nectac

The National Early Childhood Technical Assistance Center

Logic Model

April 2008

INPUTS

Resources

Center Resources
- NECTAC Staff expertise
  - current expertise on emerging issues
  - understanding of client context
  - strong working relationships with clients and resource people
  - knowledge of effective TA strategies
  - extensive information base on current EC policies, practices and research findings, including OSEP funded EC Projects' models
- FPG Institute
- Consultants

National Collaborators, e.g.
- OSEP Project Officers and staff
- Other Federal Agencies (HHS, etc.)
- OSEP EC Projects (Demonstration and Outreach)
- OSEP Research & Training Centers & Institutes; e.g.,
  - Challenging Behavior
  - TRACE (child find)
  - Transition
  - Service Coordination
  - NCPDI
  - CELL
- OSEP TA&D Projects
  - RRCs & FRRC
  - PTACs & Alliance
  - PTIs & CPRCs
  - ECO
  - DAC
- ACYF Center on Behavior
- National Center for Homeless Ed
- National Membership Organizations & State Affiliates e.g.,
  - DEC
  - NAEYC
- General EC TA

State Stakeholders
- State Part C Lead Agencies & SEAs
- GSEGs
- Parent Organizations
- State TA Systems
- Local administrators
- Service Providers
- Families

Advisory Committee

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Values that Drive the NECTAC Design

We believe that children and families deserve high quality, evidence-based services that promote positive outcomes

We believe that systems change requires multiple and diverse viewpoints to fully understand and solve problems and issues

We believe in maximizing the effectiveness of TA by building on the strengths, resources and knowledge base of research, TA and state partners

We believe that policies and practices should recognize and respect children and families from diverse cultures and contexts

We believe that involving people with disabilities & parents in planning and conducting TA enhances effectiveness

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Key Characteristics

Approaches to TA

-Promoting evidenced-based practices in order to improve results for children and families

-Focusing on results for children and families

-Conducting long range planning around systemic issues in the implementation of IDEA

-TA as an ongoing collaborative process including needs analysis, TA, and evaluation

-Inclusion of diverse perspectives and stakeholders input in TA activities

Organizational Features

- Staff organized into topic-focused teams that maintain a knowledge base including resources, challenges, models, evidence-based practices, state policies and procedures in the topic area to provide TA

-Staff organized into task-focused work groups to complete major center activities

-Collaborative planning with OSEP, researchers, other TA groups, EC initiatives and families

- Ongoing acquisition, organization and use of current resources on EC policies, research, and practices

-Each state has an assigned TA contact with an ongoing relationship built on mutual trust

-Leadership through proactive recognition and attention to emerging client issues

TA CENTER ACTIVITIES

TA Planning

Analyze Needs and Develop Annual National TA Plan

-Identify current state challenges through analysis of State Annual Performance Reports (APRs) and State Performance Plans (SPPs)

-Confirm and prioritize state needs and interests through stakeholder survey

-Get input from NECTAC advisors, other TA providers, early childhood projects and OSEP

-Develop Annual National TA Plan

Collaboration

Construct mechanisms to develop relationships and to collaborate/ coordinate with researchers, TA partners, and families

Identify approaches to collaboration for effective provision of joint TA

Technical Assistance & Dissemination

Individualized TA
- State work plan development and implementation
- Other major TA
- Less extensive, responsive TA

Cross-State TA
- Major TA (i.e., meetings, conferences, topical initiatives)
- Less Extensive (i.e., conference calls, webinars, listservs, etc)

OSEP Specified TA
- National Meeting
- Communities of Practice
- TA to states
- TA on issues (e.g.., transition, Part C coordinators' orientation)

Information Resources
- Responsive information services
- Web site
- eNotes
- Products

Evaluation Activities

Internal and external evaluation of the nature and quality of NECTAC TA, and the impacts on state systems, practices and results for children and families

Outcomes of Evaluation Activities

Generation and application of knowledge/ information regarding effective implementation of TA activities

Advances in best practice in the field of TA

OUTCOMES

Immediate Outcomes: Enhanced Stakeholder Capacity

Participant(s)' capacity will be developed through:

- Increased awareness, knowledge, skills

- Means to access information/ resources

- Enhanced collaborative relationships

-Enhanced morale/ motivation

-Development of action plans

TA Outputs for the Field of Early Childhood:

Research syntheses, considerations and recommendations for policies, practices and/or further research

Improved State and Local Infrastructure

Part C and Section 619 Systems will develop policies, guidelines, procedures and interagency agreements to support full implementation of IDEA

Part C and Section 619 systems will improve in areas such as:

-collaborative public awareness and child find

-general supervision and monitoring

-data systems

-increased service options

-funding/finance

-personnel capacity

-training and TA system

-etc.

Improved Early Intervention and Preschool Practices

Part C and Section 619 service providers and teachers will implement high quality evidenced-based practices to provide:

- timely identification and referral of all children potentially eligible
- completion of functional assessments
- timely and meaningful development of IFSPs/IEPs
- timely implementation of effective services in natural environments and inclusive settings
- smooth transitions

Improved results for young children with disabilities and their families