

Success Story: State Technical Assistance Systems in West Virginia



ADMINISTRATION FOR
CHILDREN & FAMILIES



National Center on Child Care Professional
Development Systems and Workforce Initiatives (PDW Center)
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WHAT

Professional development (PD) includes training, education, *and* technical assistance (TA). TA includes coaching, mentoring, consultation, and career advising. Cross-sector State/Territory TA systems support the early childhood (EC) and school-age (SA) workforce to improve practice and increase program quality.

WHY IT MATTERS

- The delivery of high quality TA paired with training and/or education is a promising strategy that can strengthen provider practices and result in program improvement and better child outcomes
- Effective cross-sector State/Territory TA systems can improve TA professionals' competencies, the PD system capacity, and the workforce's access to PD

HOW IT CONTRIBUTES TO MEANINGFUL CHANGE FOR PROVIDERS

TA can help providers translate theory and content knowledge into effective practices and increase job satisfaction

WEST VIRGINIA'S STORY:

During 2013, West Virginia participated in intensive TA from the PDW Center to build and strengthen its State TA system. During this process, West Virginia expanded a cross-sector workgroup, developed specific TA system goals and outcomes, and worked through a continuous quality improvement process. West Virginia revised its TA professional knowledge and competencies to ensure that they: 1) applied to all EC and SA settings and sectors; 2) addressed competencies related to planning for and assessing change; and 3) included professional dispositions. West Virginia also reformatted these knowledge and competencies into a self-assessment tool to support ongoing PD planning for TA professionals.

Cathy Knox, Training Team Supervisor, for Child Care Resource Center explains how the new document is supporting TA work with child care centers, "West Virginia's PD team has used the cross-sector TA competencies with child care center staff to encourage two-way communication and to help child care centers recognize, acknowledge, and build upon the abilities and contributions of staff."

West Virginia adopted language from, *Early Childhood Education Professional Development: Training and Technical Assistance Glossary* (NAEYC & NACCRA, 2011) to ensure alignment with national standards and terminology. West Virginia's next steps include: 1) publication of the revised knowledge and competencies document; 2) implementation of the standards and competencies into the State's quality rating and improvement system TA services; and 3) alignment of ongoing PD for TA professionals with the knowledge and competencies.

West Virginia's work on its TA knowledge and competencies extends beyond the State as it supports reciprocity of TA standards and PD delivered across State lines. To support regional reciprocity, West Virginia shared their revised knowledge and competencies document with ACF Region III States.