

Research on Technical Assistance Models & Frameworks

A meta-analysis was prepared, for ECPC through a formal contract with Pucket Institute, to describe the core elements of technical assistance that lead to sustainable program and organizational change (Dunst et al, 2018). Twenty-five technical assistance models and frameworks were analyzed in order to identify the essential elements of TA that facilitates program and organizational change. Through this analysis, authors determined that there is no one consistent definition that clearly conveys the essential practices used by a TA provider; rather, there are components of TA practice utilized among the various models and frameworks that have shown positive outcomes for quality improvement.

Findings from this analysis contribute to the improvement of TA efforts used to support early childhood (EC) and early intervention (EI) professionals focused on improving the quality of organizations, programs and teachers to deliver high quality early childhood experiences.



Dunst, C. J., Annas, K., Wilkie, H., & Hamby, D. W. (2018). *Scoping Review of the Core Elements of Technical Assistance Models and Frameworks Technical Assistance on Program, Organization and Systems Change*. Morganton, NC: The Orelena Hawks Puckett Institute.

Dunst, C. J., Annas, K., Wilkie, H., & Hamby, D. W. (2018). Review of Studies and Evaluations of the Effects of Technical Assistance on Program, Organization, and Systems Change, *International Journal of Evaluation and Research in Education (IJERE)*, 8(2), 330-343.

The Purpose



Implementation describes five core elements for the provision of technical assistance. The five core elements include technical assistance provider credibility, professional development, coaching & mentoring, consultation, and provider support/feedback. These elements were found throughout the frameworks reviewed; however, not all frameworks included all five elements.

The Practices



TA Provider Credibility – practices used by a TA provider to establish staff trust, respect, rapport, and beliefs that the provider is acting in the best interests of the program receiving technical assistance

Professional Development – the evidence-based professional development practices used by a TA provider to build and strengthen staff, program, organization, and systems capacity to use targeted intervention practices

Coaching and Mentoring – TA provider use of either or both coaching and mentoring as part of the provision of technical assistance in interactions with staff to build and strengthen their capacity to use targeted intervention practices

TA Provider Consultation – tailored responses to individual staff, small groups of staff members and other program staff in response to questions/ concerns about staff adoption and use of targeted intervention practices

TA Provider Support/Feedback – TA provider acknowledgement, encouragement, and feedback on staff efforts toward and accomplishment of changing program practices consistent with the objectives and goals of the plan

Why are these Findings Important?



Using known practices that result in effective EC/EI personnel change not only leads to improved teacher instruction but can also have a profound impact on the quality of educational services provided in EC/EI programs and organizations that seek to engage in sustainable systems change. As providers implement professional development and systems for supporting EC/EI personnel, they should seek information related to evidence-based strategies that are shown to be effective in helping EC/EI personnel to adopt and use EC/EI practices and strategies.