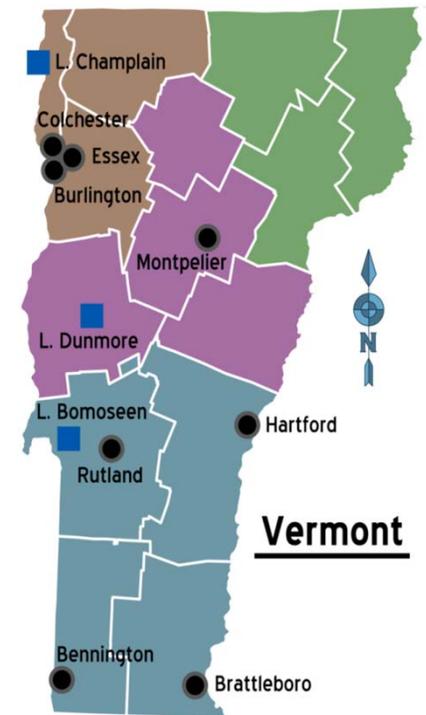


# M.A.T.C.H.

**Mentoring, Advising, Teaching,  
Coaching, Consulting, Helping**

A work in progress in **Vermont**



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## The goal of the workshop

Share **models** and **challenges** integrating mentor, coaching and consulting **roles and services**, into a statewide professional development system.





## As a result of this workshop

-  **be aware of the process, elements and results to date in Vermont's process**
-  **share models and progress in your own states related to mentor, coach and consultant integration;**
-  **identify resources and models in other states that address integration of mentoring, consultation and coaching**

# What are we talking about



❖ Definition: “relationship – based”- NCCIC 2009

“Various professional development approaches that use **relationships to foster change** and facilitate quality mentoring, consultation and technical assistance” and

“...designed to **link highly skilled** early care and education *and afterschool* professionals **with less experienced or skilled** providers to **increase staff effectiveness, improve program quality, and support positive outcomes for children.**”

# What are we talking about in Vermont?



## ❖ Definitions from NAEYC /NACCRRA 2012

### Technical assistance

#### Mentoring

#### Coaching

#### Consultation

- to programs or professionals
- in early childhood and afterschool settings

# What does your state call it and why?

Professionals who provide :  
**technical assistance**  
**consultation,**  
**coaching,**  
**advising,**  
**mentoring**



.....to programs or individuals

.....in early childhood and afterschool settings

# A little VT history



- **2009-2010 “One to One committee”**
  - What are we talking about and who is doing it and how?
  - What can we learn from other states, research and from Vermonters?
  - What is quality and how we ensure it?
  - What are the benefits?
  - How can we integrate it into the PD system?
  - What do we call it?

## **RESULTS:**

- **M.A.T.C.H. is born!** 
- **Identified common purpose, benefits, and definitions**
- **Identified need for a Registry, common language and standards, and support for development of mentors, coaches and consultants**

## What **ARE** and are **NOT** MATCH services

<b>ARE</b>	<b>ARE NOT</b>
<b>Individual support and guidance</b>	<b>Group training or course</b>
<b>Guidance, information, problem solving to support the program or individual to meet their own goals</b>	<b>Evaluation or testing of programs or individuals</b>
<b>Professional to professional support</b>	<b>Professional to parent support Staff supervision</b>
<b>Done by professionals paid to do this specific work</b>	<b>Friends supporting each other Part of the job of an administrator</b>

## Who MATCH professionals serve (clients)

	Early Childhood	Afterschool
<b>Programs or Services</b> <ul style="list-style-type: none"><li>• child care homes</li><li>• programs in centers and schools</li><li>• Service programs for families</li></ul>		
<b>Professionals</b> <ul style="list-style-type: none"><li>• staff</li><li>• teachers</li><li>• administrators</li><li>• students</li><li>• home visitors</li></ul>		

**MATCH professionals** have **diverse knowledge and skills** useful to early childhood and afterschool professionals and programs



...and **share a common set of skills and knowledge** that effectively guide professionals to meet their goals

# **MATCH Knowledge and Competencies**

- I. Standards, Resources and Systems**
- II. Ethical Guidelines and Professionalism**
- III. Effective Communication**
- IV. Relationship Building**
- V. Facilitating Growth**

