

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



Planning describes the written documentation of EC/EI professional development activities and sequence that a technical assistance provider facilitates with their learner. This would include an action plan for EC/EI program administration and plans to support EC/EI classroom personnel.

The Practices



Objectives and Goals	The immediate (objectives) and long-term (goals) EC/EI program changes and outcomes that are the desired benefits of technical assistance.
Intervention Practices	The particular EC/EI evidence-based intervention practice or best practices identified (targeted) to affect desired EC/EI program, organizational, or system change.
Fit Assessments	Determining how well the targeted intervention practice matches the EC/EI program or organization's mission priorities, desired changes, personnel beliefs, etc. and how well the proposed TA practices fit the EC/EI program's ecology.
Logic Model or Theory of Change	A description or graphic representation of the relationship between desired EC/EI program, organizational, or systems inputs and resources; the intervention practices, actions or activities to affect desired change; and the intended outputs and outcomes of use of the practices, actions, or activities.
TA Resources	Technical assistance resources made available to and/or provided to EC/EI program personnel to improve the use of targeted EC/EI evidence-based or best practices.
Staff Roles and Responsibilities	Specification of the roles and responsibilities of individual staff and how enactment of those roles and responsibilities is expected to contribute to desired change.

Why are these Findings Important?



When planning EC/EI technical assistance activities, providers should work with their learners to establish outcomes, goals and objectives. Describing the TA practices, ensuring they are the right match to the learner to help ensure that the learner will be able to implement the EC/EI practices with fidelity.