

Professional Development for Technical Assistance Providers: State Examples and National Resources



ADMINISTRATION FOR
CHILDREN & FAMILIES



National Center on Child Care Professional
Development Systems and Workforce Initiatives (PDW Center)
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Many States/Territories are developing or enhancing their technical assistance (TA) systems by focusing on effective and efficient delivery of TA to improve program quality, enhance classroom practices and child outcomes, and support movement along a career pathway. State/Territories continue to establish TA standards, such as qualifications and specialized knowledge and skills. They are also exploring capacity of and access to professional development (PD) opportunities and other supports for TA professionals.

This resource provides State examples of PD opportunities for early childhood (EC) and school-age (SA) TA professionals as well as related national resources. The table below lists specific State examples of PD approaches for TA professionals and includes links to these examples within this resource.

Pre-Service Training and Requirements	In-Service and Ongoing Supports	Self-Reflection and Individual PD Planning Tools
<ul style="list-style-type: none"> ■ California Early Childhood Mentor Program ■ Delaware Institute for Early Childhood Excellence: Technical Assistants Individualized PD ■ Georgia TA Specialist Portfolio ■ Montana Early Childhood Project: Professional Development Framework for Specialists, Trainers, Instructors ■ South Carolina TA Provider System 	<ul style="list-style-type: none"> ■ University of Colorado Denver: Early Childhood Coaching Certificate ■ Illinois Network of Child Care Resource & Referral Agencies: Leaders in Quality ■ Montana Early Childhood Project: Professional Development Solutions ■ Nebraska Department of Education Early Childhood Training Center: Early Childhood Coach Training 	<ul style="list-style-type: none"> ■ New Hampshire Early Childhood Credential Application ■ Pennsylvania General Core Competencies for Relationship-Based Technical Assistance Self-Assessment Checklist ■ Vermont Mentoring Advising Teaching Coaching/ Consulting Helping (M.A.T.C.H.) Self-Assessment

Related national resources provided after the State examples include:

- A national pre-service example;
- A national core knowledge and competencies example;
- National resource collection examples; and
- Sample national research and reports.

STATE EXAMPLES

PRE-SERVICE TRAINING AND REQUIREMENTS EXAMPLES

Program & Target Audience	Description	Content Covered
<p>California Early Childhood Mentor Program</p> <p>http://www.ecementor.org/whatWeDo.html and http://www.lavc.edu/child_development/CD_65_Syllabus.doc</p> <p>Target Audience: Mentors</p>	<p>The program recruits teachers who:</p> <ul style="list-style-type: none"> ■ Have worked at least two years in an EC classroom or family child care home; ■ Have completed a college EC training program that included a supervised teaching course; and ■ Are eligible for the Master Teacher level, or above, of the California Child Development Permit. <p>In order to apply, teachers must complete a course in adult supervision skills and classroom evaluation, offered by participating community colleges.</p> <p>Upon completion of the course, these teachers may submit an application that includes information on:</p> <ul style="list-style-type: none"> ■ Educational background and experience; ■ A personal statement; and ■ A self-evaluation of their classrooms using one of the Harms and Clifford rating scales (ECERS-R, ITERS-R, SACERS, or FCCERS-R). <p>A Selection Committee composed of instructors from the community college and teachers, directors and others from the child development community reviews the applications and evaluates the applicants' classrooms using the Rating Scales.</p> <p>After Mentors are selected, the practicum instructor places student teachers in the Mentors' classrooms.</p>	<p>The example content is from the Los Angeles Valley Community College.</p> <p>Course Description: A study in methods and principles of supervising teachers and student teachers in EC classrooms. Emphasis is on role of experienced EC educators who function as mentors to teachers while addressing needs of children, parents, and other staff.</p> <p>Syllabus: Weekly topics—10 week class</p> <ul style="list-style-type: none"> ■ Course Overview, Requirements, Introduction to Mentoring, and Resumes ■ California Early Childhood Mentor Program: Mentors/Supervisors in EC Programs, Their Roles and Responsibilities ■ Developmental Dynamic: Mentors/Supervisors, Mentees/Staff and the Work Place. Developing your philosophy statement. ■ Evaluating Program: Environment Rating Scale ■ Continue Environment Rating Scale training. Mentor/Supervisor Development and Staff Development ■ Observation and Conferencing; Communication ■ Evaluating Staff ■ Staff Development and Training ■ Special Issues: Diversity, Morale, and Reflection ■ Final: Oral Summary of Staff Development

