Welcome to the Pyramid Model Program-Wide Implementation Application for Cohort 3

Program-Wide Implementation of the Pyramid Model refers to a systemic effort within a program for Pyramid Model implementation to fidelity. It is the most effective way to change practice and support social and emotional development of children in your program. Program-wide implementation uses a systems-change model. This model requires a Program Leadership Team, which guides the implementation process to develop the infrastructure needed to implement Pyramid Model supports to staff and children within the classrooms, and supports provided to children and their families at home. Program-Wide Implementation ensures that programs are focusing on both the adoption of evidence-based practices and the development of the infrastructure to support the sustainability of the Pyramid Model practices. This level of implementation takes a great deal of commitment, time, effort and resources. Programs should consider implementation as a multi-year ongoing improvement process that will involve regular Leadership Team meetings as well as monthly data collection and analysis.

Your program can become a NYS Pyramid Model Implementation Program. Programs will be selected based the responses to this survey. Selected programs must send their Leadership Team (3-5 people) to the Pyramid Model 2-day Kick-Off Meeting in Albany, December 11-12, 2018. There is no registration fee to attend this Kick-Off Meeting, unfortunately travel expenses will not be covered. The goal of the Kick-Off Meeting is to prepare Leadership Teams for implementation of the Pyramid Model in their programs. Programs will be selected by the State Leadership Team's application review committee. If selected, programs will be notified by November 1, 2018.

There will be a *NYS Pyramid Model Implementation Readiness Webinar* on September 20th from 10am-12pm. If you would like to participate in the webinar before you apply, please register using this link. It will bring you to the event page and then you need to click "Register." After you register, you will receive an email from "messenger@webex.com" containing a Registration ID - you will need to save this information to access the webinar on September 20 at 10am.
If you have any questions about this webinar, please contact Vicki at vicki.robert@ccf.ny.gov.

Application due date: October 1, 2018 (SurveyMonkey submissions only, no paper submissions). Late applications cannot be accepted. To apply please complete all of the steps outlined in this survey.

If your program is not ready to implement right now don't despair, you can start by attending Pyramid Model module trainings. Pyramid Model trainers can accept EIP funds from eligible teachers and assistants. Pyramid Model module trainings in your area can be found here.

In summary, the dates to remember are as follows:

- NYS Pyramid Model Implementation Readiness Webinar September 20, 2018 from 10am-12pm
- This application for Cohort 3 is due by close of business October 1, 2018
- Programs will be notified by November 1, 2018
- 2-day Kick-Off Meeting in Albany December 11-12, 2018
- Leadership Teams will begin their implementation meetings in January 2019

If selected, what supports will you get from the New York State Pyramid Model Partnership?

The New York State Pyramid Model Partnership will:

- **Provide a Readiness Webinar (September 20, 2018) for interested Leadership Teams to learn more about what Program-Wide Implementation of the Pyramid Model looks like and to decide if applying at this time makes sense**
- **Conduct 2-day Kick-Off Meeting December 11-12, 2018 in Albany for accepted programs**
- **Provide a trained External Leadership Coach to support the Leadership Team locally for 8 Leadership Team Meetings**
- **Offer programs an opportunity to apply for funding to support the cost of the External Leadership Coach to work with the Leadership Team for 8 visits (approximately $4,000)**
- **Provide a list of Pyramid Model trainers who can train program staff on the Pyramid Modules (1, 2, 3, for both Infant/Toddler and Preschool); cost of these training sessions would be paid by your program or EIP if staff qualify for EIP scholarships, or with QSNY funds if applicable**
- **Provide TPOT Reliability Training, free**
- **Provide TPITOS Reliability Training, free**
- **Provide Introduction to Coaching Early Childhood Professionals (Practice Based Coaching) Training, free**
- **Provide Positive Solutions for Families Training, free**

Staff Readiness

In order for Pyramid Model Implementation to be successful, all staff must be willing participants. Everyone at the program must buy-in to the implementation process. Implementation is not a top-down approach. Please recognize that this approach requires a major commitment and takes time, effort, and resources to be successful.

