

# Providing Technical Assistance on a Shoestring

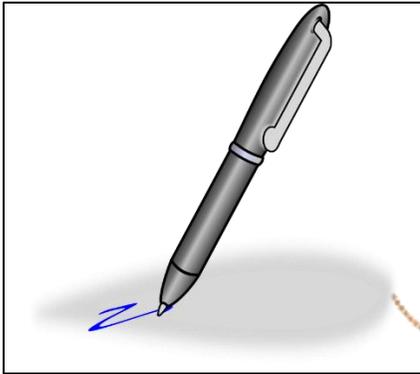
September 25, 2015  
3:00-4:30 pm ET



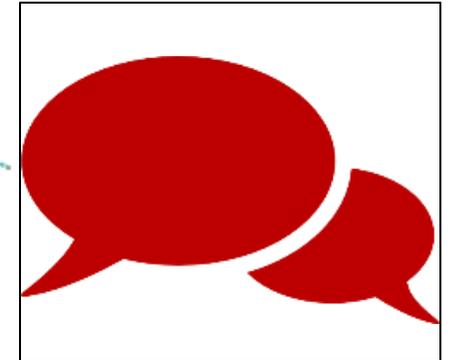
U.S. Department of Health and Human Services  
Administration for Children, Youth and Families  
Family and Youth Services Bureau  
Personal Responsibility Education Program (PREP)

# Webinar Tools

## Write/Draw



## Chat



## Polls



## Raise Your Hand



# Hello there!



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**Program Manager**  
**Center for Sexual and**  
**Reproductive Health**  
**Education, Training and**  
**Research (ETR) Associates**



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# Disclaimer

- Educational or instructional materials referenced during this presentation are for informational purposes only.
- Presenters' references to these materials do not constitute endorsement by FYSB.
- Any statements expressed are those of the presenter and do not necessarily reflect the views of FYSB.

This presentation was developed for the Family and Youth Services Bureau under Contract No. HHSP23320095651WC, Task Order 25.

# Objectives

By the end of this 90-minute Webinar, participants will be able to do the following:

- Explain the benefits of technical assistance in delivering and sustaining adolescent pregnancy prevention (APP) programs.
- Describe foundational competencies for providing effective technical assistance.
- Describe the elements of efficient technical assistance services.
- Identify methods for evaluating technical assistance for service improvement.



HELLO  
my name is



# Technical Assistance

## Relationship-based Professional Development

# What Does Technical Assistance Look Like?

Hmmm...  
When I have received  
technical assistance...

# Technical Assistance

“A collaborative, relationship-based model of assistance and support designed to: identify, select, or design evidence-based solutions to address problems, needs or goals; adopt or adapt knowledge to practice; and effectively implement solutions customized to meet the needs of clients.”

(Rous & Howard, 2011)

# Technical Assistance Services



## Purpose

- Identify an issue
- Address an already identified issue
- Provide an objective evaluation of an issue
- Develop/introduce a new solution
- Review progress and work toward a solution

