contribute to the development and implementation of each of 6 subcomponents of an integrated and effective CSPD as delineated in the ECI systems framework	
1.6.1. Identify or develop research syntheses or reviews on evidenced based practices related to the 6 sub-components of a CSPD: Recruitment and Retention; Personnel Standards; Preservice Preparation; In-service Training; Leadership, Coordination and Sustainability; Evaluation.	Research reviews have been completed on Personnel Standards; Preservice Preparation; In-service Training; and Leadership.
1.6.2. Convene a meeting of ECPC intensive TA recipients to identify lessons learned across 6 sub-components of a statewide ECI CSPD	Stakeholders from the 5 intensive TA recipients were interviewed during the spring of 2018 (year 1) for a summary on lessons learned on sustainability. The states were KS,IO,DE,OR, VT
1.7. Identify revisions to the self –assessment of the personnel component of the ECI Systems Framework.	
1.7.1. Review proposed revisions to the CSPD self-assessment to reflect the data collected from the ECPC national survey of state Part C and Part B (619) coordinators.	ECPC and ECTA are reviewing proposed revisions using the national Part C and Part B data which was collected by ECPC during the first half of year 1.
2.1. Develop tools to measure the implementation of evidenced based TA practices throughout all center TA activities.	
2.1.1. Identify elements for a TA fidelity tool from the research synthesis and review of TA practices.	A paper describing types of TA, considerations for TA providers, and activities has been developed. A core model of TA practices has been developed
2.1.3. Develop, pilot and refine tools for different target audiences (State and local EC administrators, local	The leadership checklist is the first tool that is under review. A TA tracking tool has been

practitioners, IHE faculty, doctoral students, PD providers and families) to measure their needs and readiness (e.g. infrastructure, available resources, and ability to build capacity at the state and local level) to benefit from targeted and intensive TA.	approved by OSEP and other TA centers and both are on the website
2.1.4. Develop, pilot and refine joint TA planning documents with other OSEP funded TA centers who will be providing TA in the same states.	A TA readiness tool has been developed and used with MN and WA. This is on our website
2.2. Identify and develop resources, materials and tools about the ECI cross disciplinary competency areas to prepare and support the ECI workforce to improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
2.2.1. Update the national personnel standards (across disciplines) map on the ECPC website.	The map has been updated
2.2.2. Meet with the cross-disciplinary personnel workgroup (jointly and individually) to develop resources, materials, and tools to illustrate the cross-disciplinary competency areas for use within ECI IHE programs of study and PD training activities.	Meetings are held quarterly with phone calls occurring in between in person meetings. Agenda, attendance and minutes are available for each meeting
2.2.2.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles.	A resource list to illustrate the 4 cross disciplinary competency areas with materials, tools, and case studies has been developed and are under review.
2.2.2.2. Identify or develop interactive learning opportunities: presentations, webinars and workshops.	Multiple presentations and webinars have been conducted during national conferences on the cross-disciplinary competencies. A list is available and power points are on the web site
2.2.2.3. Identify internet-based resources: web-based video clips to illustrate each ECI cross-disciplinary core competency area.	Lists of videos related to each of the four cross-disciplinary competencies have been compiled and are under review.
2.2.4. Review, pilot and evaluate products with the cross-disciplinary work group and other partners.	Cross disciplinary products were reviewed during VCUPD Symposium
2.3. Identify and develop resources, materials, and tools for ECI IHE faculty, doctoral students and PD providers in the following areas: 1) the alignment of programs of study to state and national professional organization personnel standards and cross disciplinary competency areas, 2) the integration of DEC recommended practices throughout ECI training activities and 3) the use of evidenced based adult learning practices in IHE programs of study and PD training activities, and 4) other identified areas needed to prepare and support a high quality ECI workforce to improve outcomes of infants and	