Training is an important readiness component for implementing the Pyramid Model to fidelity. Although not all staff need to be trained prior to completing this application, staff should know enough about the Pyramid Model to make an informed decision prior to completing this application. Please ask all staff members to watch a short 9-minute presentation at <u>this link</u>. The video describes the essence of becoming a Pyramid Model Implementation site. Consider doing this at a staff meeting. After viewing the presentation, please poll all program staff using the paper/pencil survey available for <u>download here</u>.

Later in the application, we will ask for results of this staff poll. Please make sure to share the overview video and collect poll results before continuing.

Willingness to implement the Pyramid Model means that your staff agree to implement Pyramid Model strategies that focus on the adoption of the evidence-based practices. As an implementing program, you will develop an infrastructure to support the sustainability of the practices.

As an implementing program, the expectation is for staff to participate in the Pyramid Model Module trainings that are applicable to the program. Although we encourage participation in the training modules prior to attending the Kick-Off, we expect training will be completed as soon as possible after the Kick-Off. Pyramid Model Module training is a crucial piece to successful implementation. You can see a chart with all the modules on page 8 of this application, or find more information on page 15 of the NYS Program-Wide Implementation Guide found <u>here</u>.

Readiness Checklist

Programs must complete the following readiness checklist as part of the application to be considered for Pyramid Model Implementation Cohort 3 and must commit to have 3-5 individuals on the Leadership Team attend the 2-day Kick-Off Meeting in Albany. This checklist process is designed as a tool for self-reflection for programs to make informed decisions about participation. Please note that by checking a box next to an item you indicate your program's commitment to that element/part of the application. An application review committee will score the application to determine your programs's readiness for program-wide implementation of the Pyramid Model. The top applications will be selected for participation in Implementation Cohort 3. If programs are currently in enforcement action with OCFS they will not be considered at this time.

* 1. Program Information

Program Name	
Contact Name	
Contact Title	
Address	
City / Town, County	
Zip / Postal Code	
Contact Email Address	
Contact Phone Number	

* 2. Your program agrees to provide the following:

- ☐ Leadership Team Members (3-5 people defined later in this application) will attend the 2 Day Kick-Off Meeting in Albany on December 11-12, 2018.

- ☐ Leadership Team members will develop and update an Action Plan with their External Leadership Coach.

- ☐ Time for the External Leadership Coach to work with your Leadership Team for 8 visits, 2 hours per visit. The coaching would start after the Kick-Off Meeting in December.

- ☐ All Leadership Team Members will attend the 8 Leadership Team Meetings with the External Leadership Coach.

- ☐ Participate in required Data collection (defined later in this application).

- ☐ Use child assessment outcomes data in data-driven decision making with the Leadership Team.

- ☐ Program will set up an Aspire Organizational account.

- ☐ Program will encourage staff to join Aspire, the NYS Early Childhood Workforce Registry, if they are not already in Aspire as an individual.

- ☐ Provide support (financially pay for training, classroom coverage, etc.) for staff to attend Pyramid Module trainings for the ages they teach (Infant/Todder, Preschool, Parent Modules - about 20 hours of training).

- ☐ Use Benchmarks of Quality with the help of the External Leadership Coach at the start and end of the implementation year.

- ☐ Provide funding and resources to support the steps outlined in this application.

- ☐ If selected to participate, the program and its board of directors will sign a letter of commitment to all the points outlined above and in the content of this application.

- ☐ The program can commit to all items above EXCEPT the funding of the External Leadership Coach (approximately $4,000) for year 1. The program would need to apply for the External Coach stipend in order to participate.

- ☐ Commit to a 3-5 year Implementation Plan of the Pyramid Model strategies.

Comment if necessary

[   ]

* 3. Please choose the best-fit statement:

- ◯ The program can **only** participate if we receive a stipend to cover the cost of the External Leadership Coach (approximately $4,000)

- ◯ The program can participate without fiscal support

- ◯ Other (please specify)

[   ]

In addition to the previous check-list, here are some more items to consider.

Teachers and staff in implementing classrooms will need to be trained on 3 Modules for the age group they serve. There are 3 Modules for both Preschool and Infant/Toddler Classrooms - each Module is a full day of training. Module training onsite costs about $1,000 a day for full staff training (20-80 participants). Staff do not need to be fully trained prior to the 2-day Kick-Off, but the module trainings should be planned for the beginning of Implementation Year 1.

In addition to the Preschool and Infant/Toddler Modules, there are Parent Modules (Positive Solutions for Families). At least one person from each program should attend a one-day Positive Solutions for Families training to be able to train parents on these modules. Infant/Toddler programs will attend Parents Interacting with Infants (PIWI) training.

There is also a requirement for programs to use TPOT and/or TPITOS tools for classroom observations. There are 2-day trainings for each age group (TPOT is preschool, TPITOS is infant/toddler). The state will pay for the training, but the program is expected to support travel/staffing needs. Not everyone needs to be trained on TPOT and/or TPITOS - only those who will do the observations of the classrooms twice a year. Typically there is one person trained for every 5-10 classrooms participating in implementation.

The Internal Coaches are also required to attend all Preschool and/or Infant/Toddler Module trainings prior to attending a 2-day Introduction to Coaching Early Childhood Professionals (Practice Based Coaching or PBC) Training (this training is funded by the state). Only the people identified by the program's Leadership Team to be Internal Coaches need to attend the Introduction to Coaching Early Childhood Professionals training.

Key for chart below:

SLT = State Leadership Team

Program = your agency/school

Program-Wide Implementation Module 4 = the 2-Day Kick-Off Meeting in Albany, NY for Cohorts (registration & materials are covered by the state and the program just has to pay for travel expenses)

» For Schools and Programs in the State Cohorts «

Pyramid Model Training Reference Chart

Module	Who should attend?	How long is it?	Who Pays?
Program-Wide Implementation Kick Off	Leadership Teams	12 hours	SLT
Infant Toddler Module 1	Infant Toddler Teachers, Assistants and Supervisors	6.5 hours	Program
Infant Toddler Module 2	Infant Toddler Teachers, Assistants and Supervisors	6 hours	Program
Infant Toddler Module 3 (a & b)	Infant Toddler Teachers, Assistants and Supervisors	6 hours	Program
Preschool Module 1	Teachers, Assistants and Supervisors	7 hours	Program
Preschool Module 2	Teachers, Assistants and Supervisors	6 hours	Program
Preschool Module 3 (a & b)	Teachers, Assistants and Supervisors	6 hours	Program
Positive Solutions for Families (train the trainer)	Family support staff, Director	6 hours	SLT
PIWI - Parents Interacting with Infants	Home Visitors, Home Visitor Supervisors, Program Directors	6 hours	SLT
Introduction to Coaching Early Childhood Professionals	Internal Classroom Coaches	12 hours	SLT
TPOT Reliability Training	The person(s) who will conduct the TPOT in the preschool classrooms	12 hours	SLT
TPITOS Reliability Training	The person(s) who will conduct the TPITOS in the infant-toddler classrooms	12 hours	SLT
Family Child Care Module 1	Family/ Group Child Care Providers	7 hours	FCC/EIP
Family Child Care Module 2	Family/ Group Child Care Providers	7 hours	FCC/EIP
Program-Wide Implementation Module 4	Leadership Teams, Board Members, other stakeholders	6 hours	Program

*4. Is the program able to provide support (time-off/substitutes for teachers to attend training, or financial ability to host Module trainings) for the 3 days of Preschool Modules, or 3 days Infant/Toddler Modules?

◯ Yes

◯ No

* 5. Is the program able to provide support (time-off/substitutes, travel costs) for the state-funded Introduction to Coaching Early Childhood Professionals (PBC) for Internal Coaches and TPOT and/or TPITOS training for those doing observations? (these three trainings are two-days each)

◯ Yes

◯ No

Program Description

*6. What services are provided by the program? (Please check all that apply)

- [ ] 4410
- [ ] State PreK
- [ ] Head Start
- [ ] Early Head Start
- [ ] Child Care
- [ ] Family Child Care
- [ ] Home Visiting

Other (please specify)

[   ]

*7. Is the program a family child care home?

- ◯ Yes
- ◯ No

*8. Number of children Birth-5 attending the program:

[   ]

*9. Age range of children served by the program:

[   ]

*10. Average annual number of children with IFSPs:

[   ]

*11. Average annual number of children with IEPs:

[   ]

*12. Number of sites:

[   ]

*13. Number of classrooms:

[   ]

*14. Number of classroom staff:

[   ]

*15. Total number of staff members employed by the program serving children Birth-5 (including social service, food services, custodial, secretarial, administrative):

[   ]

*16. Please provide your child care license/permit numbers. If you are a school district, please provide the BEDS code. Please list a license/permit number for each site.

Child Care License/Permit Number	[ ]
BEDS code	[ ]
Other	[ ]

Staff Readiness

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Training is an important readiness component for implementing the Pyramid Model to fidelity. Although not all staff need to be trained prior to completing this application, staff should know enough about the Pyramid Model to make an informed decision prior to completing this application. Please ask all staff members to watch a short 9-minute presentation at this link. The video describes the essence of becoming a Pyramid Model Implementation site. Consider doing this at a staff meeting. After viewing the presentation, please poll all program staff using the paper/pencil survey available for download here.

Willingness to implement the Pyramid Model means that your staff agree to implement Pyramid Model strategies that focus on the adoption of the evidence-based practices. As an implementing program, you will develop an infrastructure to support the sustainability of the practices.

As an implementing program, the expectation is for staff to participate in the Pyramid Model Module trainings that are applicable to the program. Although we encourage participation in the training modules prior to attending the Kick-Off, we expect training will be completed as soon as possible after the Kick-Off. Pyramid Model Module training is a crucial piece to successful implementation.

* 17. What do you (the agency/school leader) know about the Pyramid Model?

> [ ]

* 18. Have your program administrators attended Pyramid Model Training? If yes, what date, trainer and which module(s)?

> [ ]

* 19. Have any of the program staff attended Pyramid Model Training? If yes, what date, trainer and which module(s)?

> [ ]

*20. What does your staff know about Pyramid Model strategies? What is being implemented on a daily basis?

[ ]

*21. How many staff members did you poll?

[ ]

*22. Please list the number of staff who responded "yes" to the following questions:

1. I am interested and willing to participate in Program-Wide Implementation.

[ ]

2. I like the idea of Program-Wide Implementation, but want more training first.

[ ]

3. I like the idea of Program-Wide Implementation, but am not ready to commit.

[ ]

4. I don't think that Program-Wide Implementation would be beneficial to me and/or the program.

[ ]

*23. Please indicate the number of all staff interested and willing to participate in becoming a Pyramid Model Implementation program (number of people who responded "yes" to statements 1 or 2 above).

[ ]

Program Leadership Team & Roles

The Program Leadership Team must include an administrator/program director, the internal coach, an individual who is willing to serve as a data collector, and a behavior specialist. A teacher representative is optional but encouraged. A parent representative is an optional member of the Leadership Team. Programs are encouraged to think critically about the number of members of this team. It is important that this team be representative of program staff while remaining small enough to make decisions about implementation. Team members will solicit input/feedback from the staff when making implementation decisions as guided by the data. Consider if your program is able to create and sustain a program Leadership Team to guide and use shared-decision making about implementation. (Substitutes may be needed to excuse a teacher from the classroom to participate in the 8 Leadership Team meetings)

Please name appropriate members of your Pyramid Model Program Leadership Team. Certain roles could be served by the same person if time allocation and experience/skill allow; these are noted with an asterisk* by the role.

- Administrator
- External Leadership Coach
- Internal Coach*
- Data Collector*
- Behavior Specialist*
- Teacher Representative*
- A Parent Representative is an optional member if there is a parent who is interested in Program-Wide Implementation and has time to attend the 8 Leadership Team meetings

<u>Administrator</u>
Someone at a high enough level that they have decision-making authority and can help facilitate change at the program when the Leadership Team develops plans that requires agency/program-wide systematic changes. For example, when program policies and procedures need to be amended based on data and feedback from the Pyramid Model Leadership Team.

*24. Administrator - Principal - Director (required)

Name	
Program	
Number of years associated with the program	

External Leadership Coach

Programs need on-site leadership support particularly in the first year of the implementation beyond the training received at the 2-day Kick-Off Meeting in December. The External Leadership Coach (a member of the state's Master Cadre of trained Pyramid Model experts) is able to support the program leadership team, to collect and analyze data, to make decisions about professional development, policy alignment and action steps to implement the Program-Wide Benchmarks of Quality and Implementation Action Plan.

As the NYS Pyramid Model Partnership, we will identify an External Leadership Coach for your program. Keep in mind that your program might incur a fee associated with having External Leadership Coaching support. **Please know your agency can apply for funds to offset the cost of the External Leadership Coach (Application Question #3).** The External Leadership Coach will join your program Leadership Team for the Team Implementation meetings at your program 8 times in 2019, and at the 2-Day Kick-Off Meeting in Albany on December 11-12, 2018.

Internal Coach

The Internal Coach is associated with the program and provides**technical and coaching assistance to teachers** who work directly with children and families in implementing Pyramid Model practices and strategies.

The program should identify and acknowledge the time commitment for an Internal Coach. The time commitment for the Internal Coach varies with the scope of program implementation. The Internal Coach may also be the person identified by the team to conduct TPOT/TPITOS observations. At a minimum, an Internal Coach should expect to spend 5 hours of observation per lead teacher for a cycle of coaching (2.5 hours to establish a baseline; 2.5 hours 6 months after the first observation) collecting Teaching Pyramid Observation Tool (TPOT) or Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) (or any classroom and agency assessment tools) data, plus approximately 45 minutes/month per teacher in coaching sessions, prep work for action planning, individual teacher support, and other professional development activities. The Internal Coach will also provide technical assistance to individual teachers/providers through evidence-based coaching strategies and be supported by the External Leadership Coach. The Internal Coach may also serve as the Behavior Specialist if they are qualified.

All Internal Coaches will attend a 2-day Introduction to Coaching Early Childhood Professionals (Practice Based Coaching), paid for by the state. Programs will be expected to pay for travel if necessary.

25. Internal Coach (required)

Name	
Program	
Number of years associated with the program	

*26. List the experience and qualifications of the Internal Coach in coaching and mentoring. Please indicate what Pyramid Model training the Internal Coach has received and the experience the Internal Coach has in applying Pyramid Model content to practice. If none, please type "none yet."

Data Collector

Collecting, reviewing and using data is an important component of Pyramid Model Implementation to fidelity. The Data Collector oversees data collection on the program, teacher, and child levels and submits data to the NYS Pyramid Model Partnership on a monthly basis. Some data is due monthly, while other data is due biannually. It is helpful, but not required, if the Data Collector has some familiarity with Excel spreadsheets.

Identify and acknowledge the time commitment for the Data Collector. Data Collectors will be supported by the NYS Pyramid Model Partnership through regular webinars and conference calls.

27. Data Collector (required)

Name	
Program	
Number of years associated with the program	

Behavior Specialist

It is important that your program has access to behavior support for children with persistent challenging behavior through an internal person on your team, mental health consultant, or external behavior specialist. The behavior specialist may be external to the program and would be responsible for guiding team problem solving and intervention support for children who need individualized interventions. This specialist should have experience in function-based problem solving. The behavior specialist will assist in supporting the team to gather and synthesize information to determine antecedent behavior, maintaining consequence and function. The behavior specialist will facilitate the team planning process to determine individualized prevention, intervention and responding strategies to address challenging behavior. The behavior specialist will assist the team in analyzing data regarding children's behavior.

28. Behavior Specialist*

Name

Program

Number of years
associated with the
program

*29. Describe your access to a behavior support/mental health specialist.
Please list qualifications of the behavior support/mental health specialist
(what degree do they hold). Indicate whether and how this person is
able to serve on your program leadership team.

