



Technical Assistance Center on Social Emotional Intervention



www.challengingbehavior.org

2010 APPLICATION for STATE/TACSEI PARTNERSHIP

Background

Social, emotional and behavioral competence has been shown to be at least as important as cognitive competence in facilitating a young child's success in school. Early childhood personnel report that problems in social competence and the presence of challenging behavior is their biggest challenge. In recognition of the importance of social, emotional, and behavioral competence, OSEP requires states to report on progress in improving the social, emotional and behavioral outcomes of young children served under IDEA.

The Technical Assistance Center on Social Emotional Interventions (**TACSEI**) has been funded by the Office of Special Education Programs (OSEP) of the US Department of Education to provide training and technical assistance (T/TA) on evidence-based approaches for supporting the social emotional competence and preventing and addressing challenging behavior of young children with or at risk for delays or disabilities. Training and technical assistance supports include providing intensive T/TA to two states per year.

Purpose of this RFP

States are invited to participate in an early childhood professional development opportunity designed to support the social, emotional and behavioral development of children ages birth through 5 with a focus on those at risk for or with delays and disabilities served in inclusive or natural environments. The broad goal of the state/TACSEI Partnership is to build state capacity to foster professional development of the early care and education workforce that:

- a) enhances knowledge and skills of practitioners and those who support them including administrators, coaches, trainers and faculty;
- b) supports the implementation and sustainability of evidence-based practices;
- c) increases the size of the workforce skilled in supporting the social-emotional development of young children (birth–5 years) in inclusive, natural environments.

The Pyramid Model

TACSEI, in conjunction with our sister national TA Center, the Center for the Social and Emotional Foundations for Early Learning (CSEFEL), has developed a conceptual model of evidence-based practices for promoting young children's social-emotional competence and preventing and addressing challenging behavior. This model is referred to as the "*Pyramid Model*". Based on evaluation data from work in several states and localities, we believe that the Pyramid Model is a sound framework for early care and education systems, and we have developed extensive user-friendly training

materials, videos, and print resources to help states, communities, and programs implement the model. For more information on TACSEI, CSEFEL, the Pyramid Model, training, coaching and state planning resources, go to www.challengingbehavior.org or www.vanderbilt.edu/csefel.

Goal and Outcomes of the State/TACSEI Partnership

The **goal** of the State/TACSEI Partnership is:

To plan, implement and sustain a professional development system to enhance the knowledge and skills of the early childhood work force in meeting the social emotional needs of young children including those with or at risk for delays or disabilities in inclusive and natural environments.

The conceptual model of evidence-based practices is the Pyramid Model. The TACSEI model of building state capacity reflects lessons learned from four years of CSEFEL and TACSEI state partnerships as well as the literature on what works to help personnel adopt and sustain the use of evidence-based strategies. TACSEI staff will provide T/TA around five specific **outcomes**:

1. Develop focused state leadership to support the use of the Pyramid Model by convening an interagency, collaborative state leadership team (this may be an already existing group) to develop policies, procedures, and other mechanisms to plan, implement, evaluate, and sustain a professional development system that supports the use of the Pyramid Model and practices;
2. Establish the training and coaching infrastructure necessary to implement the Pyramid Model, by developing the competence of a Master Cadre (approximately 15) of Pyramid Model trainers and coaches from across the state. This Master Cadre will, in turn, build the capacity of the workforce and support local implementation of the model and practices for children ages birth–5 including those who are at risk for or who have delays or disabilities who are served in inclusive settings;
3. Develop a maximum of 3 local programs to serve as demonstration sites for the state and to demonstrate the effectiveness of the model and practices in those sites;
4. Develop and maintain a data system to evaluate fidelity of implementation and outcomes; and
5. Develop and Implement a plan to scale up and sustain these efforts and to ensure the effort continues without TACSEI assistance.

