

August 15, 2019

December 2020



**OEC**

## **Strategic Plan**

**For**

**Pyramid Model Implementation in Connecticut**

### **State Implementation and Scale-up of the Pyramid Model**

The National Center for Pyramid Model Innovation (NCPMI) encourages states to implement and scale-up the Pyramid Model for Promoting Social Emotional Competence in Young Children and Infants [Pyramid Model] with fidelity. The state capacity building approach has been used in over 20 states for adoption of the Pyramid. The state implementation and scale-up approach is guided by the State Benchmarks of Quality (BoQ) and incorporates stages, steps and key elements of implementation science, including exploration, installation, implementation and scale-up at both the state and program levels.

**4 Essential Structures for Implementation:**

(More information provided in following pages)

	<b>Essential Structure</b>	<b>Status in CT</b>	<b>Lead</b>
1.	A cross-sector state leadership team	In place, meets monthly. See membership roster and Action Plan attached	State Lead with Leadership Team
2.	A professional development network (PDN) of Program Coaches	Working to develop training and coaches	PDN Lead with Leadership Team
3.	High fidelity demonstration sites; and	Cohort 1 has been identified. Working to begin process of choosing Cohort 2	Leadership Team
4.	Data decision-making	Beginning training, identifying how data will be collected	Data Coordinator

**Connecticut Pyramid Partnership's Mission:**

Building a statewide system for Pyramid Model implementation in order to enhance the competencies of those that care for, educate and support young children and their families.

**Vision:**

Connecticut is a state that supports the social and emotional well-being of all young children and their families.

**Project Description:**

The Pyramid Model is an evidence-based approach to improve social-emotional outcomes for young children. It provides a guide for early childhood professionals, families and others on evidence-based practices for promoting health social emotional development in young children, and is based on the public health model of promotion, prevention and intervention with universal support for all children, targeted support of children at risk for challenging behavior and individualize intensive support to the small number of children with persistent challenges.

To develop a state infrastructure, based on implementation science, including a highly qualified workforce to adequately address social-emotional development and challenging behavior. To accomplish this goal, we will:

1. Sustain and scale up all components of Pyramid Model implementation including; the state leadership team, program coaches, sites, data collection and use.
2. Assist as many programs as possible in Connecticut to implement the model to fidelity (Demonstration Sites).
3. Ensure that in state the expertise exist to train, coach and support implementing programs, and expand implementation to sectors beyond ECE programs

<b>Short term Goals</b>	<b>Mid-term Goals</b>	<b>Long-term Goals</b>
Identify funding with OEC to support training and other implementation costs	Identify funding supports for programs to access for implementation including substitutes and coaches	Assess the potential for RESC Alliance or University for sustainability
Identify Cohort II	Build in to OEC PD system (QIS) and contracts (ECCP)	Implement in Home Visiting and Birth to Three and family childcare
Begin training and development for subsequent cohorts	Develop Master Cadre of trainers for LT, TPOT, TPITOS, modules	
	Strengthen linkages with Head Start implementation	

Additional and specific action steps for implementation are in the Action Plan attached. The Action Plan is based on the Benchmarks of Quality that is used by the State Leadership Team (SLT) to assess progress and plan future actions so that the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children is available to providers and families state-wide. The Benchmarks are grounded in implementation science which bridges the gap between an evidence-based practice (EBP) or model and the actual high fidelity implementation of that practice. Implementation has several stages beginning with assessing needs. The Benchmarks of Quality is used to track progress on the

stages of planning/installation, implementation and scale-up as well as planning for sustainability. Activities related to sustaining the effort are embedded throughout the process rather than being left until later.

**Sectors and Sites:**

Pyramid Model is being implemented to varying degrees in areas of the state including New Haven, Waterbury, Danbury and eastern Connecticut. Head Start classrooms are implementing as well. The level of fidelity at each site is either unknown or limited. Yale and two programs in Waterbury are part of Cohort 1. The five year plan is as follows:

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>2018-2019</b> <b>Cohort 1</b> The Center For Early Childhood Education At NVCC	<b>2019-2020</b> <b>Cohort 2</b> 5 Continuing sites 5 new pre-school sites (incentives for programs to train classrooms where IEPS are implemented)	<b>2020-2021</b> <b>Cohort 3</b> Development Year for new sector (infant/toddler?) 10 Continuing sites Support Cohort 2 in developing new classrooms	<b>2021-2022</b> <b>Cohort 4</b> 15 Continuing sites 5 new sites (child care/Family Child care) Support Cohorts 3,2,1 in developing new classrooms	<b>2022-2023</b> <b>Cohort 5</b> 20 Continuing sites 8 new sites (sector TBD) Support Cohorts 4,3,2,1 in developing new classrooms
YMCA Child Development Center – Greater Waterbury YMCA				
HRA of New Britain Early Childcare Learning Academy	Support Cohort 1 in developing new classrooms	5 new sites (child care/Family Child care)	Develop 5 additional Program Coaches	Develop 5 additional Program Coaches
YWCA Of New Britain Childcare Center	Develop 5 additional Program Coaches	Develop 5 additional Program Coaches		Investigate previous Cohorts as Demonstration sites
Killingly BOE at Goodyear Early Learning Center		Investigate Cohort 1 sites as Demonstration Sites		
Yale- New Haven Hospital Day Care Center				
Train Coaches				

