



Planning

Logic Models (General TA):

An SEA PD Coordinator requested assistance with training evaluation. PDP staff arranged to meet with the coordinator during a CDC DASH-sponsored event. PDP staff collaborated with the DASH evaluation team to identify resources that were shared with site staff. After the meeting, several conference calls were conducted with the site, the PDP staff, and the DASH evaluation team to develop a logic model for the site's PD work.

Logic Models (General TA)

An SEA PD Coordinator applied for a competitive PDP TA visit to assist with the creation of a logic model, but was not awarded the competitive visit. As a result, the PDP staff, along with the DASH evaluation team, contacted the site and provided TA through a series of conference calls. Over a period of several months, the site developed a working logic model.

Strategic Planning/Collaboration (TA Visit):

Two SEA PD Coordinators requested assistance in developing an agenda for a meeting of a multi-state collaborative meeting. The collaborative had been meeting and sharing professional development resources, and was interested in becoming more strategic in their work together. The collaborative group submitted an application and was awarded a non-competitive PDP TA visit. PDP staff participated in several planning conference calls with the collaborative members to assist in the development of the TA visit objectives and agenda. The PDP TA Visit was then held.



Infrastructure

Cadre Development (TA Visit):

An SEA PD Coordinator has an established cadre of very dedicated regional health education specialists who serve as resource specialists to local districts. The PD Coordinator called the PDP and requested assistance with building the capacity of that team to conduct trainings. Previously, the PD Coordinator had been responsible for conducting all HIV trainings but no longer had time. It made more sense for the resource specialists to deliver the trainings, but not all of them had training experience or expertise. The PDP staff conducted an on-site TA visit to help the PD Coordinator create a trainer development plan. The plan included the design of a trainer development manual, a Training of Trainers event, a mentoring program, and training design assistance.

Planning for Trainings (General TA):

An LEA PD Coordinator requested help with the creation of a staff development plan regarding a new curriculum for health teachers. The PD Coordinator wanted assistance in determining what trainings should be offered, the timing of the trainings, and the training topics. The PDP staff worked with the site via conference calls and emails to determine a process for the creation and implementation of the training plan.



Design

Training Design – CSHP (General TA):

A CDC DASH Project Officer called and requested assistance for an SEA site. The SEA PD Coordinator had contacted the project officer for information concerning Coordinated School Health trainings. The SEA site was planning a summer institute, and was interested in training designs for Coordinated School Health awareness sessions. PDP staff called the site PD Coordinator, discussed the history of the site's summer Institute, and identified the specific needs related to planning the next event. The PD Coordinator was put in contact with key personnel from another state whose staff members had been doing successful Coordinated School Health awareness sessions.

Training Design – HIV Prevention (TA Visit):

An SEA PD Coordinator requested help with the planning of a statewide HIV Prevention Institute. The site applied for a non-competitive PDP TA visit, which was approved by the CDC DASH. PDP staff spent one day assisting the committee in drafting a three-day agenda and creating action steps for planning the Institute. Follow-up phone calls and email communications were used to continue the planning process.

***i* Market**

Marketing Plan (TA Visit):

An SEA PD Coordinator requested that PDP staff facilitate a process to develop a marketing component for their site's PD plan. The PD Coordinator applied for and was awarded a competitive PDP TA visit. During the TA visit, the group wrote marketing objectives and crafted HIV prevention messages for both their internal department of education audience and for an audience of external constituents. They also created marketing strategies and action steps for both audiences.

Marketing Slogan (General TA):

An NGO PD Coordinator sent an email request for assistance with the site's PD marketing efforts. The PD Coordinator was interested in developing a marketing slogan and also asked for examples of marketing materials that her team could use to spark some creative ideas. PDP staff shared an activity used by the PDP marketing consultant that helped the team brainstorm and then develop a catchy slogan. PDP staff also referred the PD Coordinator to the *PDP Marketing Toolkit* found on the PDP website and to the specific pages that 1) outline steps for developing a marketing plan and 2) showcase several examples of marketing materials. In addition, the PDP team sent several examples of RMC and PDP marketing materials that are used with various target groups to market PD services.

***i* Deliver**

Action Planning (General TA):

An NGO PD Coordinator requested assistance with learning best practices in action planning. This NGO project involves the maintenance of a national cadre of trainers but the trainers did not have access to a consistent action-planning instrument and had not been trained on effective processes for action planning. The PDP team studied the curriculum and training design used by the NGO project trainers, and then provided several print resources on effective action planning as well as three action planning templates that were congruent with the training objectives and training participant expectations. PDP staff also provided a brief skill-building session on action planning for the cadre.

Training Design/Conflict Management (General TA):

An NGO site requested help with agenda development for a group of constituents who were in conflict. Two of the members of the group had a low trust level and were blocking the ability of the group to move forward. PDP staff set up a conference call and helped the NGO PD Coordinator design the meeting agenda, recommending activities and facilitation strategies specifically designed to build trust and community. PDP staff sent the strategies in written form to the NGO PD Coordinator.

Coaching/Mentoring (TA Visit):

An NGO collaborative group requested PDP assistance in the design and delivery of their training event. To assist in the "delivery" portion of the TA request, a PDP team member traveled to the training site and acted as mentor and coach during the delivery of the three-day event. The training team and PDP staff member took part in a pre-training meeting prior to the event and developed a plan for feedback. After each training day the group debriefed and the PDP staff member gave feedback and suggestions.



Follow-up Support

Follow-Up Support (General TA):

An SEA PD Coordinator requested help with follow-up support technical assistance. The specific request was for a list of recommended types of follow-up support, with cost estimates and information about time intensity for each. PDP staff developed a follow-up support continuum that lists a variety of follow-up strategies and categorizes them (loosely) by time and cost intensity. The continuum was sent to the PD Coordinator, along with several follow-up support strategy protocols.

Follow-Up Support through Distance Learning (General TA):

An NGO PD Coordinator requested assistance with planning long-term follow-up support via distance learning, specifically using webinars. PDP staff worked with the PD Coordinator and other project staff on agenda design, action planning, interactivity and other effective webinar practices. The PDP and site staff continued to engage in several phone calls over many months to debrief the conducted webinars and to troubleshoot difficulties site staff experienced during the process.



Evaluate

Training Evaluation Instruments (General TA):

An SEA PD Coordinator requested assistance with training evaluation. The specific request was for effective evaluation instruments to use at the end of a training event. PDP staff contacted the CDC DASH evaluation team to alert them to the request. PDP staff sent three training evaluation examples and included pre/post and post-training examples. PDP staff also recommended Tom Guskey's book *Evaluating Professional Development*, and suggested the PDP and CDC DASH SERB websites as resources.

Identifying Instruments (General TA):

An LEA PD Coordinator called with questions about data collection and reporting for the *DASH Indicators for School Health Programs*. After determining the site's specific needs, PDP staff emailed sample instruments for data collection to the coordinator. PDP staff also emailed information on an electronic tracking and reporting system along with information on training that is available from the PDP for that system.

Needs Assessment (TA Visit):

An LEA PD Coordinator requested assistance with aligning the site's current HIV work plan to meet the requirements of their CDC DASH technical review and also with building the site's capacity to implement the *CDC DASH Six Strategies for Professional Development*. A TA Visit was approved and two PDP staff members met with the LEA team members and began with an analysis of data to help determine their needs in developing an overall professional development plan for HIV prevention education. The PDP team also facilitated a self-assessment exercise to determine the site's current capacity to implement the *CDC DASH Six Strategies* and helped the site to develop action steps.