



Insights from the Field: Implementing Pyramid Model Community-Wide

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National Center for
**Pyramid Model
INNOVATIONS**

ChallengingBehavior.org

Presenters



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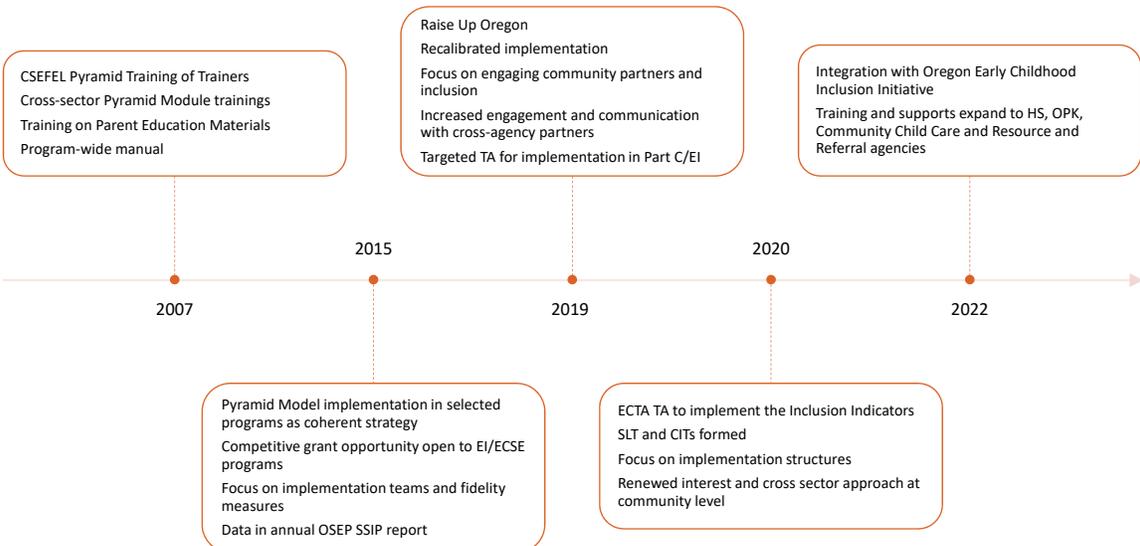
Using the Pyramid Model to Advance Equitable Outcomes across Communities

Meredith Villines,
Oregon Department of Education

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History of Pyramid Model in Oregon

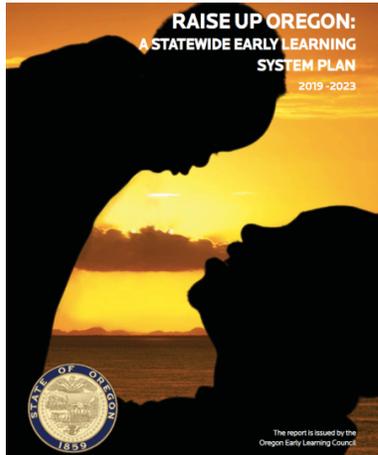


- 2007**
 - CSEFEL Pyramid Training of Trainers
 - Cross-sector Pyramid Module trainings
 - Training on Parent Education Materials
 - Program-wide manual
- 2015**
 - Pyramid Model implementation in selected programs as coherent strategy
 - Competitive grant opportunity open to EI/ECSE programs
 - Focus on implementation teams and fidelity measures
 - Data in annual OSEP SSIP report
- 2019**
 - Raise Up Oregon
 - Recalibrated implementation
 - Focus on engaging community partners and inclusion
 - Increased engagement and communication with cross-agency partners
 - Targeted TA for implementation in Part C/EI
- 2020**
 - ECTA TA to implement the Inclusion Indicators
 - SLT and CITs formed
 - Focus on implementation structures
 - Renewed interest and cross sector approach at community level
- 2022**
 - Integration with Oregon Early Childhood Inclusion Initiative
 - Training and supports expand to HS, OPK, Community Child Care and Resource and Referral agencies



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Points of Connection Across Systems: Impact on the Communities and State



- Family voice, education, and engagement
- Effective workforce supports (i.e. Job-embedded coaching)
- Evidence-based strategies that impact child outcomes

Grounded in Equity

Centering Equity in Collective Impact

Five Strategies for Centering Equity

1. Ground the work in data and context, and target solutions
2. Focus on systems change, in addition to programs and services
3. Shift power within the collaborative
4. Listen to and act with community
5. Build equity leadership and accountability

Ground the work in data and context, target solutions

The data:

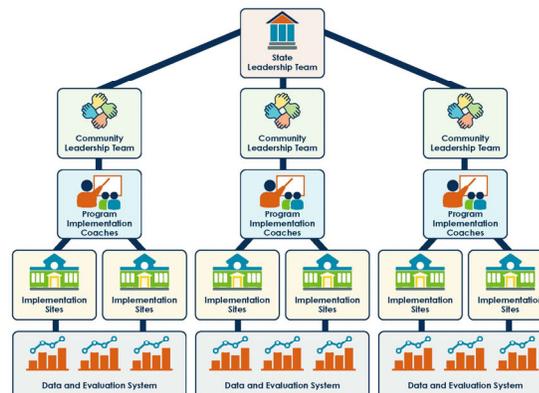
- PDG Strengths and Needs Assessments
- Family and Community Input Reports (PDG and EI/ECSE)
- IDEA Outcome Data for children Birth to 5

The context:

- Early Learning System consists of systems within systems
- Specialists, providers, TA professionals serve the same population of families and children
- Families and providers bear the burden of navigating a complex system of supports

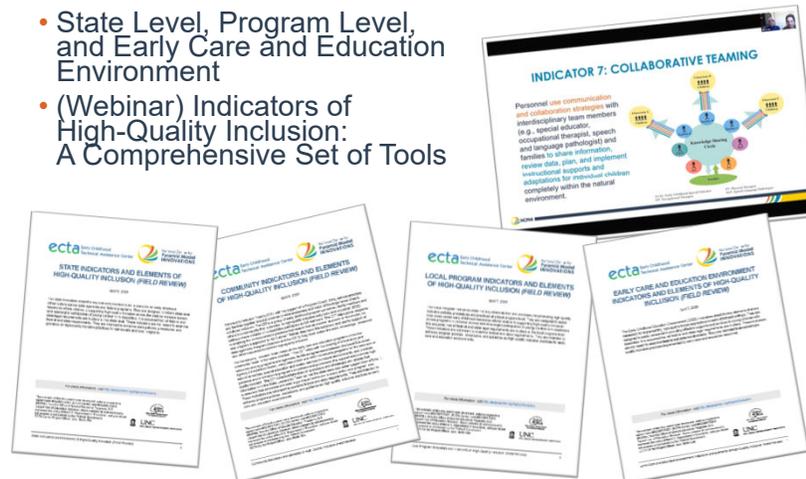


Focus on Systems Change



Inclusion Indicators Initiative

- State Level, Program Level, and Early Care and Education Environment
- (Webinar) Indicators of High-Quality Inclusion: A Comprehensive Set of Tools

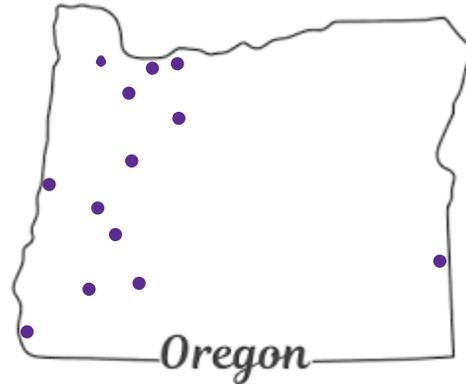


Connection between Frameworks

- Cross-Sector Community Leadership Team
- Family Engagement and Supports
- Funding
- Awareness and Commitment (Communication and Visibility)
- Collaborative Teaming to address child and family needs
- Implementation and Demonstration Sites
- Professional Development and Program Supports for Implementation
- Data Collection, Monitoring Implementation, and Outcomes

Where implementation is occurring

- Benton County (Community-Wide)
- Clackamas County (Community-Wide)
- Coos County
- Curry County
- Douglas County
- Hood River
- Jackson/Josephine County
- Lane County
- Linn County (Community-Wide)
- Lincoln County (Community-Wide)
- Malheur County
- Marion County
- Multnomah County (Community-Wide)
- Washington County
- Wasco County



Community Wide Implementation: Purpose

Support implementation and sustainability of equitable and effective practices

Empower communities to make decisions based on their unique context

Build awareness throughout the community

Link high-quality inclusive programs to the public, including policy makers, student teachers, media, and institutions of higher education

Collect and share community progress information annually

Identify and support additional programs to implement evidence-based practices over time, scaling-up a sustainable system of equitable and effective practices

Shift Power Within the Collective

Where we started...

- Directed by coaches from districts and ESDs
- Centered and funded primarily by special education
- Reinforced an expert model
- Exclusion of community wide decision making

Where we are going...