Develop 8 Program Coaches				
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## **OEC Implementation**

OEC has made a commitment to Statewide Pyramid Model implementation by becoming a Pyramid Model state, accepting technical assistance from the national center and identifying a full time coordinator to lead the project.

A midterm goal is to build Pyramid Model in to the OEC PD system (QIS) and contracts (ECCP) and to train staff on an awareness level to insure that current efforts are sustainable. All divisions can be encouraged to implement Pyramid.

Division	Implementation
<b>Commissioner's Office</b>	Ensure that OEC policies and contracting include Pyramid. Where appropriate Pyramid is included in grants, contracts, RFPs etc.
<b>Quality/ECE</b>	Include in QIS development, continue to illustrate the connection of Pyramid to ELDS, CKCs, Trauma work, connect to proposals for QE money, school readiness and workforce development. OEC common training evaluation form has already been implemented.
<b>Licensing</b>	Licensing inspectors may be trained on the Practices which would allow them to offer resources to programs around classroom design that supports SE and addressing challenging behavior
<b>Family Support</b>	Infuse Pyramid training in current training initiatives. Develop new training and co-train. Put Pyramid language in contracts and eventually train HV and B23 programs to implement to fidelity and become implementation sites

## **Scale Up and Sustaining:**

Connecticut was chosen as one of two states to receive intensive TA on implementing Pyramid Model in pre-school classrooms. Given that the intensive TA opportunity from NCPMI includes training by national trainers (on modules/practices, TPOT, TPITOS, BIR, Practice-based coaching, Leadership team training, and data collection and use) we are opening all appropriate training to all that are interested so that we can build capacity for trainers and coaches as well as begin implementation state-wide.

The current cohort (Cohort 1) is underway. The training regimen will be a model for Cohort 2 which will begin in the fall of 2019. Cohort 1 will be encouraged and supported to scale-up to other classrooms within their programs and implement Pyramid building or community-wide once program administration, coaches and teachers have been trained and have the experience to support others within the building and/or community (Year 3).

Programs that may apply for the next cohort groups will be notified in early fall annually of:

- What work needs to be completed before applying to be an implementation site
- How to apply
- Criteria for selection
- Required training based on role(s)
- A training calendar for required training dates, times and locations

Programs in Cohort 1 will be encouraged and supported to work with the PLT to scale up to additional classrooms within their program during their Year 2. As entities scale up the SLT will need to train and identify Program coaches, additional Leadership Team members and coaches.

To ensure sustainability, in addition to other items listed above, the PLT with the SLT will;

- Collect and analyze data on previous year's implementation activities to identify fidelity "drift" and to ensure that training, TA and coaching are available to reduce "drift".
- Develop on-going plan for orientation of new SLT and PLT members and on-going awareness presentations for any new staff at program and state level
- Ensure that the leadership team remains at fidelity based on annual completion of the Benchmarks of Quality

Successful Pyramid Model implementation is heavily reliant on two types of coaches. 1) **Program Coach:** (See attached job description). Works with a program to implement Program Leadership Team, collect data, identify practitioner coaches, implement and identify training needs, provides feedback to SLT, serves as liaison to the SLT, assists with implementation of program BOQs. 2) **Practitioner Coach:** Coaches teacher/provider on implementation of practices, observes coachee using TPOT or TPITOS and uses observation to provide feedback thru Practice-based Coaching. We will continue to recruit and train program coaches based on supply and demand. Training must coincide with implementation.

A coach may have either roles or just one depending on the program staffing etc. This plan includes scaling up the number of coaches to create a Professional Development Network available to coach programs and practitioners as well as to provide training when the NCPMI is no longer providing training as part of their grant. The goal is to have sufficient numbers of Program Coaches to work with new and continuing programs that are implementing as well as to have Program Coaches that can train on all aspects of the model including:

Leadership Team Training

Practice Based Coaching

Modules (Birth to Three, Pre-k and Birth to 5)

Data Use and Visualization

Prevent Teach Reinforce for Young Children

TPOT & TPITOS

A list of approved Program Coaches will be maintained on the OEC website at OEC/QI/Pyramid which is under development. Programs will be able to access the list to ensure that they are using OEC approved Program Coaches.

The goal is to have at a minimum three members of the PDN available to train each of the topics listed above. To ensure sustainability of qualified trainers, the OEC has developed tabs in the registry for Pyramid related training that is foundational for those who wish to continue to offer training, coaching and technical assistance around Pyramid implementation as part of the professional development network.