## Relationship

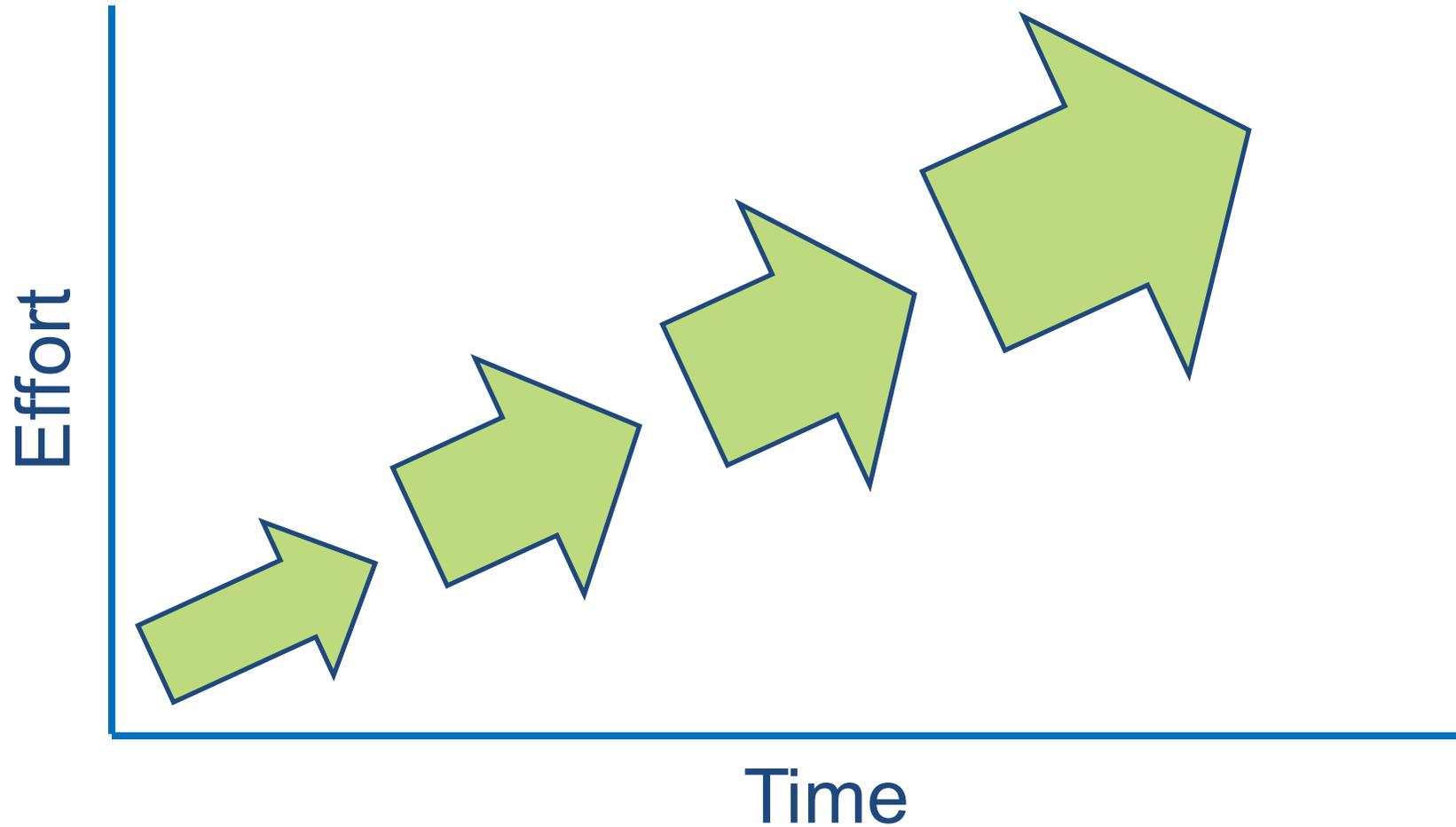
- Limited/brief assistance
- Referrals
- Advising
- Consultation
- Coaching
- Mentoring
- Peer-to-peer

# Modes of Providing Technical Assistance



- E-mail consultation
- Phone consultation
- Video chat
- Conference calls/online meetings
- In-person meetings
- Site visits
- Combination of any of the above