- Develop shared understanding, knowledge and expertise
- Cross-discipline professional development networks
- Capacity building at the community level driven by Child Care Resource and Referral
- Shared investment across sectors for collective impact

Listen To and Act with Community: Community Successes



INCREASED COMMUNITY
COLLABORATION



UNIFIED MISSION AND
VISION



IMPROVED CHILD
OUTCOMES AND LRE
DATA



INCREASED CONFIDENCE
AND FEELINGS OF
EFFICACY ACROSS
PROVIDERS



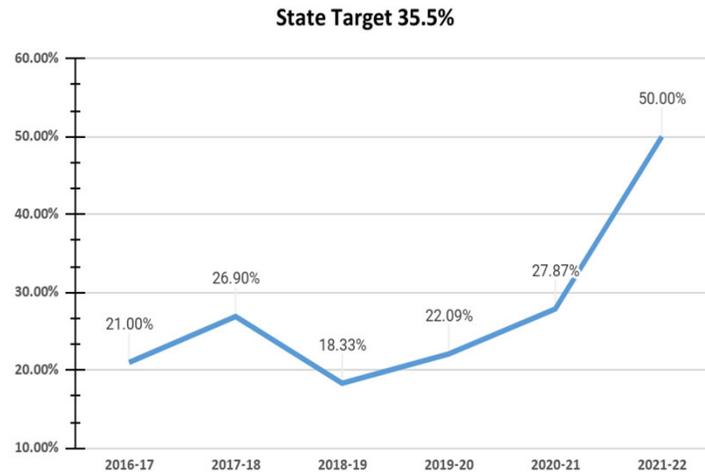
CROSS-AGENCY
PLANNING AND
COMMUNICATION WITHIN
PROGRAMS AND
AMONGST CLASSROOM
STAFF AND EI/ECSE
PROVIDERS

Data for community priorities

Community Vision:

To create a community-wide culture of high-quality inclusive practices that meet the needs of all children and to increase the number of children with special needs in diverse early childhood education settings.

- 2019-20: 22.09%
- Goal by 2023: 30%
- Currently at 50% Exceeded goal



Presenter Information



Early Childhood Coherent Strategies Specialist, coordinating and overseeing implementation of practices that improve outcomes for young children experiencing disability and their friends and classmates.

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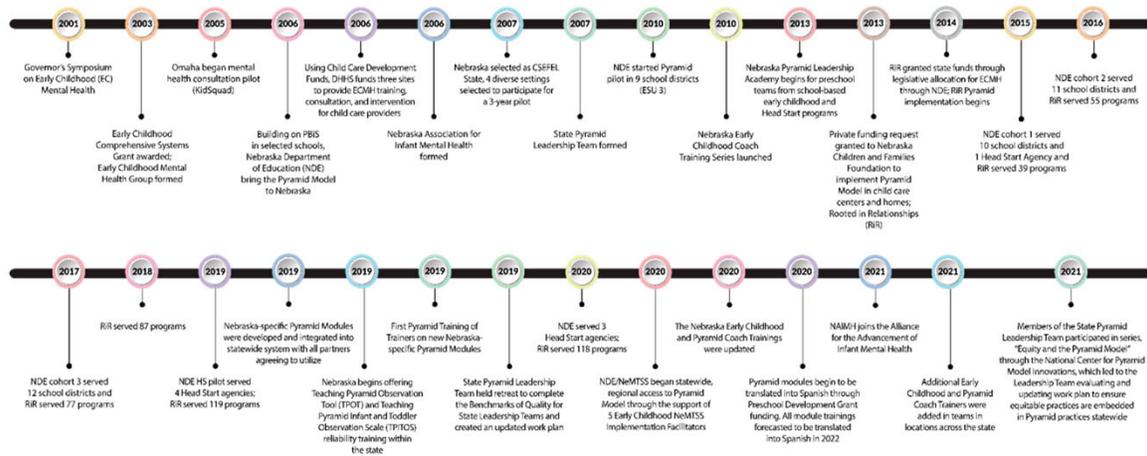
Community Wide Implementation Nebraska's version: Rooted in Relationships

Stacy Scholten
Nebraska Children and Families Foundation

National Center for
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History of Pyramid in Nebraska



Last updated: 12/06/21



Rooted in Relationships



Vision

Nebraska will have a statewide system of care that promotes the social and emotional competence and school readiness of all children from birth through age 8.

