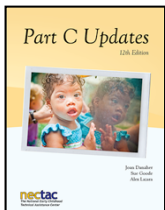




**The National Early Childhood Technical Assistance Center**

**Current Publications January 2010 - April 2012**




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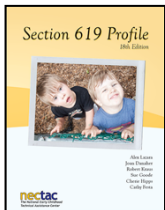
**Part C Updates: 12th in a Series of Updates on Selected Aspects of the Early Intervention Program for Infants and Toddlers with Disabilities, (Part C) of IDEA**

Danaher, J., Goode, S., & Lazara, A (Eds.)

This publication provides a compilation of resources on the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) of the Individuals with Disabilities Education Act (IDEA). Section I contains information on Part C program administration, funding appropriations, and trend data related to the numbers of children served, the settings in which children receive services and the status of children exiting Part C from [www.ideadata.org](http://www.ideadata.org). Section II contains resources on Part C program implementation, including: federal regulations, states' Part C rules, regulations, and policies, OSEP policy clarification letters, and a bibliography of selected online publications and journal articles related to the implementation of Part C published in 2010-2011. Section III includes federal and state level Part C program contact information.

NECTAC, (2011), 66 pp.

Available at [www.nectac.org/~pdfs/pubs/partcupdate2011.pdf](http://www.nectac.org/~pdfs/pubs/partcupdate2011.pdf)  (PDF: 3746kb)




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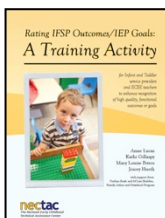
**Section 619 Profile (18th Edition)**

Lazara, A., Danaher, J., Kraus, R., Goode, S. & Festa, C. (Eds.)

The 2011 edition of this publication updates information provided by state coordinators on state policies, programs, and practices under the Preschool Grants Program (Section 619 of Part B) of the Individuals with Disabilities Education Act (IDEA). Information includes: program administration, funding, interagency coordination, personnel, transition, monitoring, use of IEPs/ IFSPs, family-centered services, standards and outcomes, pre-kindergarten programs, initiatives for special populations, and services in least restrictive environments (LRE). The volume also includes a compilation of information on the Section 619 program from other sources: federal and state policies, a bibliography of selected online publications and journal articles related to the implementation of Section 619 published in 2010-2011, contact information for state and jurisdictional program coordinators, and program data from [www.ideadata.org](http://www.ideadata.org).

NECTAC, (2011), 80 pp.

Available at [www.nectac.org/~pdfs/pubs/sec619\\_2011.pdf](http://www.nectac.org/~pdfs/pubs/sec619_2011.pdf)  (PDF: 3182kb)




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**Rating IFSP Outcomes/IEP Goals: A Training Activity**

Lucas, A., Gillaspay, K., Peters, M. L., & Hurth, J.

This training activity was created to support participants' understanding of the criteria needed to develop and write high quality, participation-based IFSP outcomes and IEP goals. The term "functional" is often used to describe what outcomes and goals ought to be, yet many providers struggle to define what makes a goal "functional." Still others struggle with making goals and outcomes meet the criteria set forth in regulations, as well as have meaning for families. A review of existing resources developed by national experts provided a framework for considering both IFSP outcomes and IEP goals to determine if the goals are high quality and support the child's participation in everyday routines and activities.

NECTAC, (2012), 53 pp.

Available at [www.nectac.org/~pdfs/pubs/rating-ifsp-iep-training.pdf](http://www.nectac.org/~pdfs/pubs/rating-ifsp-iep-training.pdf)  (PDF: 2025kb)



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## **The Importance of Early Intervention for Infants and Toddlers with Disabilities and Their Families**


### **The Outcomes of Early Intervention for Infants and Toddlers with Disabilities and Their Families**

Goode, S., Diefendorf, M., & Colgan, S.

The Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) was created in 1986 to enhance the development of infants and toddlers with disabilities, minimize potential developmental delay, and reduce educational costs to our society by minimizing the need for special education services as children with disabilities reach school age. These two-page fact sheets provide brief overviews of the Part C program and facts from the research on early brain development, the importance of intervening early, the outcomes of early intervention, and current unmet needs. They are meant to be used as a tool to communicate with policymakers, pediatricians, families, and community leaders about the importance of high quality services for infants and toddlers with or at-risk for developmental delays and their families.

NECTAC, (2011), 2 pp. each.