Program & Target Audience	Description	Content Covered
<p>Delaware Institute for Early Childhood Excellence, Technical Assistants Individualized PD</p> <p>http://www.dieec.udel.edu/technical-assistant</p> <p>Target Audience: TA Providers</p>	<p>Mentors concurrently participate in a variety of activities for their ongoing professional development, including:</p> <ul style="list-style-type: none"> ■ Monthly in-service training seminars; ■ The mentor institute; and ■ Public speaking engagements. <p>Technical Assistants are defined as those who facilitate positive change through relationship-based professional development for individuals and/or small groups. This professional development may include one or more strategy to facilitate continuous growth. Throughout the relationship, technical assistants may facilitate or link individuals or groups to formalized group professional development and/or create Communities of Learning around specific topics or content areas.</p>	<p>Pre-service/Qualifications</p> <ul style="list-style-type: none"> ■ Education Requirements: Minimum BA/BS in EC, EE or related field with 15 EC/EE credits or equivalent professional development ■ Experience with Children/Youth: Minimum 3 years ■ Experience Supporting Adult Learners: Minimum 60 contact hours ■ Professional Development Requirements: 15 hours basic adult learner training, 5 hours reflective practice training, and 5 hours evaluating outcomes training ■ Approval Period: 5 years <p>Quality Assurance</p> <p>Institute data collection and reporting; evaluation rating; observation assessment; professional growth activity report; reflective summary report.</p> <p>Renewal</p> <p>Actively participating in the formalized system; complete 15 clock hrs./CEUs in EC, EE or related topic; submit two letters of support; participate in bi-annual Institute meeting; satisfactory quality assurance results</p>
<p>Georgia Technical Assistance Specialist Portfolio</p>	<p>The TA Specialist portfolio is a performance-based assessment of competency and leads to the third level of the Georgia Technical Assistance Professional Designation, the Early Childhood Technical Assistance Specialist.</p>	<p>The Portfolio includes evidence that represents field work and demonstrates proficiency in selected competencies across the seven Technical Assistance Provider Roles as outlined in the Georgia Early Care and Education Professional Development Competencies for the Technical Assistance Provider document.</p>

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<p>https://www.training.decal.ga.gov/bfts/resources.do?action=download&id=45</p> <p>Target Audience: TA Providers</p>	<p>The purpose of the portfolio is to provide tangible evidence of TA that reflects competence and best practices. It provides a means to evaluate the proficiency of TA practices.</p>	<p>The evidence should meet the following guidelines:</p> <ul style="list-style-type: none"> ■ Submission of seven portfolio entries, one per Technical Assistance Provider Role. Each entry must represent a minimum of two competences for that role (each Role has 4 to 7 competencies). One portfolio entry can include one or more pieces of evidence that tells the “story” of the ongoing TA process and follow up. ■ A Portfolio Entry Cover Sheet for each portfolio entry that includes: <ul style="list-style-type: none"> ● TA Role ● TA Competency(ies) ● List of Evidence (If multiple pieces of evidence are used include a description of the relationship between the pieces of evidence) ● Description of Evidence ● How the evidence is used to support the competency ● Explanation in detail of the process used to guide action and follow up as it relates to the entry ● Explanation of the Technical Assistance Provider has used reflective practice to modify, adapt or improve technical assistance. Include a description or any innovative strategies used.
<p>Montana Early Childhood Project Professional Development Framework for Specialists, Trainers, Instructors</p>	<p>The Montana Early Childhood Project (ECP) created this framework for professionals that develop and facilitate training throughout Montana. Professionals may apply to ECP for approval as a PD Specialist (PDS - there are three levels) and/or as a Specialty Trainer. The framework details required qualifications, additional application requirements, and required experience in adult learning and/or coaching.</p>	<p>Qualifications</p> <ul style="list-style-type: none"> ■ All levels: Must be at least 18 years of age ■ PDS I: At least a current Level 4 on the Career Path, Training Basics (this course requires 12-24 hours of training experience) OR equivalent Adult Education training/coursework ■ PDS II: At least a current Level 5 on Career Path, Adult Learning I* and Training Basics (this course requires 12-24 hours of training experience) OR

