

# State/Territory Technical Assistance Systems: Fit and Feasibility Checklist



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



National Center on Child Care Professional  
Development Systems and Workforce Initiatives (PDW Center)  
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This resource is a fit and feasibility checklist for State/Territory teams as they develop and strengthen technical assistance (TA) systems.<sup>1</sup> A fit and feasibility analysis can help teams examine an array of options and assess the degree to which each option (or package of options) could be successfully implemented in a State/Territory. The State/Territory teams can use this checklist to determine what combination of options is most likely to achieve the desired goals and outcomes for the TA System.

The checklist provides considerations in four sections:

1. [Direct Service Practitioners](#) (i.e., professionals working directly with children);
2. [TA Professionals](#);
3. [TA Organizations and TA Supervisors](#); and
4. [State TA System](#).

The checklist provides space for State/Territory teams to indicate if each consideration has been addressed or is in progress, with additional space for related comments.

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<sup>1</sup> A fit and feasibility analysis is one of four recommended steps in the PDW Center's TA Planning and Implementation Guide. The TA Planning and Implementation Guide provides considerations with four steps focused on goal/outcome development; fit and feasibility, and readiness for change; implementation; and monitoring. Please contact the PDW Center for additional information on this guide.

## Direct Service Practitioners

Direct Service Practitioners Considerations				
Have your practitioners ...	Yes	No	In Progress	Comments
Been involved in planning the TA system?				
Indicated that they are motivated to receive TA, at both the leadership and line staff levels?				
Identified a liaison to work with the TA professional(s)?				
Identified how they will have time to follow-up on new approaches presented by the TA professional(s)?				
Created, or are willing to create, a program improvement plan?				
Created, or are willing to create, individual professional development plans that incorporate TA suggestions?				
Received training in use of the assessment tools that will be used (e.g., Classroom Assessment Scoring System [CLASS] <sup>TM</sup> , Early Language and Literacy Classroom Observation tool [ELLCO], environment rating scales, etc.)?				
Other?				

## TA Professionals

TA Professionals Considerations				
Have your TA Professionals ...	Yes	No	In Progress	Comments
Identified that they are interested and motivated to become TA professionals as a next step in their career pathways?				
Participated in an evidence-based training model that includes adult learning strategies, stages of change, and relationship-based consultation?				
Received training in the readiness to change approach <sup>2</sup> , including motivation, self-efficacy, and commitment?				
Received training and experience in the program assessment tools that will be used?				
Been trained to use and analyze program assessment information, data, and technology systems to inform ongoing TA?				
Been invited to help plan the TA system and articulate topics for training and ongoing support?				
Other?				

<sup>2</sup> “Readiness” is defined as a developmental point at which a person, organization, or system has the capacity and willingness to engage in a particular activity. Creating readiness for change is a critical component of both initiating and scaling up the use of evidence-based practices and other innovations. Proceeding with implementation prematurely (i.e., before an individual or an organization is “ready” to change) can lead to both ineffective and expensive implementation efforts. “Readiness for change” is something that needs to be developed, nurtured, and sustained. Accountability for creating readiness rests with the implementation team, not with those who are expected or invited to change (Fixsen, Blase, Horner & Sugai, 2009).

## TA Organizations and TA Supervisors

TA Organizations and TA Supervisors Considerations				
Do your TA Organizations and TA Supervisors ...	Yes	No	In Progress	Comments
Deliver evidence-based training models for TA professionals?				
Adhere to policies and procedures that ensure diversity among TA professionals and TA supervisors, including racial, ethnic, and linguistic diversity, and in specializations such as infant-toddler, school-age, and family child care settings?				
Employ a motivational interviewing process or way to screen for readiness as they involve program staff and to match TA to the stage of change?				
Monitor TA professionals' readiness to change their own practices and adapt support strategies based on state of change?				
Utilize feedback loops to know what changes need to be made in the system, including provider satisfaction and child and provider outcomes?				
Other?				

# State/Territory TA System

State TA System Considerations				
Has your State/Territory ...	Yes	No	In Progress	Comments
Come to consensus that the TA system needs to be developed or improved?				
Identified how TA aligns with the professional development system and/or quality improvement efforts?				
Identified needs and priorities for TA supports by roles, settings, and sectors?				
Created a cross-sector implementation team to build or enhance the TA system?				
Identified which organization(s) are best positioned to implement, sustain, and grow the TA system?				
Identified supports needed to strengthen TA organizations?				
Created a plan to scale-up and sustain the TA system?				
Other?				

## Reference

Fixsen, D. L., Blase, K. A., Horner, R., & Sugai, G. (February, 2009). Scaling-up Brief. *State Implementation & Scaling-up of Evidence-based Practices*. FPG Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <http://siseq.fpg.unc.edu/>