**Importance** – Available at [www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf](http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf)  (PDF: 479kb)

**Outcomes** – Available at [www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf](http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf)  (PDF: 483kb)




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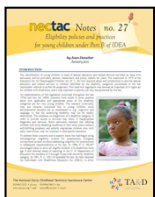
## **Quality Indicators of Inclusive Programs/Practices: A Compilation of Selected Resources**

Lucas, A., Hurth, Cate, D., Diefendorf, M., McCullough, K., Peters, M., & Whaley, K.

This paper compiles many different resources and indicators of high quality inclusive practices in one place, allowing for easy comparison of potential indicators of quality. The national and state-developed resources included have been designed for a variety of audiences and may be useful for families, practitioners, local program or state administrators, technical assistance personnel, and researchers.

NECTAC, (2010), 34pp.

Available at [www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf](http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf)  (PDF: 756kb)




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## **Eligibility Policies and Practices for Young Children Under Part B of IDEA**

Danaher, J.

IDEA offers special provisions for states to identify children younger than school age who are eligible for special education and related services. In addition to the Part B disability categories used for school aged students, states may use Developmental Delay (DD), or a term of their choosing, for ages three through nine or a subset thereof. This paper discusses the options states have and analyzes their current policies. A table of the eligibility criteria with links to source documents for the states and District of Columbia is an Attachment to the paper.

NECTAC Notes, No. 27, (2011), 21 pp.

Available at [www.nectac.org/~pdfs/pubs/nnotes27.pdf](http://www.nectac.org/~pdfs/pubs/nnotes27.pdf)  (PDF: 1061kb)




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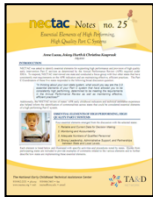
## **Part C Lead Agencies**

Danaher, J.

Part C of the IDEA requires that the governor of each participating state/jurisdiction designate a Lead Agency for the purposes of carrying out general administration and supervision; identification and coordination of all available resources; assignment of financial responsibility to the appropriate agencies; development of procedures to ensure that services are provided in a timely manner pending resolution of any disputes; resolution of intra- and interagency disputes; and, development of formal interagency agreements. This paper provides a list showing how lead agencies vary across states and how they have changed over time.

NECTAC Notes, No. 26, (2010), 4 pp.

Available at [www.nectac.org/~pdfs/pubs/nnotes26.pdf](http://www.nectac.org/~pdfs/pubs/nnotes26.pdf)  (PDF: 824kb)




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## Essential Elements of High Performing, High Quality Part C Systems

Lucas, A., Hurth, J., & Kasprzak, C.

NECTAC interviewed one state and conducted a focus group with four other states that have consistently met requirements on the APR indicators and are maintaining effective, efficient practices. Reviews of the states' APR early childhood indicators also helped inform the identification of commonalities that can be considered essential elements of a high performing Part C system.

NECTAC Notes, No. 25, (2010), 4pp.

Available at [www.nectac.org/~pdfs/pubs/nnotes25.pdf](http://www.nectac.org/~pdfs/pubs/nnotes25.pdf)  (PDF: 756kb)




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## Quality, Relevance and Impact of NECTAC Services and Products

Kasprzak, C., Terrell, A., Jones, E. & Marshall, J.

This paper presents highlights from the results of a query sent to Part C and Section 619 Coordinators in September 2011. Respondents overwhelmingly agreed that NECTAC TA, including both services and products, are of high quality, relevant to their work, and contributing to improved state infrastructure, local program implementation, and practices. The query was sent to 125 state coordinators and a total of 67 responses from state coordinators were received. Respondents included 35 Part C Coordinators and 32 Section 619 Coordinators representing 46 states and jurisdictions.

NECTAC, (2011), 4pp.

Available at [www.nectac.org/~pdfs/pubs/quality\\_relevance\\_impact\\_nectac.pdf](http://www.nectac.org/~pdfs/pubs/quality_relevance_impact_nectac.pdf)  (PDF: 722kb)



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## Evaluation Highlights: Client Feedback


Kasprzak, C., Marshall, J., Jones, E., & Terrell, A.

The NECTAC Evaluation Unit systematically collects and analyzes data to describe the quantity and nature of services provided by NECTAC staff, the quality and relevance of NECTAC services and products, and whether recipients use the information and resources gained to improve state and local systems and practices serving young children with disabilities and their families. In addition to ongoing evaluation efforts, in September 2011 a national evaluation was conducted with all Part C and Section 619 Coordinators from all states and jurisdictions about the quality, relevance and impact of NECTAC services and products.

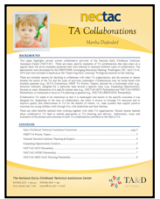
Prior compilations of Evaluation Highlights are available as well.