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<p>http://mtecp.org/pdfs/Training/final%20PDS%20framework%20.pdf and http://mtecp.org/pdfs/Training/final%20PDS%20framework%20.pdf</p> <p>Target Audience: PD Specialists, Trainers, Instructors</p>		<p>equivalent Adult Education training/coursework</p> <ul style="list-style-type: none"> ■ PDS III: At least a current Level 6 on Career Path Adult Learning I and II* OR equivalent Adult Education training/coursework ■ Specialty Trainer: Education or training that leads to expertise in a specific profession (i.e., accountant, firefighter, nutritionist, occupational therapists, counselors, etc...) <p>Additional Application Requirements</p> <ul style="list-style-type: none"> ■ All Levels: Two References (checklist on file), Signed Code of Ethical Conduct: Supplement for EC Adult Educators ■ PDS I: Resume (must include a list of a minimum of 12 hours of previous training experience stating title, sponsor, date and hours) ■ PDS II & III: Resume (must include a list of previous training experience by title, sponsor, date and hours in the last 5 years) ■ Specialty Trainer: Exempt <p>Experience in Adult Learning and/or Coaching</p> <ul style="list-style-type: none"> ■ PDS I: Must have at least 10 hours of supervised training with an Oversight Trainer. Identified Oversight Trainer must be a PDS II or III. ■ PDS II: Trainer must be a PDS II or III Must be able to document 30 hours of training experience OR the teaching of 2 semester college credits (30 hours) ■ PDS III: Must be able to document 60 hours of training experience OR the teaching of 4 semester college credits (60 hours) ■ Specialty Trainer: Exempt

Program & Target Audience	Description	Content Covered
<p>South Carolina Technical Assistance Provider (TAP) System</p> <p>http://sc-cccd.net/pdfs-docs/TAP/SC_Early_Care_Ed_Tech_Assist_Sys.pdf</p> <p>Target Audience: TA Providers</p>	<p>The TAP System outlines a distinct statewide process designed to document specific qualifications of TA providers who provide quality enhancement support to early care and education programs.</p> <p>To assure consistency of core knowledge statewide, academic credit courses have been identified that focus on development, curriculum, guidance, and the health and safety of infants, toddlers, and preschool children. Additional courses on program administration for directors and administrators have also been identified.</p> <p>The TAP System partners actively recruit individuals with a variety of EC experiences and knowledge to become Certified Technical Assistance Providers. Each partner provides oversight, support, and training for Certified Technical Assistance Providers in their employ and facilitates their use of the reporting system. They also support PD opportunities for the SC Certified Technical Assistance Providers, so that they can most effectively deliver TA.</p>	<p>An Oversight Trainer is a PDS II or III, and will also be named on the Training Approval Application. They are accountable for quality assurance for the training event.</p> <p>The Oversight Trainer will be responsible for working with the PDS I as they prepare for the training and process the evaluations and offer feedback to the PDS I. They may attend the training event.</p> <p>Training Evaluated in Lieu of College Course Credit Any in-depth training on an EC topic area that is not designed specifically for parents and is conducted by a nationally recognized organization will be considered for replacement of core early care and education hours after the applicant has documented at least six core early care and education academic hours.</p> <ul style="list-style-type: none"> ■ Training with at least 15 contact hours = 1 hour credit ■ Training with at least 30 contact hours = 2 hours credit ■ Training with at least 45 contact hours = 3 hours credit <p>The following courses have been evaluated according to the guidelines listed above. This is not an exhaustive list. Any training that meets the guidelines may be submitted for evaluation.</p> <ul style="list-style-type: none"> ■ Child Development Associate (CDA) Credential™ ■ Creative Curriculum ■ ECERS or ITERS ■ Program for Infant Toddler Care (PITC) ■ High Scope ■ Parents As Teachers ■ Preventing Child Abuse and Neglect (PCAN) ■ Program Administration Scale