30. Teacher Representative (optional)

Name

Program

Number of years
associated with the
program

31. Parent Representative (optional)

Name

Program

Number of years having a
child/children enrolled at
this program

Other leadership team members could include a teacher assistant or a contact person for disabilities,
mental health, family support, and/or curriculum. Three to five members of the Leadership Team will attend
the 2-day Kick-Off Meeting in December and will be responsible for ensuring implementation of the action
plan developed during this meeting.

Outside Engagement/Collaboration

* 32. Describe your commitment to involve families in the Pyramid Model implementation. Describe how you currently engage families in the activities, events, family education and decision-making in your program.

* 33. Describe how your program connects staff, families and children to programs or resources in the community (examples: Head Start, family resource centers, mental health services, Early Intervention, Child Care Resource and Referral Agencies, etc.)

* 34. Is the program located in a community/school district that is implementing school-wide Positive Behavioral Interventions and Supports (PBIS)?

○ Yes

○ No

○ Not sure

* 35. What School District is the program located in?

Resource Commitment

*36. Describe how the program plans to allocate or raise funds to support implementation. Some costs to consider: time allocation for the Leadership Team (3-5 members) to attend the 2-day Kick-Off Meeting in Albany December 11-12, 2018, time for the Internal Coach to attend the 2-day Introduction to Coaching Early Childhood Professionals training and to conduct coaching sessions, time for data collection/entry, family engagement events, and 8 Leadership Team Meetings with the External Leadership Coach. Also be mindful of staff trainings on Pyramid Model Modules 1-3 for Preschool and/or Infant/Toddler age groups. See page 8 of the application or page 15 of the NYS Pyramid Model Implementation Guide for a list of the trainings.

Please try to be as specific as possible regarding the sources of funding for your imlpementation. Consider creating and submitting your implementation budget for review. Bear in mind that full implementation is a 3 to 5 year process (a 3 to 5 year budget is not required).

Data-based decision making

Data collection tools will be provided by the New York State Pyramid Model Partnership. Training in use of the tools will be provided at the 2-day Implementation Kick-Off Meeting. Support in collecting and analyzing the data will be provided by the External Leadership Coach as well as the NYS Pyramid Model Partnership. The process of collecting and analyzing the data can be individualized to complement each program's current data management system.

- **Program level data**

  - Benchmarks of quality

- **Teacher level data**

  - TPOT (Teaching Pyramid Observation Tool, ages 3-5)
  - TPITOS (The Pyramid Infant Toddler Observation Scale, ages 0-3)
  - Internal Coaching Logs, for teachers receiving classroom coaching by the Internal Coaches

- **Child level data**

  - ASQ SE (Ages and Stages Social-Emotional) or similar Social-Emotional screening tool
  - Collecting data on the level of challenging behavior throughout the program using the Behavior Incident Report (BIR)

* 37. Indicate understanding and commitment to collect and use data at the program, teacher and child level.

Program Curriculum

Describe your classroom curriculum and how your program monitors children's development.

*38. Does the program have a formal way to aggregate and analyze data? How do you share information about child development with families?

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*39. Describe how children with disabilities are supported in the program:

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*40. Describe the program's involvement with other improvement initiatives and the results. Please share the program's QUALITYstarsNY rating if applicable.

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*41. In the past, what involvement have staff had in program decisions (i.e., selecting curriculum, materials and equipment purchases, hiring practices, policy and procedure changes)?

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*42. What curricula does your program use? Please select all that apply:

☐ Second Step

☐ High Schope

☐ Creative Curriculum

Other (please specify)

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Implementation Scope

There are several levels of Program-Wide Implementation.
Phased-in implementation is definitely an option. Depending on your resources and staff, you might consider implementing in several pilot classrooms. It is fine to have pilot classrooms of same age children or varied ages.

*43. Please indicate how many classrooms you currently intend to have staff trained on modules and coached in the first year:

*44. Please indicate the total number of Birth-5 classrooms in the program:

Application Submission

* 45. This application is submitted by:

Name	
Title	
Program	
Email Address	
Phone Number	

* 46. Date of application

Date

MM/DD/YYYY

Thank you for your interest in the Program-Wide Implementation of the Pyramid Model.

Your application will be reviewed by the State Leadership Team's application review committee and your contact person will be notified by November 1, 2018.