NHSSP Logic Model

**Inputs**
- Distinguished Early Childhood Special Educator
- National resources & TA—IDC; ECTA
- Data Systems
  - NHSEIS
  - i4see
  - SLDs/Data Warehouse
  - POMS
- NH BOLD initiatives, Safe Schools/Healthy Students, and SEE Change
- TA System (PTAN, Race2K, POMS Consultant)
- NH Networks
- Release time for PD/TA and meetings
- District PD Master plans

**Strategies/Activities**
- At the state level:
  - Build statewide infrastructure in the following areas:
    - Governance, Fiscal, Quality Standards, Data and Evaluation, and Professional Development, Technical Assistance and Guidance
  - These infrastructure-building activities will include:
    - o State Leadership Team
    - o District liaisons
    - o Data system coordination
    - o Conducting and supporting continuous quality improvement and support for infrastructure change
    - o Connecting NH BOLD initiatives, Safe Schools/Healthy Students, and SEE Change to leverage broader early childhood state infrastructure
    - o Leveraging and promoting/existing PD and TA resources to provide coordinated support aligned to identified district needs and strategies
- At the state level:
  - Support implementation of evidence-based practices:
    - UDL, Pyramid Model, DEC practices
- At the state level:
  - Establishing District Leadership Teams
  - Districts creating District action plans (with an emphasis on continuous quality improvement), relating to the implementation of identified strategies and evidence-based practices and to building infrastructure to support practice

**Outputs**
- At the state and district level:
  - Statewide data map
  - Proposed data system modifications
- At the state and district level:
  - Coordinated training calendar
  - Alignment of action plans
  - Local administrators understand the factors that impact social-emotional outcomes for preschool children with disabilities and the cost-benefit of quality early childhood supports and services
  - State establishes a cadre of coaches to support implementation of evidence-based practices
  - Staff working with preschool children will be trained in evidence-based practices
  - Promotion of fidelity standards and measures for evidence-based practices
  - Family engagement opportunities supporting children’s social emotional growth

**Short-Term**
- At the state level:
  - State data systems articulate key data points
  - Reports accessible to state-level and district personnel
- At the state level:
  - Alignment across preschool special education and related initiatives to promote activities that increase the likelihood of improving social-emotional outcomes for preschool children with disabilities
  - Mechanisms for ongoing training and support regarding POMS and the implementation of evidence-based practices
  - District governance, procedures, and fiscal support
  - Improved knowledge and skills of staff working with preschool children
  - Increased family knowledge and skills around social emotional growth

**Intermediate**
- District infrastructure changes:
  - Alignment across preschool special education and related initiatives to promote activities that increase the likelihood of improving social-emotional outcomes for preschool children with disabilities
  - Mechanisms for ongoing training and support regarding POMS and the implementation of evidence-based practices
  - State and local infrastructure are complementary
  - Shift in practitioner practice and implementation of evidence-based practice with fidelity
  - Increased family engagement in supporting improved social emotional outcomes for their children

**Long-Term**
- Sustainability of state- and district-level infrastructure to support practice
  - Increased rate of growth in the area of improved positive social emotional skills (including social relationships)