NECTAC, (February 2012, April 2010 and December 2009), 4pp. each.

**Sep. 2006 - Oct. 2009** - Available at [www.nectac.org/~pdfs/pubs/nectac\\_eval\\_highlights\\_2010.pdf](http://www.nectac.org/~pdfs/pubs/nectac_eval_highlights_2010.pdf)  (PDF: 760kb)

**Mar. 2009 - Mar. 2010** - Available at [www.nectac.org/~pdfs/pubs/nectac\\_eval\\_highlights\\_report.pdf](http://www.nectac.org/~pdfs/pubs/nectac_eval_highlights_report.pdf)  (PDF: 320kb)

**Mar. 2010 - Sep. 2011** - Available at [www.nectac.org/~pdfs/pubs/nectac\\_eval\\_highlights\\_2012.pdf](http://www.nectac.org/~pdfs/pubs/nectac_eval_highlights_2012.pdf)  (PDF: 722kb)




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## NECTAC TA Collaborations

Diefendorf, M.

This paper highlights several collaborative technical assistance (TA) activities of NECTAC, a number of which take place on a regular basis. The seven examples presented were selected to represent different types of collaboration. The descriptions were developed for the OSEP/OESE Leveraging Resources Meeting held in Washington, DC, April 13-14, 2010.

NECTAC, (May 2010), 8pp.

Available at [www.nectac.org/~pdfs/pubs/nectac\\_ta\\_collaborations.pdf](http://www.nectac.org/~pdfs/pubs/nectac_ta_collaborations.pdf)  (PDF: 244kb)




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## Evaluation Summary of the Expanding Opportunities Interagency Inclusion Initiative: Increasing and Enhancing Access, Participation and Supports for All Children in High Quality Inclusive Programs and Services


Prepared by NECTAC

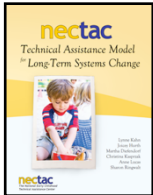
Research has shown that both young children with disabilities and their peers benefit from participating together in quality programs and community activities. However, inclusive opportunities for young children with disabilities are often not systematic, comprehensive or of high quality. The Expanding Opportunities Interagency Inclusion Initiative was created in 2005 by four federal agency partners to promote collaborative efforts that would result in high quality inclusive opportunities for all children and families. This paper describes its achievements to date in identifying and implementing effective and efficient inclusion strategies in participating states.

NECTAC, (2011), 8 pp.

Available at [www.nectac.org/~pdfs/pubs/exp\\_opps\\_eval\\_summary.pdf](http://www.nectac.org/~pdfs/pubs/exp_opps_eval_summary.pdf)  (PDF: 561kb)

You might also be interested in the overview, **Expanding Opportunities: An Interagency Inclusion Initiative** NECTAC, (March 2010). 2 pp.

Available at [http://www.nectac.org/~pdfs/pubs/nectac\\_eval\\_expopp.pdf](http://www.nectac.org/~pdfs/pubs/nectac_eval_expopp.pdf)  (PDF: 340kb)



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## NECTAC Technical Assistance Model for Long-Term Systems Change

Kahn, L., Hurth, J., Diefendorf, M., Kasprzak, C., Lucas, A., & Ringwalt, S.

This paper describes key features of the NECTAC approach to technical assistance (TA) for sustainable systems change in state early intervention and preschool special education programs. Even with the individualized nature of the systems change work with states and variations across state plans, NECTAC was able to determine the most effective strategies for producing improved results. Key

lessons learned are incorporated into the description of the model in this paper.

NECTAC, (2009), 26 pp.

Available at [www.nectac.org/~pdfs/pubs/tamodel.pdf](http://www.nectac.org/~pdfs/pubs/tamodel.pdf)  (PDF: 792kb)




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## NECTAC Technical Assistance Model for Long-Term Systems Change: Three State Examples

Kasprzak, C., Hurth, J., Lucas, A., Marshall, J., Terrell, A., & Jones, E.

NECTAC has supported many states in implementing systems change resulting in improvements for systems that serve young children with disabilities and their families. Three examples are presented in this document. The first focuses on building a system for measuring child outcomes, the second focuses on building an effective general supervision and monitoring system, and the third focuses on ensuring high quality family centered services through reviewing the quality of Individualized Family Service Plans (IFSPs).

NECTAC, (2010), 8 pp.

Available at [www.nectac.org/~pdfs/pubs/ltsc3states.pdf](http://www.nectac.org/~pdfs/pubs/ltsc3states.pdf)  (PDF: 2759kb)



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