State Readiness, Resources and Responsibilities

The model of state capacity building TACSEI uses focuses on the goal of states sustaining and expanding the systems of collaboration, training, coaching, demonstration and evaluation established during the partnership. The first objective toward achieving this goal is the selection of states that are ready to plan, implement and sustain these components. Therefore, TACSEI will select only those states that demonstrate evidence that they are able to fulfill the requirements in Table 1. and:

- Allocate \$10,000 to the Partnership to help defray the travel costs of TACSEI staff to meet with the state team, train, visit with and support the trainers, coaches and demonstration sites,

- Build upon existing experience with the Pyramid Model and link the Model with related state-wide initiatives,
- Dedicate at least 1.0 FTE of appropriately trained and experienced staff time to coordinate and evaluate the effort (including the interagency planning process, training events, selection and support to the Master Cadre and demonstration sites) and serve as TACSEI liaison (this may be two people) (see attached suggested position description and qualifications),
- Demonstrate inter-agency commitment to the state leadership collaborative team, training, coaching and demonstration and evaluation components, and,
- Plan for scaling-up and sustaining the effort.

Table 1. details the in-kind T/TA resources TACSEI will bring to your state and the expectations for your state. **The process of cross-agency collaboration and system enhancement is intensive, requiring a significant commitment of staff, time and fiscal resources. We have built in technical assistance for two phases over a period of two years.** Phase I involves on-site training and TA to the state team, trainers, coaches and demonstration sites; and, Phase II involves distance TA with less on-site TA.

One of TACSEIs' objectives is to expand the impact of the current CSEFEL and TACSEI state partnership work. Therefore, we will give preference to states that have **not** been selected as CSEFEL or TACSEI states. We do, however, want the state to have some experience with the Pyramid Model.

Application Requirements (Deadline: July 29, 2010)

States must describe how they will meet the following requirements (possible total of 100 points).

I. Convene a State Leadership Team (20 points)

The five outcomes listed above will be achieved through the partnership of TACSEI and a state interagency, collaborative team. The IDEA Section 619 and Part C Coordinators will convene the state, interagency, collaborative team with a birth-5 focus of no more than 15 decision makers or their representatives. Participants **must** include representation from natural settings such as Head Start, Child Care, public school preschool, and other inclusive programs and settings where children with or at risk for delays or disabilities and their families receive their early intervention, early childhood special education and related services. Other agencies we recommend as germane to the initiative include: statewide T/TA initiatives; state department of education early childhood, special education and PBS initiatives; mental health; Maternal and Child Health; child welfare; family organizations; evaluators; and higher education (community college, 4-year institutions).

Applications must include a **joint letter of commitment from the two conveners, the Part C Coordinator and the 619 Coordinator.** Additionally, list on the **TACSEI Application Form** the names, agencies and contact information of the two conveners,

as well as all the team members. Letters of commitment must be attached that indicate the commitment of the team members.

Describe how the team members were involved in the development of the application.

II. Designate a Coordinator (10 points)

Applications must describe how the State Team will staff the partnership including: 1) providing the name and contact information of at least 1.0 FTE coordinator (may be a shared position between two individuals 2) their qualifications, if known at the time of submission, related to the knowledge, skills and experiences described in the attached position description. If person is not known, describe plans to meet these requirements.

III. Application Narrative (55 points)

A. Vision: What is the vision for your state in the next 2 to 3 years in professional development related to the social, emotional and behavioral development of young children with or at risk for delays or disabilities? Describe how the vision relates to services in inclusive and natural environments. Describe how partnering with TACSEI would help to realize that vision. **Indicate readiness to roll-out quickly, i.e., State Team meeting by November; selection of trainers, coaches and demonstration sites by January, 2011; first training event in February, 2011; and demonstration sites up and running by September, 2011.** (5 points)

B. Current systems of Services: Describe the Part C and 619 service delivery systems (center-based, home-based, private/contract provider based, extent of inclusion, etc.) and how these service characteristics relate to providing professional development to the personnel. (5 points)

C. Strengths and Challenges: Provide a description of the major professional development efforts in your state that address young children's social-emotional development and prevent challenging behaviors. Provide examples of how these efforts are currently planned, funded, and implemented. Highlight:

- current related cross-agency collaboration (5 points)
- how the TACSEI partnership relates to on-going social emotional and professional development initiatives (5 points)
- strategies to address cultural, linguistic, and ability diversity as well as the participation of family members or parent organizations in early childhood professional development efforts (10 points)
- experience with the Pyramid Model and materials (10 points)
- describe how the TACSEI initiative will be used to address the OSEP child outcomes work within both Part C and 619 Preschool services (10 points)
- describe current challenges to providing high-quality, effective professional development for supporting young children's social-emotional development and addressing challenging behavior in your state including potential threats to sustaining the initiative such as changes in high level government positions, fiscal crises, etc. (5 points)

IV. Resource Allocation (15 points)

To ensure an adequate amount of on-site TA needed for the appropriate training and support of trainers, coaches and demonstration sites, the TACSEI Partnership requires an upfront commitment of at least \$10,000 from the state to help defray the cost of TACSEI staff travel for state team meetings, Master Cadre and demonstration support. Additionally, describe how your team will meet the requirements listed in Table 1. including the resources (fiscal, organizational, and people) your state would dedicate to collaborating with TACSEI to enhance the professional development efforts in your state. For example, what resources (actual or in-kind) is the team able to dedicate to **monthly face to face meetings** of the state team, training events (space, food, AV equipment, staff time), to supporting the supervision of coaches, establishing evaluation systems, and to supporting the development of state public awareness materials?

Checklist of Required Application Components and Order

1. Joint commitment/cover letter with original signatures of the state Part C and Section 619 Coordinators. The letter should document support for and intent to collaborate with TACSEI if selected
2. Completed TACSEI State Team Application Form which includes description of 1) State Collaborative Team, and 2)the Coordinator(s): name (if known), affiliation, and roles/ functions related to attached position description
3. Application Narrative
4. Supporting documents including: a) commitment letters from all team members with original signatures indicating commitment to serve on the team which requires at least monthly meetings of approximately 3 hours. If possible, letters should indicate resources that will be devoted to the initiative (time, staff, fiscal, in-kind, etc.); b) state professional development plans, etc.

Format Requirements

- Format: 8.5 x 11-inch page; 1-inch margins at the top, bottom, and both sides. Text must be double-spaced and in a clear, easily read 12-point font (e.g., Times New Roman or Arial).
- **Please limit the application to 15 pages double-spaced.** Keep in mind that this is a maximum, not a requirement.
- **Please limit the attachments to 25 pages.**
- **Only Electronic submissions will be accepted**

Application Transmission Process

Before you submit, be sure that your electronic file meets the following criteria:

1. Your application is consolidated into one complete document
2. Your application is in Word or pdf format

3. The electronic file is named using the following convention:
[state name]_tacsei_state_application_2010
Example: colorado_tacsei_state_application_2010

Please submit your application **on or before July 29, 2010 by clicking on the link below:**

http://www.challengingbehavior.org/communities/states/state_application_dropbox.html

Application Review and Scoring

Applications will be assessed on responses to the application requirements. A total of **100 points is possible** for each application. In awarding points, reviewers will consider the quality and persuasiveness of the evidence presented, not the quantity.

- Guided by our principle of inclusion, extra weight will be given to states that provide evidence of a strong commitment to services in inclusive and natural environments, and able to identify sites that are high quality and inclusive.
- Extra weight will be given to states that have prior experience with the Pyramid Model.
- Geographic distribution of selected applicants will also be considered.

Application Review Process

Applications will be checked on arrival to ensure that all components and signatures are included. Complete applications will be sent to reviewers with detailed instructions on the criteria for selection and the application rating process. Incomplete applications will NOT be reviewed. All applications will be reviewed by at least 2 TACSEI staff as well as OSEP personnel.

Supports for Your Application

- **Two “bidders” conference calls. If you have questions regarding the application process you must participate in one of the bidders conference calls.** These calls will be held to answer questions for states interested in applying. To participate in one of these calls you must register in advance by clicking on the link beneath the desired date.
 1. **June 14, 2010 at 3:00 Eastern Time**
<https://cc.readytalk.com/r/dcls82l0uiaq>
 2. **June 16, 2010 at 3:00 Eastern Time**
<https://cc.readytalk.com/r/lztq00zn2tlp>
- The TACSEI and CSEFEL websites (www.challengingbehavior.org and www.vanderbilt.edu/csefel) contain state pages that offers resources for building

state capacity, information on state planning as well as pages for the states with examples of their work.

- If you would like additional information about TACSEI, CSEFEL, and the Pyramid Model, please visit the centers' websites (www.challengingbehavior.org; www.vanderbilt.edu/csefel)
- Notice of this application has been sent to the State's IDEA Part C and 619 Preschool Coordinators. The application package is available for download from the TACSEI website (www.challengingbehavior.org)

Additional Considerations

We ask that you weigh carefully the extent to which your state is "ready" to apply. Is your state going through transitions of agency leadership? Are most of your state's professional development resources currently committed to another priority?

Again, one of TACSEI objectives is to expand the impact of the current CSEFEL and TACSEI state partnership work. Therefore, we will give preference to states that have **not** been selected as CSEFEL or TACSEI states.

**TACSEI State Team Application Form
(use as many pages as needed)**

Team Conveners' Contact Information (Part C and 619 Coordinators)

1) Name: _____

Position: _____

Agency: _____

Address: _____

Email: _____

Phone: _____

Fax: _____

Preferred Method of Communication: mail, email, phone, fax

2) Name: _____

Position: _____

Agency: _____

Address: _____

Email: _____

Phone: _____

Fax: _____

Preferred Method of Communication: mail, email, phone, fax

Team Member Names/Title/Agency (we recommend no more than 12-15)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Include Letters of Commitment for all Team Members

NOTE: by submitting this application, our Team agrees to the listed responsibilities and resources in Table 1

Table 1: TACSEI and State Responsibilities and Resources

<i>TACSEI Responsibilities & Resources</i>	<i>State Responsibilities & Resources</i>
PLANNING/POLICY/SUSTAINABILITY	PLANNING/POLICY/SUSTAINABILITY
<p>TACSEI <u>State Planning TA staff</u> will be assigned to your state. This TA staff will</p> <ul style="list-style-type: none"> • provide TA to the state interagency, collaborative team and, • provide information on the Pyramid Model. 	<p>Part C and 619 Coordinators convene a state interagency collaborative team with a birth–5 focus. Participants must include representatives from natural settings such as Head Start, Child Care, public school preschool, and other inclusive programs and settings where children with or at risk for delays or disabilities and their families receive their early intervention, early childhood special education and related services. Other agencies we recommend as germane to the initiative include: statewide T/TA initiatives; state department of education early childhood, special education and PBS initiatives; mental health; Maternal and Child Health; child welfare; family organizations; evaluator; and higher education (community college, 4-year institutions, etc).</p> <p>We recommend no more than 12-15 members (may be a subset of a larger group).</p> <p>The state team will work with TACSEI to: 1) select the Pyramid Model Master Cadre, 2) organize and attend Pyramid Model training events, 3) lead Pyramid Model demonstration site development, 4) evaluate the effort using TACSEI evaluation procedures, and 5) develop policies and procedures and a sustainability plan to ensure the continuation and growth of the Pyramid Model and practices in the state.</p> <p>Explore existing state efforts to determine the best “home” for the initiative.</p>
<p>Provide ongoing support to the <u>Coordinator(s)</u>. Help with agenda setting and effective team process, and provide</p>	<p>Identify and appoint a state Planning <u>Coordinator</u> who will coordinate the work of the state team and act as liaison to</p>