# Continuum of TA

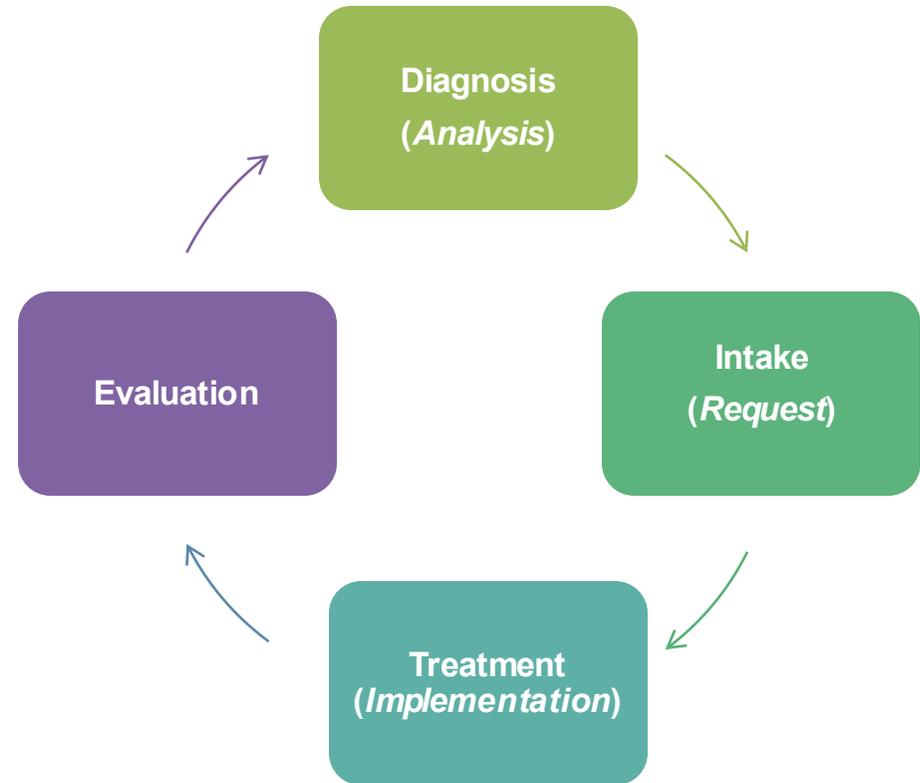


# TA: Key Considerations



# Poll

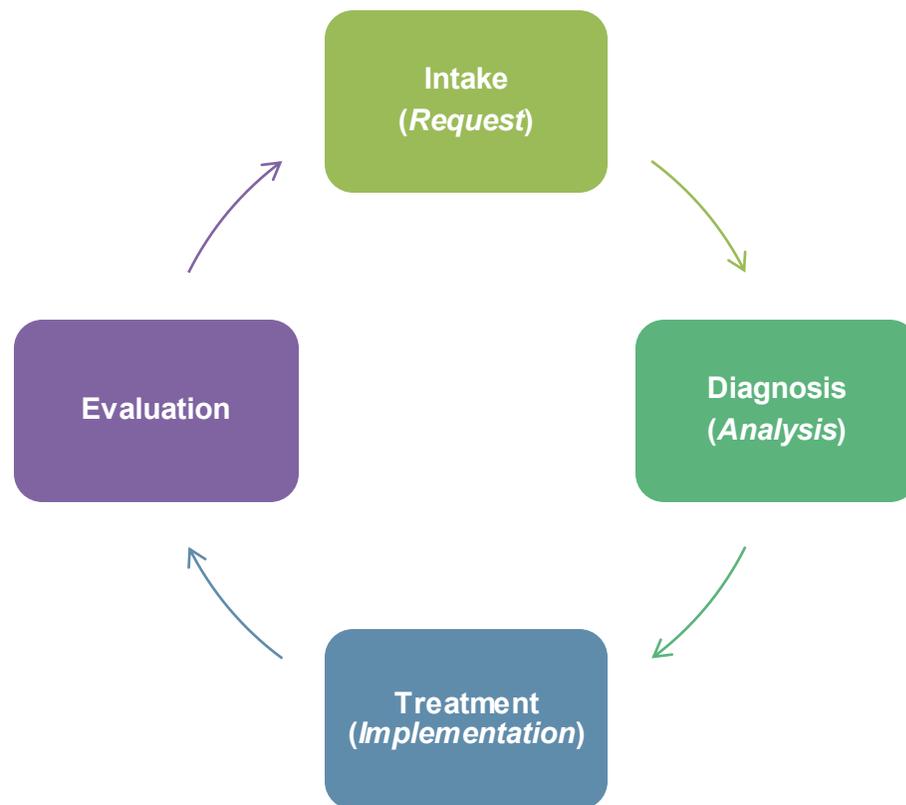
## From ETR's *Effective Delivery of Technical Assistance: A Toolkit*