IN-SERVICE AND ONGOING SUPPORTS EXAMPLES

Program & Target Audience	Description	Content Covered
<p>University of Colorado Denver: Early Childhood Coaching Certificate</p> <p>http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/CPE/Learn/Certificates/Pages/EarlyChildhoodCoaching.aspx</p> <p>Target Audience: Coaches</p>	<p>The Early Childhood Coaching Certificate is offered by the University of Denver in collaboration with the Colorado Coaching Consortium. The certificate requires three college courses that equal 9 total credit hours. The first course can be applied to the University of Colorado at Denver's master's degree in EC education as an elective.</p>	<p>The courses are based on the Colorado Coaching Competencies. The series of coursework is designed to strengthen and enhance an EC professional's coaching practices through building the professional's foundational coaching skills, practical hands-on experiences, peer networking, reflection, and self-awareness.</p> <p>More information about the Colorado Coaching Consortium and the Colorado Coaching Competencies can be found here: http://www.cocoaches.net/.</p>
<p>Illinois Network of Child Care Resource & Referral Agencies (INCCRRA): Leaders in Quality</p> <p>http://www.inccrra.org (program information is accessible to INCCRRA members)</p> <p>Target Audience: Leaders, Mentors, Coaches</p>	<p>Leaders in Quality is a leadership development program dedicated to recognizing and growing emerging leaders within the CCR&R system. INCCRRA designed Leaders in Quality to instill advanced principles of leadership and train participants in practical leadership skills.</p>	<p>Leaders in Quality encourages individual growth and provides resources for participants to use in mentoring, coaching, and leading other staff. The program offers a two-year program consisting of retreat-style training, self-directed online learning projects, collaborative learning cohorts, and on-going support.</p>

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<p>Montana ECP: Professional Development Solutions</p> <p>http://mttcp.org/pubs.html</p> <p>Target Audience: PD Specialists</p>	<p>The Montana ECP provides the Professional Development Solutions publication specifically for PD Specialists. This bi-monthly e-newsletter is focused on effective adult learning practices.</p>	<p>Professional Development Solutions offers tips and suggestions for effective, quality instruction and facilitation. Topics covered include:</p> <ul style="list-style-type: none"> ■ Designing effective PD ■ Acknowledging the change process ■ Maximizing adult learning ■ Promoting active learning ■ Promoting life-long learning
<p>Nebraska Department of Education (NDE) Early Childhood Training Center: Early Childhood Coach Training</p> <p>http://www.education.ne.gov/oec/elc.html and http://www.education.ne.gov/oec/coach.html</p> <p>Target Audience: Coaches</p>	<p>Early Childhood Coach Training is a three day training developed through the NDE Early Childhood Training Center. The training focuses on the developing communication skills, honoring diversity, and building skills that support adult learners.</p> <p>Coaches develop skills that encourage learners to reflect, problem-solve, and create plans for improvement. Joint plans are created with the adult learner through a coaching cycle of observation, reflection, and feedback.</p>	<p>The training is built on these foundational principles:</p> <ul style="list-style-type: none"> ■ Appreciation for and responsiveness to cultural and linguistic diversity ■ Coaching is a co-equal partnership ■ Adults have a set of values, beliefs, and strategies ■ Coaching occurs in the context of an agreed upon goal; has focus, and intentionality ■ Coaching is about building capacity and confidence of the learners ■ Coaches operate from a professional and ethical basis ■ Coaching is a process, with reflections desired in a supportive and safe environment; has a defined purpose that may intentionally change over time ■ Coaching, to be effective, requires mutual agreement

SELF-REFLECTION AND INDIVIDUAL PD PLANNING TOOLS EXAMPLES

Program & Target Audience	Description	Content Covered
<p>New Hampshire Early Childhood Credential Application</p> <p>http://nhccrr2102.tempdomainname.com/wordpress/wp-content/uploads/2012/09/2012-NH-Early-Childhood-Professional-Development-System.pdf</p> <p>Target Audience: Mentors, Program Consultants</p>	<p>New Hampshire’s PD system includes credentials for Individual Mentors and Program Consultants. Part of the credential application includes an individualized PD plan (see Form A).</p>	<p>The application includes a list of reflective questions, plus a chart to set goals, plan specific activities to reach that goal, and a list of resources to achieve the goal.</p>
<p>Pennsylvania General Core Competencies for Relationship-Based Technical Assistance Self-Assessment Checklist</p> <p>http://www.pakeys.org/uploadedContent/Docs/PD/PQAS/TA%20competencies.pdf</p>	<p>The Pennsylvania Keys to Quality, the support system for the State’s QRIS, PD system, and other programs, developed this self-reflection tool based on core competencies for relationship-based TA, and an individual professional development plan to record education to achieve goals.</p>	<p>A column is provided for TA providers to assess their abilities in the competency areas at one of three levels: B= Beginning; D=Developing; P=Proficient.</p> <p>TA providers record the professional development activity and date completed for each content area:</p> <ul style="list-style-type: none"> ■ Professionalism ■ Principles of Adult Learning ■ Building Relationships ■ Assessment and Planning ■ Communication ■ Change Process