documents, materials, telephone TA, etc. Review minutes from meetings. Provide information on the Pyramid Model, and meet with the state team. Attend and facilitate as needed initial meetings of the state team to help support the planning process. Attend at least 4 meetings of the state team in the first year to help develop and refine the model and approach.	TACSEI. This position is at least a 1.0 FTE and meets the guidelines of the attached position description. Convene at least monthly face to face meetings of the state team to develop and monitor progress. And, attend at least the multi-day Pyramid Model Module training.
Assist the team in developing a logic model, vision, action plan, and sustainability plan and evaluation activities to guide the work.	Develop an action plan and a sustainability plan.
Provide plans, strategies, and materials for informing other states.	Provide information to other states.
Provide examples of other state's policies and procedures including action plans, competencies, standards, credentials, etc., if appropriate. Help develop strategies for infusing the model into personnel development.	Evaluate the progress, effectiveness, and outcomes of the initiative
	Provide the necessary resources including a minimum of \$10,000 to help defray the costs associated with TACSEI staff travel to meet with the state team, trainers, coaches and demonstration sites
MASTER CADRE: Trainers & Coaches	MASTER CADRE: Trainers & Coaches
A TACSEI <u>training team</u> will be assigned to your state. The training team will assist in the identification of a Master Cadre of trainers/coaches.	Identify a state Master Cadre of approximately 15 accomplished T/TA professionals who will receive intensive train the trainer support and guidance in the Pyramid Model and practices, in the training and support of coaches, and in program-wide adoption of the Pyramid Model.
The training team will help develop the training plan.	Develop a training plan for implementation of train-the-trainer events and follow up coaching/TA
The training team will provide sample agendas, training modules, and materials to be distributed TA to the trainers; evaluation documents; and follow-up TA.	Select a <u>Training Coordinator</u> (could be the Planning Coordinator as described above) who will identify training sites, invite trainees, be responsible for training logistics, and coordinate evaluation activities related to training, coaching and demonstration sites. The Training Coordinator will be a member of the state team and will be responsible for the collection and

	reporting of evaluation data on the Master Cadre and demonstration sites to the team and TACSEI and will attend all the trainings, and serve as point of contact for the TACSEI training staff.
TACSEI training team will work with state team members to conduct training events and provide the training	Convene training events. Members of the state team attend at least the multi-day Pyramid Model Module training events.
TACSEI will assist in identifying coaches and provide online TA to coaches	Work with TACSEI to select and support Master Cadre assigned to provide on-site support as external coaches to the demonstration sites.
TACSEI will provide evaluation protocols and will assist in evaluating the train-the-trainers and coaching initiative	Create systems for monitoring state training and coaching cadre implementation and fidelity.
	Master Cadre Coaches will: <ul style="list-style-type: none"> ○ Provide a minimum of one coaching visit per month to leadership team/classrooms/providers to observe, demonstrate, and evaluate practices ○ Monitor the implementation progress and fidelity of implementation ○ Coordinate the collection and reporting of demonstration site data on implementation outcomes ○ Report regularly to state team and Training Coordinator.
DEMONSTRATION SITES	DEMONSTRATION SITES
<p>The TACSEI training team will assist the state Team in the identification of 3 demonstration sites.</p> <p>The TACSEI team with the Training Coordinator and Master Cadre members will provide ongoing TA to demonstration sites and to the coaches working with those sites.</p> <p>The TACSEI team will provide evaluation and observation protocols</p>	Select 3 demonstration sites across the state that are high quality programs serving infants and/or young children with or at risk for delays or disabilities with IFSP's/IEPs in natural and inclusive settings. Sites may include a program with multiple sites or a single site (e.g., a single preschool program, a Part C program that provides home visiting and child care consultation, a family child care home, a cluster of centers that are one program, a center-based program with home visiting component, etc.).

	<p>Sites must identify a leadership team (program director, teacher, and other members) to attend a 3 day training and 2, 1-day booster sessions on program-wide adoption of the Pyramid.</p> <p>Sites must be of high quality; have strong leadership, stable funding, adequate resources, and have stable staff who are accountable to the program (i.e. program is not made up solely of contract personnel); and be committed to the Pyramid Model.</p> <p>Sites must attend all trainings and commit to post-training implementation.</p> <p>Sites must be willing to work collaboratively with the Coach and TACSEI team to ensure adoption of practices and fidelity of implementation and to collect observational and other evaluation data on teacher, child, and program outcomes.</p> <p>Sites must be willing to serve as a state demonstration site, allowing visits from other programs to see implementation of practices.</p>
EVALUATION	EVALUATION
<p>TACSEI will provide an evaluation process including a logic model, instruments, and procedures for data collection, reporting and analyses and provide assistance in designing a state data and evaluation system.</p>	<p>The Coordinator(s) will work with TACSEI staff and the state team to design and conduct an evaluation of all major activities. Evaluation will include:</p> <p><u>State Interagency Planning:</u></p> <ul style="list-style-type: none"> • Vision, Action Plan, logic model and progress toward implementation of plan • Meeting minutes and meeting evaluations • Sustainability Plan (policies, resources, etc.) • Evidence of linking the Pyramid Model and practices into professional development (e.g., integrating practices into

	<p>certification competencies, higher education programs, etc.)</p> <p><u>State Training & Coaching Cadre:</u></p> <ul style="list-style-type: none">• Evaluations of Pyramid training events• Follow-up electronic survey of trainers and their trainings/coaching, including barriers and supports to providing training and coaching• Coaches: Pre-post observation measures including the Teaching Pyramid Observation Tool (TPOT) and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS); Coaching log – what support have they provided to sites, time commitments etc;• Other possible measures, e.g. behavior incidence ratings (BIR), Benchmarks of Quality <p><u>Demonstration Sites:</u></p> <ul style="list-style-type: none">• TPOT and TPITOS on bi-annual interval• Child measures will include SSRS (Social Skills Rating System), ASQ-SE and existing child measures from programs• Possibly other measures
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Pyramid Model Coordinator(s) Position Description

This position description is provided to help states consider the skills and dispositions needed by state-level personnel responsible for supporting the implementation and sustainability of the Pyramid Model efforts. The functions are reflective of at least one full time position which could be considered two half-time positions (one for training, coaching and demonstration site support; and one for supporting the work of the state-level interagency team). One full time position may be able to conduct the current work of the initiative but as the state expands the initiative to more trainers, coaches and programs state-wide, it is likely that more than one full time position will be needed.

These suggestions reflect the experiences to date of: 1) the faculty working within states, 2) a group of state leaders who were gathered in March, 2009 at the National Training Institute (NTI) to discuss issues related to sustaining the Pyramid Model initiative, and 3) draft position descriptions from two current CSEFEL states. It is understood that the wording and format of position descriptions as well as line of authority for positions varies in each state and depends on the “administrative home” of the Pyramid initiative. The recommendations below are offered as guidance for each state’s position description.

Position Description

The primary purposes of the role of the Pyramid Model Coordinator are to: 1) facilitate and support the work of the state Pyramid Model interagency team; 2) coordinate and support the work of the Pyramid Model trainers, coaches and demonstration sites; and, 3) provide day-to-day management of the Pyramid Model initiative.

Duties related to the support and facilitation of the team include: facilitating meetings of the team, preparing materials for the team, providing summaries and evaluation of meetings, and facilitating the policy and systems development of the team. Other duties related to the implementation and sustainability efforts of the team may be assigned.

Second, the Pyramid Model Coordinator facilitates the Pyramid Model training events, supports the work of the trainers, and coordinates and supports the Pyramid Model coaches and model demonstration sites. These activities include but are not limited to: coordinating training; providing information and resources to trainers, coaches and demonstration sites; facilitating on-going communication among trainers, coaches and demonstration sites; and, serving as a liaison between trainers, coaches, demonstration sites and the state team.

Third, the Pyramid Model Coordinator, in collaboration with the state team, facilitates the evaluation of all of the components of the initiative: state team, trainers, coaches, and demonstration sites. These duties include but are not limited to working with the team to develop appropriate evaluation procedures, gather data, analyze and summarize data, and prepare reports.

Knowledge, Training and Experiences

- Minimum of bachelors degree, masters degree preferred, in early childhood education, early childhood special education or closely related field
- Experience in early childhood education settings
- Experience with training and coaching (early childhood social emotional development preferred)
- Trained in the Pyramid Model, CSEFEL training and coaching materials, TPOT, TPITOS, and other CSEFEL resources
- Experience with project coordination
- Experience with evaluation and data collection
- Knowledge of policies and systems that affect early childhood services
- Experience with excel, word processing, desk top publishing and presentation software
- Knowledge of effective adult learning and professional development strategies
- Knowledge of effective collaboration strategies including effective meeting strategies, establishing shared goals, shared decision-making activities
- Able to travel within the state as well as nationally

Dispositions

- Excellent verbal and written communication skills
- Works well with others and as a team member
- Able to:
 - balance multiple projects,
 - set priorities,
 - organize work,
 - work independently,
 - meet timelines,
 - produce accurate and effective reports
- Able to inspire and support others