**Training:**

A training sequence is under development for Cohort 2. Training will begin with Pyramid Awareness which will include how/when to apply, a look at the Practices and what implementation means. Once applications are received and approved by a determined date, programs will be given a schedule and information on who needs to attend which training according to their role.

Training offered will include (Attached Implementation Training Chart):

- Leadership Team training
- Teaching Pyramid Observation Tool (TPOT)
- Practice Based Coaching (PBC)
- Module/Practices training
- Data use and visualization
- Prevent Teach Reinforce – Young Children (PTR-YC)

Other training on implementing practices will be offered once capacity has been developed. Training and coaching (PDN) will be coordinated by a contract with an individual who is well steeped in Pyramid implementation, has been trained as a Program Coach by the National Center on Pyramid Model Innovations (NCPMI) and can train in state on TPOT and TIPITOS, as well as all other aspects of implementation at the state, program and classroom levels.

**Data:**

The National Center for Pyramid Model Innovation (NCPMI) provides extensive tools for data collection. Pyramid data includes TPOT/TIPITOS Observation scores, Behavior Incident Reports, and program and state benchmarks of quality (BOQS) etc. The data submission forms will be housed on the OEC/Pyramid website. Forms will be submitted via a soon to be created OEC.Pyramid email in box.

For more information on Pyramid data expectations see “Data Decision-Making and Program-Wide Implementation of the Pyramid Model” at <https://files.eric.ed.gov/fulltext/ED577844.pdf>

Additional data will be collected including information on suspension and expulsion rates including equity and disproportionality in representation of minority students, teacher satisfaction and other related data identified with OEC.

**Results:**

It is expected that at the end of five years Connecticut will have at a minimum:

- 36 programs with classrooms trained to fidelity
- 72 classrooms trained and at fidelity
- 28 Program Coaches trained and ready to support program implementation
- 12 trainers prepared to deliver trainings to support implementation

This does not include the scale up of communities following their first 1-2 years of support

Pyramid implementation will be increased to include all appropriate OEC divisions including home visiting and Birth to Three. Expanding to these sectors requires extensive retraining and modification of tools and documents and training protocols.

**Proposed Annual Budget (Year 2):**

Item	Description	Budgeted Amount
State staff a. LT Coordinator b. Professional Development Network DN Coordinator	A state-wide coordinator for the SLT and a 3/4 time additional person to oversee training and coaches (PDN)	
Program Coaches	at a minimum .10 FTE Program Coach for each program implementing Pyramid. Programs will be responsible for funding the majority of this position. OEC <b>could</b> provide a portion of payment (pay coach to attend training or pay program for two months of coaching. Going rate for coaching in CT is \$100-125/hour	Program coaching is paid by programs unless OEC subsidizes this cost. Recommend OEC paying for two months of coaching for each program during year one of their implementation @ \$11,500/year
Annual training calendar	Annual training 6 topics – 8 days total 1 topic – 3 days 3 topics (TBD) – 3 days	Trainer(s) – PDN Coordinator will be lead trainer included in salary. Additional trainers – 500/day (including prep and travel) x 11(days) = \$5,500 Materials – etc. \$1,000/year Space – whenever possible free space will be sought \$5,000
Practitioner coaches, practitioners, leadership teams	Subsidies/Stipends for teachers etc. or payment for substitutes as needed for three months or 8 days of training or for completion of on-line modules (\$49.99)	Teachers 3 days of training @200.00x3x10= \$6,000 Plus 4 on-line modules subscriptions @ 49.99 for teachers who cannot attend module training
Other – Conference(s), Public awareness, printed materials, travel (for 2)		Conference National Training Institute 2x2,200 = \$4,400

		Additional conference \$2,000 (Present with Birth to Three staff at Part C annual conference on the Self-Assessment) Consortium Dues = \$4,000 PA Materials \$2,000
<b>TOTAL BUDGET</b>		



## Connecticut Pyramid Model Implementation Training Requirements

Training	# of Days	Program Coach	Site Leadership Team	Practitioner Coach	Behavior Support	Practitioners (Teachers)	Data Coordinator
LT Team Training	2	X	X	X	X		X
TPOT	2	X		X			
Practice Based Coaching	2	X		X			
Modules	3	X	X	X	X	X	X
Data Use and Visualization	1	X					X
Prevent- Teach- Reinforce for Young Children	1	X			X		
Program Coach – monthly calls or ½ day		X					

- Modules can be done on-line in certain cases (49.99/24 hours of video training)
- The data coordinator is not a position. Someone on LT can be designated (Practitioner coach, behavior support person, administrator)
- The full LT must be present for the LT training (administrator, practitioner coach, teacher (at least one), behavior support person and a family member).

- Leadership Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel