

## 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 Pucket 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



Preparation describes the initial set of activities that technical assistance providers use to prepare staff to engage in planning for technical assistance. Five practices were described in Technical Assistance Models and Frameworks: needs assessment, practitioner decision making, visioning, readiness for change, and organizational capacity.

### The Practices



**Needs Assessment** – the process used to determine gaps between current conditions, practices or outcomes, and desired conditions. EC programs conducting a needs assessment would consider the current training and professional development of personnel, EC quality initiatives in place, and policies and procedures outlining the expectations of EC personnel to implement high quality practices

**Visioning** – the process used to determine what an EC/EI organization and/or classroom would do or “look like” if it was to make desired changes towards supporting the development of EC personnel to implement high quality EC/EI practices

**Readiness for Change** – the process used to obtain staff commitment to change EC/EI program, organizational or systems practices improving the effectiveness in order to achieve desired changes or outcomes

**Practitioner Decision Making** – the process used to involve EC/EI program staff in identifying the options or priorities that best fit the organization's mission or goals

**Organizational Capacity** – the ability of an EC/EI organization to commit the human, program, and other resources needed for program, organization, or systems changes to produce desired results

### Why are these Findings Important?



Technical assistance providers can use one or more of these practices to ensure that programs and program staff are prepared to collaborate with them in making shared decisions and outcomes for their work together.