young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
2.3.1. Develop a national map to display training programs across personnel preparation levels for ECI.	A directory of all IHE early childhood programs, including special education programs, has been compiled and will be available on the web site through an interactive map.
2.3.2. Identify and develop resources, materials, and tools for IHE faculty and PD providers to align ECI IHE programs of study and PD training activities with DEC personnel standards and DEC recommended practices.	A draft of the introduction to the DEC/NAEYC has been developed An Interaction Teaming and Collaboration crosswalk (CEC, DEC, NAEYC) has been developed and includes both class and field activity descriptions and it is under review
2.3.2.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles about alignments of standards and practices.	A guide for aligning standards using the DEC personnel standard specialty set and the recommended practices is available on the website
2.3.2.2. Identify or develop interactive learning opportunities: presentations, webinars and workshops about alignments of standards and practices.	Multiple presentations and webinars have been conducted at national conferences on both personnel standards and recommended practices. A list is available and powerpoints are on the website
2.3.3. Identify and develop resources, materials, and tools for IHE faculty, doctoral students and PD providers to apply evidenced based adult learning practices and other identified practices within ECI IHE programs of study and PD training activities.	A checklist to monitor fidelity to evidenced based practices in adult learning has been developed for use by faculty and PD providers.
2.3.4. Review, pilot and evaluate the resources, materials and tools for ECI IHE faculty, doctoral students and PD providers with the cross disciplinary workgroup, IHE representatives, doctoral students, PD providers, partner organizations and TA centers.	Resources, materials and tools are being reviewed by IHE faculty, doctoral students, and PD providers
2.4. Identify or develop resources, materials and tools for IDEA Part C and B (619) state administrators and families in the following areas: 1) leadership, 2) using TA effectively to implement systemic improvement efforts, 3) engaging in broader EC initiatives, 4) building more effective, inclusive and sustainable statewide ECI CSPD systems, and 5) other identified areas to prepare and support a high quality ECI workforce to improve outcomes of	

infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
2.4.1. Identify or develop knowledge, skills, competencies and learning opportunities for IDEA Part C and B (619) state administrators on leadership using a multi-tiered framework.	Data from the Part C and Part B Think Tanks analyzed to identify Part C and Part B state administrators needs. A report is available.
2.4.1.2. Identify or develop interactive learning opportunities: presentations, webinars, and workshops on leadership for state administrators.	Multiple presentations were developed and implemented at national conferences and ECPC institutes. Dates of conferences and powerpoints were developed.
2.4.2. Identify and develop knowledge, skills, competencies and learning opportunities for a leadership curriculum for families.	A Leadership Transition Task Force was held by ITCA in June 2018. An agenda, attendance and minutes are available
2.4.2.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles on family leadership.	A Leadership Brief and Practice Checklist has been developed has been developed
2.4.2.2. Identify or develop interactive learning opportunities: presentations, webinars, and workshops on family leadership.	Presentations occurred and a list and powerpoints are available
2.4.3. Identify and develop knowledge, skills, competencies and learning opportunities for IDEA Part C and B (619) state administrators and families in the following areas: using TA effectively to implement systemic improvement efforts; engaging in broader EC initiatives; building more effective, inclusive and sustainable statewide ECI CSPD systems; and other identified areas.	A TA readiness tool has been developed for ECPC intensive TA
2.4.3.1. Identify or develop written documents: consensus papers, briefs, practice guides, checklists and articles on areas listed or identified.	Documents are being developed in the areas of leadership and TA
2.4.3.2. Identify or develop interactive learning opportunities: presentations, webinars, and workshops on areas listed or identified.	Presentations have occurred. A list and PowerPoint is available.
2.4.4. Review, pilot, and evaluate resources, materials and tools for IDEA Part C and B (619) state administrators and families with representatives from ITCA, NASDSE (619), DEC, partner organizations and TA centers	Resources, materials, and tools were reviewed during national partner meetings and conferences
3.1. Provide universal TA through a web site that provides information and resources, materials and tools to prepare and support a competent cross disciplinary workforce to improve outcomes of infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	

3.1.1. Develop a web site to include easy access to resources, materials and tools identified or developed by ECPC.	The website has been reformatted for accessibility and is being built by UConn Storrs IT department
3.1.2. Link web site to all TA centers and collaborative partners' web sites.	Our current site includes links to other EC TA centers, as well as other OSEP funded centers
3.2. Provide universal TA for IDEA Part C and Part B (619) program administrators, other EC administrators, IHE faculty, doctoral students, PD providers and families through the publication and dissemination of papers, briefs, practice guides, checklists, articles, presentations, webinars and workshops to prepare and support a competent ECI workforce who can improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive programs	
3.2.2. Provide universal TA for IHE faculty and PD providers through interactive learning opportunities: presentations, webinars and workshops.	Multiple presentations were developed and conducted at national conferences, meetings, and though ECPC institutes. A list of these and PowerPoints are available.
3.2.5. Provide universal TA for IDEA Part C and B (619) state administrators. through the publication and dissemination of written documents: papers, briefs, practice guides, checklists and articles.	All approved materials and documents are availability on our web sites
3.2.6. Provide universal TA for IDEA Part C and B (619) administrators through interactive learning opportunities: presentations, webinars and workshops.	Multiple presentations were developed and conducted. A list of these and PowerPoints are available.
3.2.8. Provide universal TA for families through interactive learning opportunities: presentations, webinars and workshops.	Multiple presentations were developed and conducted. A list of these and PowerPoints are available.
3.2.9. Provide universal TA for all target audiences (IDEA Part C and B (619) state administrators, other EC administrators, IHE faculty, PD providers and families) through the publication and dissemination of written documents: papers, briefs, practice guides, checklists and articles to increase awareness about the sub-components of a statewide ECI CSPD.	All approved materials are available on the web site.
3.3. Provide targeted TA to ECI IHE faculty, doctoral students and PD providers to increase knowledge, skills, and competencies to 1) align programs of study to State and national professional organization personnel standards and cross disciplinary competency areas, 2) integrate DEC recommended practices throughout ECI training activities, 3) apply evidenced based adult learning practices in IHE programs of study and PD training activities, and 4)	