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<p>Target Audience: TA Providers</p>		<p>TA providers then use the form to conduct a self-reflection on the PD activities that includes how it has affected his or her growth.</p> <p>Finally, TA providers answer the following question: What outcomes have been achieved as a result of the professional development?</p>
<p>Vermont Mentoring Advising Teaching Coaching/ Consulting Helping (M.A.T.C.H.) Self-Assessment</p>	<p>The Vermont Northern Lights Career Development Center, the State PD system, developed this tool to rate the level of competency in the M.A.T.C.H. knowledge and related professional competencies.</p>	<p>Organized by knowledge and competency areas:</p> <ul style="list-style-type: none"> ■ Standards, resources, and systems; ■ Ethical Guidelines and Professionalism; ■ Effective Communication; ■ Relationship Building; and ■ Facilitating Growth. <p>Each section includes a list of competencies, a rating (new, developing, solid), an area for notes, and an example of the competency.</p>
<p>http://northernlightscdc.org/wp-content/uploads/2012/08/7-12-MATCH-competencies-and-SA.pdf</p>		
<p>Target Audience: Mentors, Advisors, Coaches, Consultants</p>		

RELATED NATIONAL RESOURCES

NATIONAL PRE-SERVICE EXAMPLE

Program & Target Audience	Description	Content Covered
<p>The Office of Head Start's Steps to Success</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/STS</p> <p>Target Audience: Early Literacy Mentors, Coaches, Program Administrators</p>	<p>The Office of Head Start's Early Childhood Learning and Knowledge Center hosts a number of resources for TA professionals including <i>Steps to Success</i>. <i>Steps to Success</i> is a dynamic, multi-media Instructional Design for Early Literacy Mentor-Coaches in Head Start and Early Head Start. The design emphasizes ongoing guided reflection and the use of research-based, age-appropriate caregiving and educational practices. It includes guides for facilitators of the pre-service training and manuals for TA professionals. The Instructional Design:</p> <ul style="list-style-type: none"> ■ Provides an overview and instructional video of the approach; ■ Offers facilitator-led peer discussions about the Instructional Design; ■ Helps TA practitioners refine their skills; ■ Increases TA practitioners' knowledge about effective interactions with other adults; ■ Provides video clips of actual practice along with brief instruction on why the practice is important; and ■ For each topic area, includes a self-assessment designed to enforce reflective TA practice. 	<p><i>Steps to Success</i> covers four topical units, each with a training facilitator guide and a TA professional manual:</p> <ul style="list-style-type: none"> ■ Building Relationships to Promote Child Literacy Outcomes ■ Observation of Staff and Analysis ■ Reflective Practice ■ Using Child Assessment Information to Guide Instruction

National Core Knowledge and Competencies Example

INFANT AND TODDLER CONSULTANT CORE KNOWLEDGE, COMPETENCIES, AND DISPOSITIONS

A Guide to Effective Consultation with Settings Serving Infants, Toddlers and Their Families: Core Knowledge, Competencies, and Dispositions defines the core knowledge, competencies, and dispositions for consultants working with EC programs and settings that serve infants, toddlers, and their families. The guide is a collaborative effort of the Administration of Children and Families Region I workgroups, composed of representatives from all six New England States and national TA providers and staff from the Region I Office of Child Care and Office of Head Start.

- Available at: http://www.acf.hhs.gov/sites/default/files/assets/2011_effective_consultation.pdf

National Resource Collection Examples

COACHING PRACTICES AND THE PRIMARY COACH APPROACH TO TEAMING PRACTICES

The Family, Infant and Preschool Program (FIPP) Center for the Advanced Study of Excellence (CASE) in Early Childhood and Family Support Practices provides a compendium of web-based journal articles, tools, how-to guides, and bibliographies on Coaching Practices and Primary Coach Approach to Teaming Practices in their CASEcollections. Resources include overviews of coaching characteristics; reference guides, checklists, and other tools; and brief tips and technique handouts.

