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| 1. **NAME** of the resource / tool | **Utilizing Training and Technical Assistance Resources: Key Questions** |
| 1. **WHAT** is the purpose of the resource / tool? | This document is designed to serve as guide for:   * Clarifying training and technical assistance goals, learning objectives, desired results and preferred delivery methods. * Identifying target audiences/learners. * Reviewing training and technical assistance proposals. |
| 1. **WHO** developed the resource / tool? (If it was adapted from an existing document, please include a citation for the original source.) | Capacity Builder Kara Coleman with input from Best Start Compton-East Compton Governance Work Group members. The guidelines outlined were proposed as additional bylaws. |
| 1. **HOW** should the resource / tool be used? 2. *What circumstances are ideal/appropriate?* 3. *By whom and when?* 4. *Is a particular skill set or special preparation needed?* | These guidelines are most applicable to groups that are seeking to organize periodic or regular ongoing trainings/technical assistance support for participants and/or partners. They’re intended for use by:   * Those who plan to initiate TTA requests for support on behalf of a group. * Potential recipients of TTA support during TTA co-design. * Decision making bodies that review and approve TTA requests. * Decision making bodies that review TTA proposals and evaluate TTA outcomes, both during and after trainings.   Recommended Preparation: Group self-assessment of priority learning and training support needs. |
| 1. **WHY** is this resource being recommended? (What makes is especially effective or useful for community-based work?) | The are many training and technical assistance options available for community groups, but it can be difficult to gauge the best fit based solely on descriptive information or a brief presentation. It is also important to institute practices for assessing the quality and efficacy of TTA that is provided, which allows for course correction and promotes accountability among trainers/consultants that serve community groups. |

**Assessing Alignment & Defining Objectives**

**Before seeking Training/Technical Assistance (TTA) support:**

1. Assess if the TTA request is aligned with your group’s stated goals.

* *Is the request relevant and/or critical to our existing work?*
* *If yes, how?*

1. Identify learning objectives.

* *What are your goals?*
* *What do you hope to accomplish and/or change?*
* *How will this training help?*

Examples

* Skills building (includes practice time and hands on exercises)
* Knowledge enhancement (introducing new information, increasing understanding and awareness)
* Roles based training (combines knowledge and skill building for a particular role or task)

1. Identify who will receive the TTA support you are requesting?

* *Who are the learners? Why are they the focus?*
* *How many are likely to participate?*

1. Determine the preferred method(s) and timeframe for TTA support (i.e. training, coaching and/or consultation, peer learning)

* *Based on your stated goals, what will be most helpful?*
* *When is the TTA needed? For how long?*

**Reviewing Proposals for Training and Technical Assistance**

The following are important questions to consider when training and technical assistance providers present proposals for consideration:

1. **Is the proposed training/technical assistance relevant?**

* Will it help you meet your goals?
* Do the proposed topics, activities and/or exercises meet your needs?

1. **Does the content and format speak to the intended audience(s)?**

* Is anyone left out or behind?
* Are any special supports or materials needed?

1. **Is the training/technical assistance the right level of difficulty?**

* What do we assume participants will know?
* Do you need a beginner level or more advanced training? Or a mix of both?
* What information might be new or need a more detailed explanation?
* Can the provider help assess the right fit?

1. **Is the training/technical assistance the right overall length?**

* How much time is needed to cover the training material effectively?
* How many sessions? For how many hours?

1. **Does the proposed cost make sense for the partnership?**

* Will it work for your budget?
* Is the rate reasonable based on your experience and/or established standards?

1. **What is the provider’s track record?**

* Do they have a history working with the target audience?
* Do work and communicate in ways that are community-friendly?
* Are they able to work well with diverse, bilingual participants? Is translation support needed?
* Do they have references and/or documented feedback that speaks to the quality and effectiveness of their work?

Please Note: When information regarding a provider’s track record is lacking, a group may prefer to negotiate a preview or introductory engagement before committing to a longer-term support role. For example, if multiple TTA sessions are proposed, members may opt to commit to only 1-2 as a starting point and formally assess results before moving forward.

**Additional Best Start Compton-East Compton Recommendations**

* The preparation and presentation of training proposals by providers should be provided at no cost to the Community Partnership.
* All trainings and technical assistance should include a formal evaluation process, including feedback forms that are completed by participants/recipients.
* Evaluation feedback should be reviewed by the Leadership group on a regular basis to promote accountability and provide opportunities to identify/address needed improvements.
* If an issue regarding the delivery or quality of training/technical assistance arises, providers will be asked to meet with either the Leadership Group or the appropriate work group to determine options for resolution and the feasibility of moving forward.