# Four Stages of Technical Assistance

# Intake (Request)

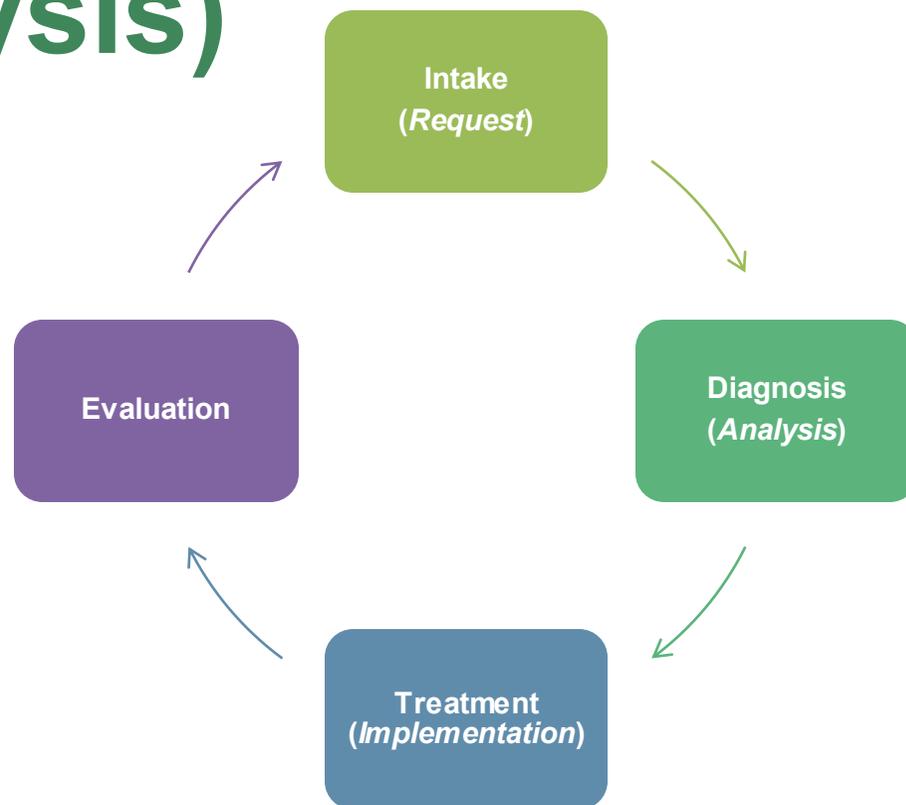
- Ask partner about their organization and program.
- Gain clarity about the purpose of the request.
- Discuss any technical logistics.
- Clarify roles and establish boundaries.



## Four Stages of Technical Assistance

# Diagnosis (Analysis)

- Ask the client to share work products, documents, or concerns.
- Prioritize needs where several are identified.
- Establish objectives and a timeline for technical assistance.



