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Technical Assistance: Plan
Models & Frameworks

2020

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.

1 **Preparation**
2 Plan
3 Implementation
4 Evaluation
5 Sustainability

The Purpose

Planning describes the written documentation of activities and sequence that a technical assistance provider facilitates with their learner.

The Practices

Objectives and Goals	The immediate (objectives) and long-term (goals) program changes and outcomes that are the desired benefits of technical assistance.
Intervention Practices	The evidence-based intervention practice or best practices identified (targeted) to affect desired program, organizational, or system change.
Fit Assessments	Determining how well the targeted intervention practice matches (fits) the program or organization's mission priorities, desired changes, staff beliefs, etc. and how well the proposed TA practices also fit the program ecology.
Logic Model or Theory of Change	A description or graphic representation of the relationship between desired 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 program staff to improve the use of targeted 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 technical assistance activities, providers should work with their learners to establish outcomes, goals, and objectives. In addition, describing the practices, ensuring they are the right match to the learner to help ensure that the learner will be able to implement the fidelity.