Readiness for Targeted TA from NCDB

NCDB's targeted TA for state deaf-blind projects involves short-term consultation and peer-learning communities. The lists below provide information about the background knowledge, preparation, and time commitment you should ideally have to get the most out of these NCDB targeted activities related to:

- Child-Specific Technical Assistance

- Systems Technical Assistance

This information, and consultation from NCDB, can help you determine whether targeted TA to support your child-specific or systems-TA activities is or is not a good fit for your project at a given point in time. Alternatively, you may decide you would like to participate in the future, but want to do some preparation first.

Although no formal agreement is required for targeted TA, participants are asked to acknowledge that they have read and considered the factors listed in this document. This is because a key feature of targeted TA involves working with other state deaf-blind projects. In order for it to be effective for everyone, participants must be committed to full participation.

READINESS CHILD-SPECIFIC TA

Background Knowledge

- Have reviewed [Implementing Evidence-Based Practices for Children Who Are Deaf-Blind: A TA Reference Guide](#)

- Have general ideas about the areas of your project's child-specific TA you would like to address

Beliefs

- Believe that your project's child-specific TA processes and procedures could be improved

- Are open to making changes

- All project staff are willing to work on exploring and implementing new ways of providing TA

- Believe that collaboration has value and benefits your project

- Willing to participate in a range of collaborative activities, including group problem-solving and training

- Open to sharing materials and resources for the benefit of other state deaf-blind projects

Time Commitment

- Have considered other demands on your time and know that you can realistically commit to participating in consultation or a peer-to-peer learning community
- Are able to set aside the time required to prepare for and attend meetings and produce documents

Typical time commitments:

1. *Consultation* – 1 to 3 hours per month for meetings, plus additional time for follow-up work
2. *Peer-Learning Communities* – 60-90 minutes per month for meetings, plus 1 to 2 hours of preparation and follow up

READINESS SYSTEMS TA

Background Knowledge

- Know which system (or systems) you want to address
- Possess basic knowledge of the nature of that system in your state and the individuals, agencies, and organizations involved
- Understand the needs of your stakeholders
- Are aware of other efforts to improve the system in your state

Preparation

- Have reviewed Changing Systems: Moving Beyond Child-Specific Technical Assistance
- Have begun planning or are already engaged in systems-change efforts (e.g., have started to define the problem, prioritize needs, and identify desired outcomes)
- Know your project's capacity (time, resources, expertise) to engage in systems-change work

Beliefs

- Open to changing your project's systems TA processes and procedures
- Willing to engage in planning activities that may lead to an intensive TA plan
- Believe that collaboration has value and benefits your project
- Willing to participate in a range of collaborative activities, including group problem-solving and training

- Open to sharing materials and resources for the benefit of other state deaf-blind projects

Time Commitment

- Have considered other demands on your time and know you can realistically commit to participating in consultation or a peer-to-peer learning community

- Able to set aside the time required to prepare for and attend meetings and produce documents such as a systems-TA plan

Typical time commitments:

1. *Consultation* – 1 to 3 hours per month for meetings, plus additional time for follow-up work

2. *Peer-Learning Communities* – 60-90 minutes per month for meetings, plus 1 to 2 hours of preparation and follow up