## Four Stages of Technical Assistance

# Treatment (Implementation)

## Pre-consultation:

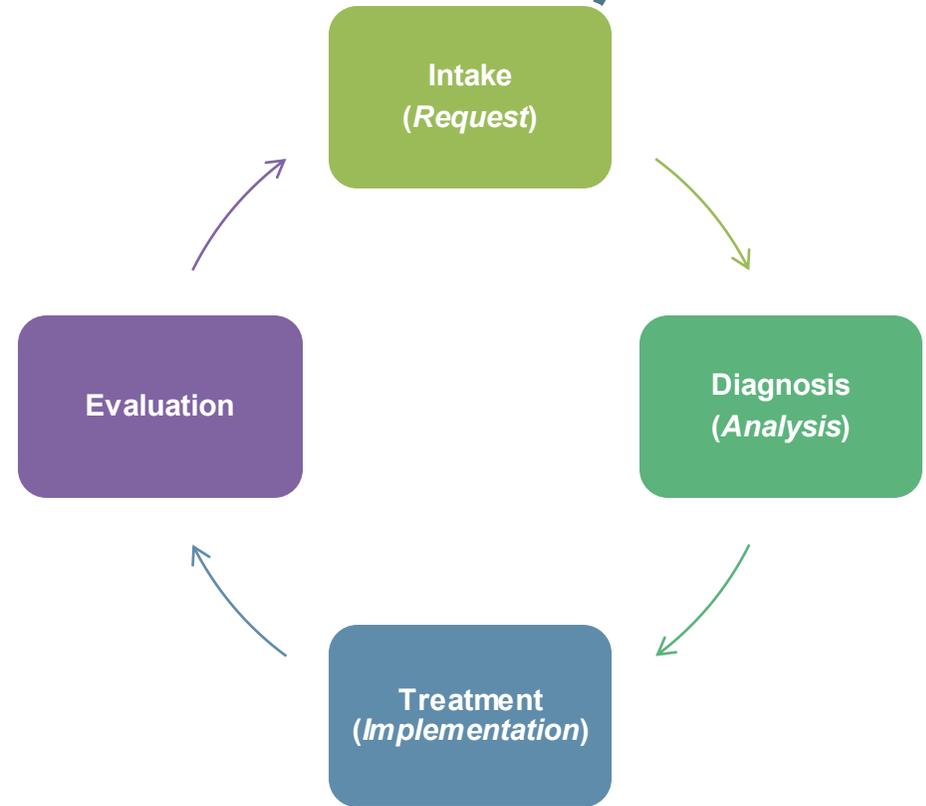
- Gather resources.
- Determine best strategies to meet the technical assistance objectives.

## Consultation:

- Review objectives.
- Deliver technical assistance based on agenda.

## Post-consultation:

- Send client follow-up e-mail summarizing key points.



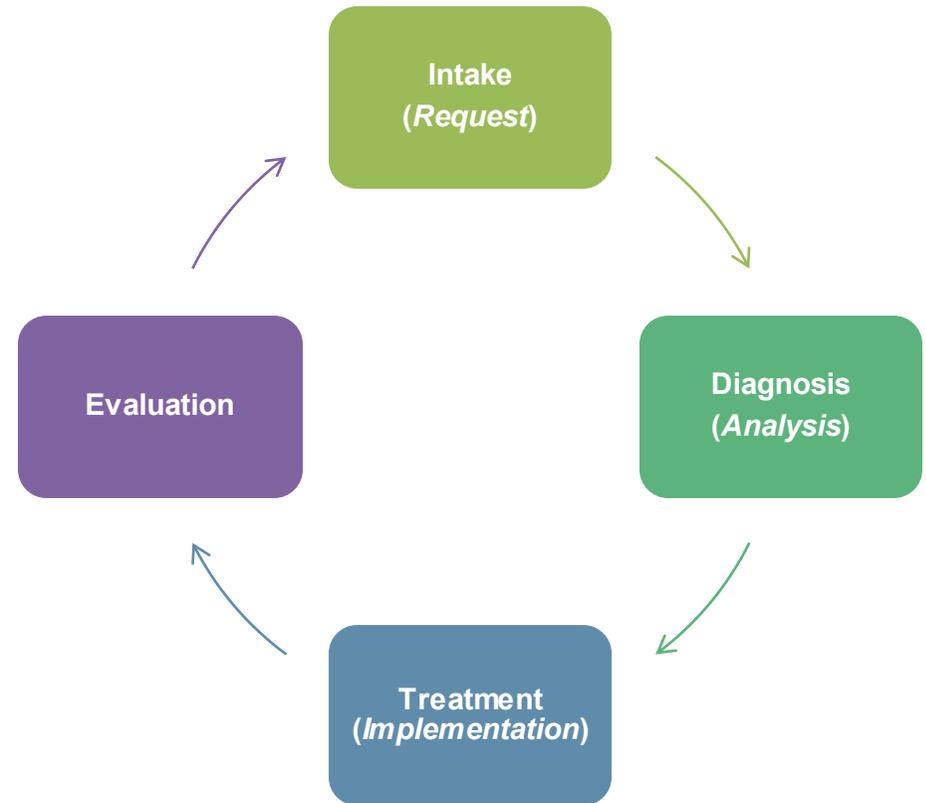
## Four Stages of Technical Assistance

(ETR, 2014)