use other implementation supports to prepare and support a high quality ECI workforce to improve outcomes infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
3.3.1. Implement needs assessments to measure the readiness of IHE faculty and PD providers who request targeted TA from ECPC.	
3.3.2. Develop an MOU to guide targeted TA with each participating IHE/PD provider outlining the ECPC responsibilities and TA recipient's responsibilities, TA activities and projected outcomes.	A draft MOU has been developed for use with states
3.3.3. Implement 1-day leadership institutes for ECI IHE faculty, doctoral students and PD providers (across disciplines) at national meetings (e.g. AUCD; CEC; DEC; TED; AOTA; APTA; ASHA) and project directors meetings to align IHE programs of study and PD training activities to state and national personnel standards, cross disciplinary competency areas, DEC recommended practices, evidenced based adult learning practices and other identified.	A preconference was held at DEC and another at AUCD for IHE faculty, doctoral students and PD providers. An agenda, list of attendees, powerpoints and action plans are available.
3.3.4. Provide at least 1 year of targeted TA follow-up and support to ECI IHE faculty, doctoral students and PD providers (across disciplines) after the leadership institutes through a community of practice to help implement an individualized action plan with outcomes.	Action plans monitor IHE faculty, doctoral students, and PD providers progress towards alignment and use of standards content, recommended practices and evidence based adult learning. The action plans are available.
3.4. Provide targeted TA for IDEA Part C and B (619) state administrators, EC state administrators and families through leadership institutes and ongoing follow-up TA support to increase knowledge, skills, and competencies on 1) leadership, 2) using TA effectively to implement systemic improvement efforts, 3) engaging in broader ECI initiatives, 4) building more effective, inclusive and sustainable statewide EC CSPD systems, and 5) other implementation supports identified by them to prepare and support a high quality ECI workforce who can improve outcomes for infants and young children with disabilities and their families through the delivery of high-quality services in inclusive settings	
3.4.1. Implement needs assessments to measure the readiness of IDEA Part C and B (619) state administrators and families who request targeted TA from ECPC.	A readiness tool has been used with 3 states. It is available on the web site

3.4.3. Implement leadership training institutes and other interactive learning opportunities with state IDEA Part C and B (619) administrators to build more effective, inclusive and sustainable state EC CSPD systems.	Two cross state institutes were held for state teams in June and September. An institute for states working on a service coordination curriculum was held in September. An evaluation report is available as is the agenda, powerpoints and action plans.
3.4.4. Provide at least 1 year of targeted TA follow up and support to IDEA Part C and B (619) administrators through a community of practice to help implement an individualized action plan with outcomes.	TA is provided for Institute participants working on their action plans. Action plan reports are available.
3.4.5. Implement multiday leadership institutes and other interactive learning opportunities for families to participate in building more effective, inclusive and sustainable state EC CSPD systems.	Minutes, powerpoints and work plans are available as is an evaluation report.
3.4.6. Provide at least 1 year of targeted TA follow up and support to families through a community of practice to help them implement an individualized action plan with outcomes.	TA is provided for Institute participants working on their action plans through monthly calls. Action plan reports are available.
3.4.7. Implement multi day leadership institutes and other interactive learning opportunities with state teams of IDEA Part C and B (619) administrators, EC state administrator(s), family members and IHE faculty to build more effective, inclusive and sustainable state EC CSPD systems.	An institute was held for state ECI state teams receiving intensive TA on CSPD in December. An evaluation report is available as is the agenda, powerpoints and CSPD action plans
3.4.8. Provide at least 1 year of targeted TA and support after the leadership institutes through a community of practice to help state teams implement an individualized action plan with outcomes	Institute participants are monitored through the implementation of action plans
3.5. Provide intensive TA to states to assist IDEA Part C and B (619) state administrators, and other EC service sector programs (e.g., Head Start, Early Head Start, Child Care, State-funded pre-K) to develop and implement coordinated CSPD (with all 6 subcomponents) to ensure the ECI workforce (across disciplines) are competent to deliver high-quality services in inclusive programs to improve outcomes for infants and young children with disabilities and their families	
3.5.1. Implement needs assessments to measure the readiness of IDEA Part C and B (619) state administrators and staff who request intensive TA from ECPC (which includes an assessment of their current infrastructure, available resources, and ability to build capacity at the local level).	The intensive TA readiness tool was used with MS, HI and WA before TA was provided for a CSPD.
3.5.3. Assign ECPC TA consultant to each state.	Ted Burke is the TA consultant to HI, AZ and MN

