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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Disclaimer

• Educational or instructional materials referenced during this presentation are for informational purposes only.

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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.
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

![Graph showing the relation between effort and time](image)
TA: Key Considerations
Poll
From ETR’s Effective Delivery of Technical Assistance: A Toolkit

Four Stages of Technical Assistance

1. Intake (Request)
2. Diagnosis (Analysis)
3. Evaluation
4. Treatment (Implementation)
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

- Intake (Request)
- Diagnosis (Analysis)
- Treatment (Implementation)
- Evaluation

(ETR, 2014)
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

Intake (Request) → Diagnosis (Analysis) → Treatment (Implementation) → Evaluation → Intake (Request)

(ETR, 2014)
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

(ETR, 2014)
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

NC Department of Health & Human Services, 2013
Grantee Experiences
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

Intensive Training
- Training of Facilitators
- Sex Ed 101 Training

Success & Sustainability
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)
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
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

- 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.

Delivering Training & TA, National Resource Center, n.d.
Practical Tools: Documenting Technical Assistance

- 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_
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
One important point from today’s Webinar that I want to remember is…
Resources


• 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)


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