# Evaluation

## Determine whether technical assistance was successful:

- Conduct technical assistance satisfaction survey.
- Conduct pre-post skill assessment.
- Review objectives and final deliverables.
- Ask for testimonials.



## Four Stages of Technical Assistance

# TA Request: Fidelity and Adaptation

## Intake (Initiate the Request for TA)

- *Tell me why you have asked for a TA request? (program/organization)*
- *What do you need and what level of support would you like?*
- *What might work best for everyone involved, if TA were provided?*
- *How can we work best together?*



# TA Request: Fidelity and Adaptation

## Diagnosis *(Analyze the issue)*

- *What are your concerns about fidelity and adaptation?*
- *How has fidelity and adaptation been addressed in the past?*
- *What do you hope to accomplish by receiving TA?*
  - *What do you think is the root of the issue?*
  - *Can you share any tools, data, other information?*
  - *Let me study this and gather resources.*
  - *Let's set some time to talk again.*



# TA Request: Fidelity and Adaptation

## Treatment (Implementation)

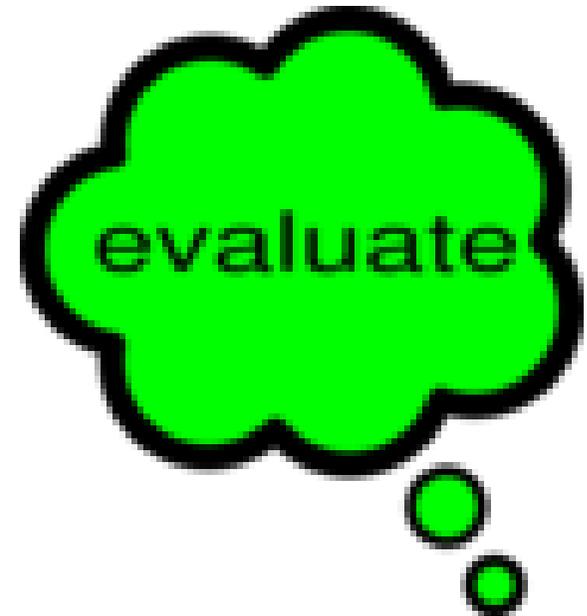
- Find out what aligns with their existing resources (e.g. fidelity tracking tool, data management, training resources, etc.)
- Communicate TA plan and provide TA with ongoing consultation.
- Provide the TA.
- Provide additional resources.
- Follow-up (by email and phone).



# TA Request: Fidelity and Adaptation

## Evaluation

- *Was this helpful?*
- *Were you satisfied with the TA you received?*
- *What else could have made this better?*



# Technical Assistance Competencies

**Knowledge**

**Skills**

**Disposition**



# What Makes an Effective Technical Assistance Provider?

Use the “Write” tool to share knowledge, skills or disposition characteristics.

# Technical Assistance Competencies

## Knowledge

- Adolescent health
- Adolescent Pregnancy Prevention
- APP Programs/ EBPMs
- TA & PD Theory
- Adult Learning Theory
- Conflict resolution Strategies
- Specialized knowledge

## Skills

- Effectively utilizes protocols & logs
- Manages TA activity in timely manner
- Communicates and selects strategies based on TA recipient's learning style, language, needs and preferences
- Models and encourages reflective practice

## Disposition

- Empathetic
- Culturally competent
- Responsive
- Collaborative
- Flexible
- Inventive
- Resilient
- Reflective
- Professional
- Reliable





# Grantee Experiences

# Child & Family Resources, Inc.



**Marie Fordney, MA**  
**Senior Director**  
**Teen Pregnancy Prevention**  
**Tucson, AZ**

## **PREIS Grantee testing**



### ***Go Grrrls***

**Teen pregnancy prevention**  
**for middle school girls**

# Our Community

## Our Youth



### Main Study

- Adolescent females aged 11-15
- 67% Hispanic
- <3% ever had sex at baseline
- Voluntary participation with parent/guardian consent

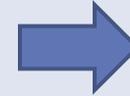
### Foster Care Study

- Adolescent females aged 11-21
- 46% Hispanic
- >30% ever had sex at baseline
- Voluntary participation with parent/guardian consent

# Technical Assistance to sustain efforts

- Support by phone
- Email follow-up
- Periodic touch-base
- On-Site TA
- Program Observations
- Co-Facilitation & Support

**Success & Sustainability**



- Intensive Training
- Training of Facilitators
- Sex Ed 101 Training



# Vermont Department of Health Division of Maternal and Child Health



**Kim Swartz, MHS**  
**Director**  
**Preventive Reproductive Health**

## **Vermont State PREP**

### **Personal Responsibility Education Program**

#### **VT State PREP funds six sub-awardees**

- Community Based Organizations
- Youth Serving Organizations
- Mental Health Agency
- Coalition for Runaway and Homeless Youth Programs (includes 6 coalition member agencies)



# Vermont Department of Health Division of Maternal and Child Health

## *About Our Youth*

- Program serves youth 10-19 years old and pregnant and parenting youth 20 and under
- Youth served by sub-awardees include runaway youth, homeless youth, pregnant and parenting youth, and youth who have been diverted from child welfare or juvenile justice systems
- Services are provided in urban and rural settings

### *2014 program highlights*

- 55% female; 45% male
- 45% 10-14; 52% 15-19
- 23% runaway and homeless
- 16% juvenile justice and foster care
- 12 pregnant and parenting youth

# Vermont Department of Health

## Division of Maternal and Child Health

### TOPICAL TRAINING

for all sub-awardees:

- Expert Trainers
- Peer-to-Peer Learning
- Program Demonstrations



### Types of TA

- **On-Site** ~ scheduled site visit at least once a year
- **By Phone** ~ ongoing as needed
- **By Email** ~ maintained as an ongoing mode of communication regarding TA needs
- **E-Bulletins** ~ disseminate resources and information on key topics
- **Webinars** ~ offers a low-cost, interactive mode of providing much needed support to more than one agency (cluster TA).
- **Phone/Web Conferences** ~ scheduled with one or more agency staff. Also used to provide cluster TA for sub-awardees
- **Peer Learning** ~ Connecting sub awardees to share lessons learned



# Practical Tools

# Practical Tools: Assessing Technical Assistance Needs

## Technical Assistance Evaluation Form Compassion Capital Fund National Resource Center

Intermediary Name:

Request #:

Contact:

Request Date:

Call Date:

Nature of request:

1. Request Details – *Phone call with the intermediary to clearly understand the situation as presented by the intermediary*

On a scale from 1 to 5, please rate the severity of the problem for your organization.

Not severe

Somewhat severe

Very severe

1  - 2  - 3  - 4  - 5

2. Problem/Need – *With the NRC team, describe the one or more root causes driving the symptoms*

Describe the problem or need as the NRC staff understands it.

- Use both quantitative and qualitative questions to assess technical assistance needs.
- Send as an online or paper survey ahead of time.
- Review questions and/or answers via phone or in-person consultation.

# Practical Tools: Documenting Technical Assistance

A	B	C	D	E	F	G	H	I
Date of Request	Lead TA Provider	Agency	Contact Name	Contact Phone	Contact Email	Topic Area/ TA Purpose	Follow-Up Plan	Follow-up Status
7/24/2015	Jane Smith	ABC Org	John Doe	(970) 555-1745	<a href="mailto:jdoe@abc.org">jdoe@abc.org</a>	Professional Development/ Homeless Youth	Jane will connect Joe with colleague with experience working with homeless youth	Completed 7/26/15

- Keep the form simple: require only the information you will use.
- Provide definitions and examples.
- Choose a log form that fits your needs: database, Excel, Word, paper-based.

*Effective Delivery of Technical Assistance: A Toolkit, ETR, 2014*

# Practical Tools: Evaluating Technical Assistance

## NIC TECHNICAL ASSISTANCE EVALUATION FORM

Technical Assistance # \_\_\_\_\_

Agency: \_\_\_\_\_

Consultant(s)/Participant(s): \_\_\_\_\_

Name and Title of Person Completing this Evaluation: \_\_\_\_\_

Did the technical assistance you received help you to address the issues identified in your request?

Yes \_\_\_\_\_ No \_\_\_\_\_

If "Yes" why; if "No" why not? \_\_\_\_\_

Did the Technical Assistance Report accurately reflect the consultants' activities and make recommendations where appropriate?

Yes \_\_\_\_\_ No \_\_\_\_\_

Would you use this/these consultant(s) again?

Yes \_\_\_\_\_ No \_\_\_\_\_

If "Yes" why; if "No" why not? \_\_\_\_\_

What agency follow-up activities do you intend to implement as a result of this Technical Assistance?

THANK YOU FOR YOUR ASSISTANCE  
IN COMPLETING THIS EVALUATION

**At minimum, technical assistance evaluation should do the following:**

- Address technical assistance **objectives**.
- Assess **reaction**.
- Evaluate **behavior change**.

May also assess new knowledge/skills and results.

*Training, TA and Evaluation  
Protocols, OJJDP, 1998*

# Any Questions



Don't  
Forget,

*One important point from today's  
Webinar that I want to remember is...*

# Resources

- ETR Associates. (2014). *Effective Delivery of Technical Assistance: A Toolkit*. <http://pub.etr.org/ProductDetails.aspx?id=100000182&itemno=A232>
- NC Department of Health and Human Services, Division of Child Development and Early Education. (2013). *Framework for the North Carolina technical assistance practitioner competencies*: [http://ncchildcare.dhhs.state.nc.us/PDF\\_forms/TACompetenciesApril232013.pdf](http://ncchildcare.dhhs.state.nc.us/PDF_forms/TACompetenciesApril232013.pdf)
- National Association for the Education of Young Children et al. (2011). *Early childhood education professional development: training and technical assistance glossary*. [http://www.naeyc.org/files/naeyc/file/ecprofessional/NAEYC\\_NACCRRRA\\_TrainingTAGlossary.pdf](http://www.naeyc.org/files/naeyc/file/ecprofessional/NAEYC_NACCRRRA_TrainingTAGlossary.pdf)
- National Resource Center. (n.d.). *Intermediary development series: Delivering training and technical assistance*. <http://dodstarbase.org/sites/default/files/media/delivering%20training%20and%20technical%20assistance.pdf>

# Resources, cont.

- Office of Juvenile Justice and Delinquency Prevention. (1998). Training, TA and Evaluation Protocols.  
<https://www.nttac.org/views/docs/OjjdpTTAandEvaluationProtocols.pdf>
- Office of Juvenile Justice and Delinquency Prevention. (2012). Core Performance Standards for Training, TA, & Evaluation.  
[https://www.nttac.org/views/docs/Core\\_Performance\\_Standards\\_updated%20May%202012\\_508c.pdf](https://www.nttac.org/views/docs/Core_Performance_Standards_updated%20May%202012_508c.pdf)
- Rous, B. & Howard, M. (2011). *Overview of Kentucky's Early Childhood Professional Development Framework*.  
<http://www.ket.org/childcare/pdf/pd-framework2011-revised.pdf>

# Contact Information

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# Webinar Evaluation

- Please complete the following evaluation related to your experience with today's Webinar.

<https://www.surveymonkey.com/r/C5F3DYJ>

- If you attended the Webinar with other team members, please share the link and complete the evaluation separately.