The **common knowledge and skills** of mentors, coaches and consultants working in early childhood and afterschool fields

# How does your state define mentoring, coaching, consultation services and requirements?

technical assistance  
consultation,  
coaching,  
advising,  
mentoring

.....to programs or individuals

.....in early childhood and afterschool settings



# A little more VT history



## 2010-13

- **MATCH Knowledge and Competencies** drafted and tested
- Defined **components of the system**:
  - Outreach
  - Evaluation
  - Registry
  - Competencies/Training
  - Integration
- Drafted **MATCH Registry** elements
- Created a **logic model** defining components and goals
- Supported a **one day training** for mentors, coaches, consultants



## What is MATCH now

- Vermont's term for a **system** that networks and helps the development of mentors, coaches and consultants in order to....
- increase consistent **access to quality mentoring , coaching and consulting services** for early childhood and afterschool professionals and programs, as part of the professional development system in Vermont.
- **Resulting in quality programs and professionals** who are able to cultivate and support the optimal development and health of children and their families.

# Where we are now ....



## 2013-16

- **MATCH Knowledge and Competencies** printed and used
- Using a **Results Based Accountability Model** to ID evaluation questions and indicators
- 2014 supported 15 hour hybrid training for mentors, coaches, consultants and **planning collaborative ongoing training**
- **Define MATCH Registry and Planning launch 2016**
- Action Plan in use to develop **components of the system:**



# Terms about MATCH

**MATCH system** creates

- common language and space
- evaluates services , trends and recommends changes
- works toward ever greater integration and quality

**MATCH Organizations** host MATCH professionals and contribute to the MATCH System development

**MATCH Professionals** are paid mentors, coaches, consultants

**Clients** are individuals or programs that receive services from MATCH professionals

**MATCH Tools:** MATCH Registry, MATCH Knowledge and Competencies, MATCH tool box, MATCH training...

# Components of the MATCH system

## 1. Core Knowledge areas and competencies for MATCH professionals with related Training

- Self- assessment based on competencies used in registry, staff orientation, planning, etc.
- Training based on identified MATCH Knowledge and Competency
- Shared language, standards for professionals
- Tool box of Resources that support competence

## 2. Integration of MATCH into the professional development system

- Recognized in QRIS, Program Licensing regulations, Career Ladder
- Linked to funding
- Recognized and valued
- Consistent quality and training of MATCH professionals
- Access, Maintenance, and sustainability of system

# ...Components of the MATCH system

## **3. MATCH Registry (aligned with Instructor Registry)**

- Identify and recognize qualified MATCH professionals
- Search for qualified MATCH professionals
- Collect data on MATCH professionals

## **4. Outreach**

- Launch and use of MATCH Knowledge and Competencies
- Launch and use of Registry
- Creation and launch of toolkit and other resources for MATCH professionals and MATCH organizations

## **5. Evaluation**

- RBA framework with indicators
- Regular collection of data and ongoing evaluation and analysis
- Leads to system change

# MATCH Evaluation Categories

- Availability and Effectiveness of MATCH Systems Support
- Professionals' Effectiveness and Satisfaction in MATCH Role
- Clients' Satisfaction with MATCH Services
- Changing Professionals' and Clients' Practices
- Sustainability of MATCH System Efforts
- Improving Early Childhood/After School Staff and Program Quality

# What are the elements you address to integrate mentors, coaches, consultants into professional development systems?

- in the workforce Registry?
- in program Licensing Regulations?
- in QRIS requirements?
- as criteria for Career Certificates?
- How is financial support for mentors, coaches, consultants provided? Is it sustainable?
- Is there continuity of standards, training, common language among mentors, coaches, consultants?
- Is there continuity of access and quality for clients?
- Is mentoring , coaching consultation part of system evaluations?
- Other....





## In this workshop we

-  **became aware of the process, elements and results** to date in Vermont's process
-  **shared models and progress in your own states** related to mentor, coach and consultant integration;
-  **identified resources and models in other states** that address integration of mentoring, consultation and coaching

# Thank you!



For more information-  
<http://northernlightscdc.org>