QUALITY TECHNICAL ASSISTANCE FRAMEWORK
A Model for Before and After School TA Delivery:
Core Strategies and Foundational Competencies at a Glance

QUALITY TECHNICAL ASSISTANCE

TECHNICAL ASSISTANCE STRATEGIES

TRAINING  COACHING  CONSULTING  MENTORING  BROKERING OF RESOURCES

ASSESS PROGRAM NEEDS

FOUNDATIONAL COMPETENCIES

KNOWLEDGE  INTERPERSONAL SKILLS  PROFESSIONALISM  EVALUATION SKILLS
FOUNDATIONAL COMPETENCIES

KNOWLEDGE
- Effective Before and After School Program Practices
- Youth Development Principles
- Before and After School Organizational and Management
- School Setting and Skills to Improve Alignment

INTERPERSONAL SKILLS
- Relationship Building
- Cultural Competency
- Effective Communication
- Asset-Based Collaboration

PROFESSIONALISM
- Responsible and Accountable for Service Delivery, Quality, Content, Implementation and Follow Up
- Model Ongoing Learning, Professional Growth and Continuous Improvement
- Model Ethical and Professional Behavior and Presentation (please refer to ASAPconnect’s TA Code of Ethics)

EVALUATION
- Assessment
- Continuous Improvement
- Assessing Needs of Site and Program

CORE TECHNICAL ASSISTANCE STRATEGIES

TRAINING
Teaching and providing learning opportunities to build skills and knowledge based on specific, well-defined objectives.

COACHING
Working in collaboration with an individual or small group to develop specific skills that improve work performance.

CONSULTING
Working in collaboration with a program, focusing on organizational and programmatic issues or needs.

MENTORING
A process whereby a less experienced person is provided guidance and advice for the purpose of personal and professional growth, through a mentor’s intentional or formal relationship.

BROKERING OF RESOURCES
Making up-to-date research, policy and relevant information available on the basis of identified need; creating a systematic or collaborative approach to managing technical assistance services that strengthens partnerships and leverages resources for programs.