A meta-analysis was conducted to describe core elements of technical assistance that lead to sustainable program and organization change (Dunst et al, 2018). Technical assistance (TA) has been used to describe a wide variety of behaviors used by professionals to support program staff build capacity and improve the quality of instruction. As a result there is no one consistent definition recognized that clearly conveys the essential practices used by a TA provider. Authors of this meta-analysis sought to describe the essential elements for planning, implementing and evaluating technical assistance. Twenty-five technical assistance models and frameworks were analyzed in order to identify essential elements of technical assistance that facilitates program and organizational change.

Findings from this analysis contribute to the improvement of in-service professional development focused on improving the capacity of programs and organizations to deliver high quality early childhood experiences.

### Why Are These Findings Important?

Evaluation provides necessary data allowing TA providers and their partners to adjust/change their approach and/or strategies to accommodate unexpected challenges along the way. Evaluation also provides the necessary data that shows if technical assistance was effective in helping teachers/programs to make improvements in their work and to achieve the goals/outcomes planned. The studies reviewed for this analysis showed that when TA providers used measures evaluating both technical assistance fidelity and implementation fidelity, the results had a greater impact on program improvement.