	Susan Maude and Amy Grattan are the TA consultant to MS and VT
3.5.4. Use the CSPD self-assessment of the ECI Systems Framework with each intensive state receiving intensive TA.	AZ, HI, MN, MS, and VT competed the CSPD self-assessment
3.5.5. Provide TA to the state CSPD leadership team through meetings, webinars or email using identified or developed materials, resources or tools.	States receive both in person TA support during meetings and through phone calls
3.5.6. Provide TA to facilitate the strategic planning process with the CSPD leadership team and statewide EC stakeholders.	Each state follows a strategic planning process that is described in the Intensive TA manual

Each state has developed a strategic plan |
3.5.7 Implement workgroups for each of the CSPD components to develop and implement goals, objectives, timelines, responsibilities and outcomes for the CSPD plan.	Work groups have been developed in all intensive TA states.
3.5.7.1. Assist the recruitment and retention workgroup to develop strategies to include members of groups that have traditionally been underrepresented in the ECI workforce based on race, color, national origin, gender, age, or disability.	Each state workgroup has a workplan to follow and agenda, attendees and minutes are available.
3.5.7.2. Assist the personnel standards workgroup to identify or develop personnel standards that align with state and national discipline standards and core cross-disciplinary competency areas.	Each state workgroup has a workplan to follow and agenda, attendees and minutes are available
3.5.7.3. Assist the preservice workgroup to require IHE faculty from ECI programs align their program of study to state and national professional personnel standards, DEC recommended practices, and evidence based adult learning practices.	Each state workgroup has a workplan to follow and agenda, attendees and minutes are available
3.5.7.4. Assist the in-service workgroup to develop and implement in-service professional development systems that use effective training and coaching models to prepare and support the ECI workforce to use evidenced based recommended practices.	Each state workgroup has a workplan to follow and agenda, attendees and minutes are available
3.5.7.5. Assist the leadership, coordination and sustainability workgroup to build CSPDs to include leadership practices for all levels of the workforce in the ECI system (e.g., regional TA providers, early intervention service programs and providers, LEAs, Head Start, child care, home visiting, State preschool, and families).	Each state workgroup has a workplan to follow and agenda, attendees and minutes are available
3.5.7.6. Assist the evaluation workgroup to include a comprehensive evaluation plan for all activities and levels of the CSPD.	Each state workgroup has a workplan to follow and agenda, attendees and minutes are available

4.1. Collaborate with other federally funded TA centers, including OSEP-funded centers on TA and TA related services and products	**ECPC collaborated with ECTA on a joint TA plan for leadership and inclusion during monthly calls**
4.1.1. Revise the CSPD self-assessment of the ECI Systems Framework.	This completed and under review.
4.1.4. Collaborate with ECTA on the development of TA content on leadership practices for IDEA Part C and B (619) state administrators and families.	ECPC and ECTA are working jointly around the development of TA content for leadership practices as per the work plan which is available as are agenda's and minutes to each call.
4.1.7. Collaborate with ECTA center on critical elements for inclusive preschool and early intervention programs.	ECPC and ECTA are working jointly with other TA centers on inclusion indicators in preschool and early intervention programs
4.1.8 Communicate and coordinate with parent centers, PTACs and other parent organizations about family engagement in workforce development.	ECPC is collaborating with parent organizations on leadership initiatives for parents in personnel development.
4.2. Collaborate with partner and other EC organizations for center goals, objectives and activities	
4.2.1. Identify members from partner organizations to serve on a technical review board to the ECPC TA.	These have been identified.
4.2.2. Convene the partner organizations at least twice a year.	The partner organizations met in July and October of 2018, and May 2019. Agenda's minutes, powerpoints and evaluation reports are available.
4.2.2.1. Gather input and pilot resources, materials and tools related to the development and sustainability of a high-quality workforce with members of the review boards.	Resources, materials and tools have shared with partner organization members for review.
4.2.2.2. Disseminate ECPC resources, materials and tools through members of the review boards.	This will begin when materials are reviewed and revised
4.3. Leverage resources	
4.3.1. Identify and use resources from the ECPC host organization (CT UCEDD and UConn SoM).	Resources from the CT UCEDD and from UCONN have been identified and used in the form of in-kind salary, facilities and supplies
4.3.2. Identify and use resources from sub-contractors as identified by them (e.g. additional personnel and travel funds for contracted activities).	Resources from sub-contractors has been identified by each sub-contractor.
4.3.3. Identify and use resources from consultants as identified by them (e.g. reduced consultant rate).	Resources from consultants has been identified.
4.3.4. Identify and use resources from OSEP TA centers and partner organizations as identified by them (e.g. input for the development and dissemination of all resources, materials and tools to organization members; hosting meetings; or presentations at annual or regional meetings; linking the ECPC website on organizational websites).	Resources from other OSEP TA centers has been identified and utilized through collaborations in the form of meeting space and time of staff to attend ECPC meetings.

5.1. Develop and maintain center infrastructure	
5.1.1. Develop brand and marketing plan for center.	A marketing plan is developed and being used
5.1.2. Establish formal personnel and agency linkages for resource allocation.	Formal personnel and agency linkages have been established
5.1.3. Maintain internal communication through web portal (smartsheet).	SmartSheet houses all internal evaluation data for each activity
5.1.4. Conduct monthly leadership team meetings, review accomplishments, set goals, review data on progress, revise activities if needed.	Conducted monthly meetings with leadership team and ECPC staff. Agendas, attendees, and minutes are available.
5.1.5. Conduct weekly CT center staff meetings to review accomplishments, set goals, review data on progress, and revise activities if needed.	Conducted weekly CT center staff meetings. Agendas, attendees, and minutes are available.
5.1.6. Conduct weekly web-based meetings, or more as needed, with intensive TA consultants.	Conducted web-based meetings with intensive TA consultants. Agendas, attendees, and minutes are available.
5.1.7. Conduct monthly web-based meetings, or more as needed, with targeted TA consultants.	Conducted web-based meetings with targeted TA consultants. Agendas, attendees, and minutes are available.
5.1.8. Communicate through quarterly updates, or more as needed, with Partners and work group members to review accomplishments, set new goals.	Communicated quarterly or monthly with partner organizations and workgroups. Agendas, attendees, and minutes are available.
5.1.9. Maintain and review center budget monthly.	The center budget is reviewed monthly
5.2. Establish communication with OSEP	**Regular and ongoing communication with OSEP has been established**
5.2.1. Maintain communication with the OSEP Project Officer.	Communication with the OSEP project officer is maintained through email, phone calls, zoom meetings, and attendance at meetings. Agendas, attendees, and minutes are available.
5.2.2. Seek approval for new products and activities.	Approval for new products and activities is procured via requests in email or during phone calls
5.2.3. Attend meetings with OSEP as requested.	ECPC attends meetings at OSEP's request. A list is available.
5.2.4. Attend annual OSEP meeting.	ECPC attended the 2018 annual OSEP meeting in July and presented on ECPC and attended TA center and Parent center meetings
5.3. Support diversity and inclusion throughout center activities	**Diversity and inclusion is supported throughout ECPC activities**
5.3.1. Ensure representation of underrepresented minorities across all project activities (e.g., family, Part C & B administrators, agencies, public & private IHE, minority IHEs, etc.).	The diversity of ECPC project participants is monitored.
5.3.2. Hire and maintain a diverse staff.	The diversity of ECPC personnel is monitored through the State of CT Affirmative Action Plan

5.3.3. Purchase from or contract minority business/agencies when possible.	Purchases from are made through state of CT procedures
5.4. Evaluate all center objectives and outcomes	**All of ECPC goals and objectives are regularly monitored and evaluated**
5.4.1. Document all project activities.	All project activities are documented in Smart Sheet and are aligned with the centers internal evaluation plan
5.4.2. Perform ongoing formative and summative internal assessment of center's progress in meeting its goals and objectives and activities.	Formative assessment is ongoing using the ECPC internal evaluation plan. Reports on each activity are available Summative assessment is garnered using performance measures related to quality, relevance, and usefulness of the centers outputs
5.4.3. Evaluate the efficiency and effectiveness of implementation of the center's activities using the center's Logic Model.	Formative and summative assessment is aligned with the ECPC Logic Model
5.4.4. Conduct external assessment of center's progress in meeting its goals and objectives and activities.	External evaluation is conducted by Evergreen Evaluation Consulting and monthly progress reports are available. ECPC center staff meet with EEC staff via phone and in person meetings monthly