- Available at: <http://www.fipp.org/case/casecollections.html>

PRACTICE-BASED COACHING

The Office of Head Start's National Center on Quality Teaching and Learning (NCQTL) provides multiple resources on practice-based coaching. Resources include an overview of the practice-based coaching model, a tip sheet, a research summary, and findings from a large-scale research demonstration project (Head Start CARES) which implemented a coaching model to support teachers' use of best practices for children's social and emotional development.

- Available at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html>

PYRAMID MODEL COACHING

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) provides various tools, materials, and resources for Pyramid Model coaches to use in their work. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a conceptual framework of evidence-based practices developed by two national, Federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning and TACSEI.

- Available at: http://www.challengingbehavior.org/communities/coaches_main.html

Sample National Research and Reports

Coaching as a Key Component in Teachers' Professional Development: Improving Classroom Practices in Head Start Settings examines the planning and implementation of the teacher coaching component of a research demonstration project in Head Start centers, with a discussion of lessons learned about coaching from the project.

- Citation: United States Administration for Children and Families; Office of Planning, Research and Evaluation. (2012). *Coaching as a key component in teachers' professional development: Improving classroom practices in Head Start settings*. (OPRE Report 2012-04). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.
- Available at: <http://www.researchconnections.org/childcare/resources/23066/pdf>

Early Childhood Mental Health Consultation provides an overview of early childhood mental health consultation and research examining the effectiveness of specific models.

- Citation: Center on the Social and Emotional Foundations for Early Learning. (n.d.). *Early childhood mental health consultation*. Nashville, TN: Author.
- Available at: http://csefel.vanderbilt.edu/documents/rs_ecmhc.pdf.

Making the Match: Culturally Relevant Coaching and Training for Early Childhood Caregivers explores how to provide effective training and coaching that addresses the cultural differences and diversity among early child care providers; particularly, family, friend, and neighbor (FFN) caregivers. The findings reported here suggest that coaching/training approaches and professional development programs are more likely to succeed when sensitively tailored to address the FFN caregivers' culture.

- Citation: Kruse, T. (2012). Making the match: Culturally relevant coaching and training for early childhood caregivers. *Early Childhood Research & Practice*, 14(2).
- Available at: <http://ecrp.uiuc.edu/v14n2/kruse.html>.

A Multilevel Analysis of Consultant Attributes that Contribute to Effective Mental Health Consultation Services summarizes a study of the relationship between attributes of mental health consultants (MHCs) and staff reports of improved child outcomes and of a positive relationship with the MHCs. It also includes a focus on whether those relationships are moderated by rural versus urban/suburban Head Start program status, based on data from 57 MHCs and 407 Head Start staff who responded to the Head Start Mental Health Services Survey.

- Citation: Allen, M., & Green, B. L. (2012). A multilevel analysis of consultant attributes that contribute to effective mental health consultation services. *Infant Mental Health Journal*, 33(3), 234-245.
- Available at: <http://www.npcresearch.com/Files/Characteristics%20of%20Effective%20Mental%20Health%20Consultation.pdf>.

Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems

examines State efforts to integrate providers of mentoring, coaching, and consultation technical assistance services into early childhood professional development systems, based on focus groups, an online survey, and individual interviews involving approximately 294 stakeholders.

- Citation: Young, B. (2012). *Strategic directions: Technical assistance professionals in State early childhood professional development systems*. Washington, DC: National Association for the Education of Young Children.
- Available at: http://www.naeyc.org/files/naeyc/TA_Professionals.pdf

Using Coaching to Provide Ongoing Support and Supervision to Out-Of-School Time Staff: Part 3 discusses the importance of and factors associated with success in providing ongoing support and supervision through coaching school-age care program staff.

- Citation: Burkhauser, M., & Metz, A. R. (2009). *Using coaching to provide ongoing support and supervision to out-of-school time staff: Part 3 in a series on implementing evidence-based practices in out-of-school time programs: The role of frontline staff*. (Publication No. 2009-06). Washington, DC: Child Trends.
- Available at: http://www.childtrends.org/wp-content/uploads/2009/02/Child_Trends-2009_02_11_RB_StaffCoaching1.pdf.