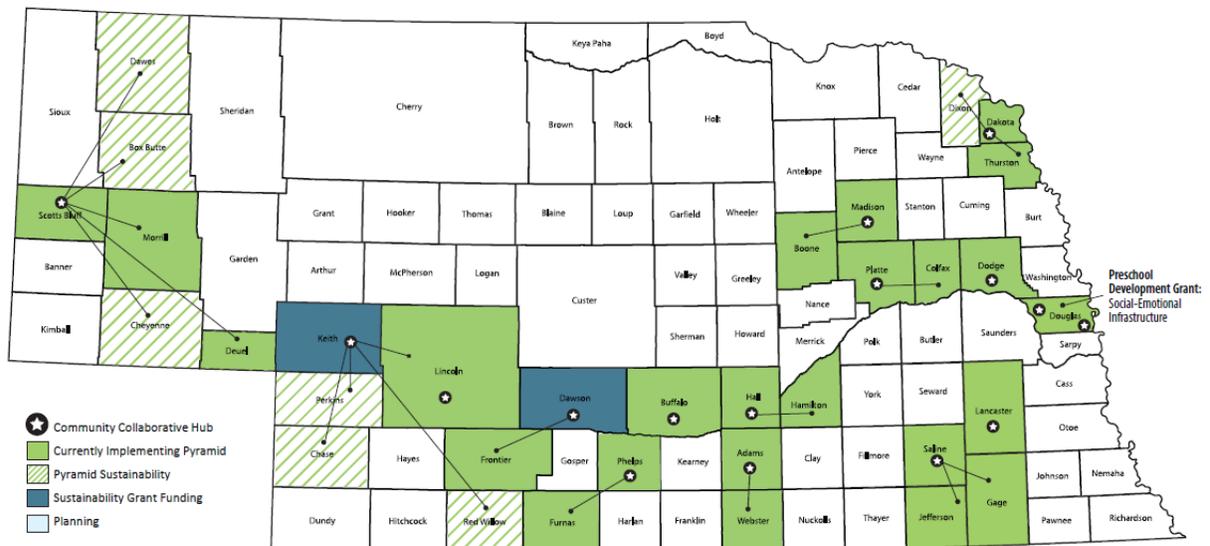
Mission

The work of this three-year initiative is focused on the following three goals/critical outcomes:

- Nebraska has shared principles, definitions, and collaborative practice related to screening, assessment, adult/child interactions which promote the positive development of the “whole child”, and includes ongoing evaluation for continuous improvement
- Early care and education environments meet the social and emotional needs of all children in their care
- Improved social emotional competence of children from birth through age 8



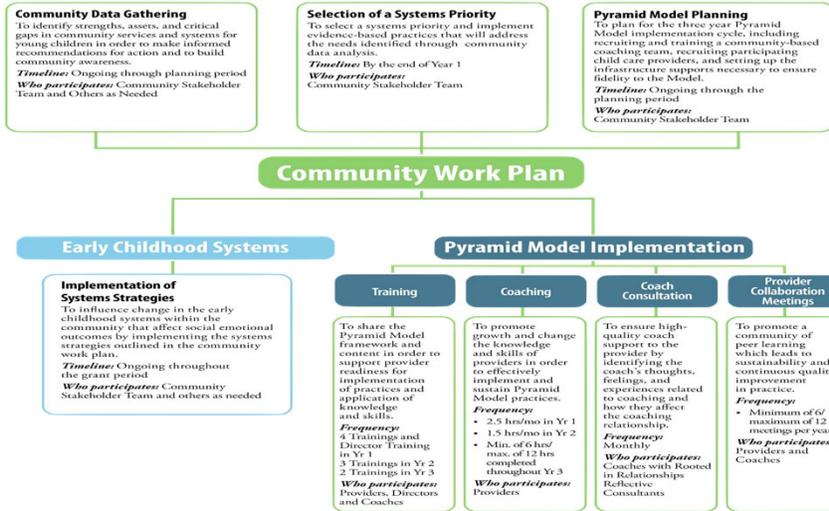
Rooted in Relationships Growth Map (Current)



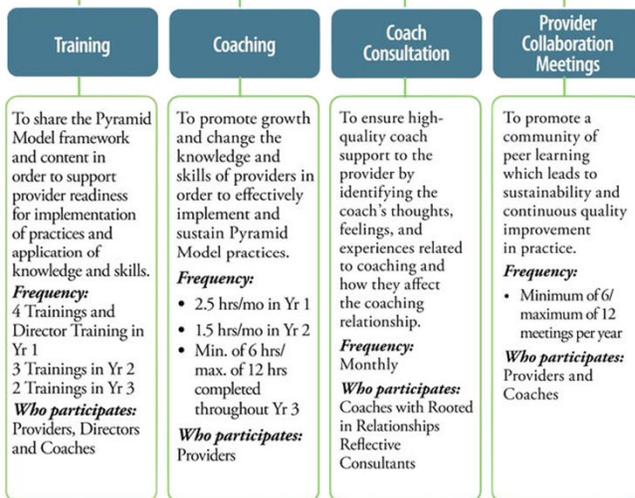
Last update: 7/6/23



The Rooted in Relationships Package



Pyramid Model Implementation



Coaching team must include at least one mental health provider who has experience with children



Coordination & Systems Work

Coordinator

- Invitations to community stakeholders to participate in planning process
- Meeting planning, inclusive of the large stakeholder group and any subgroups that may be convened
- Regular, ongoing communication with NCFE staff regarding needs and progress
- Progress Reports to NCFE
- Adjustments to work plan, as needed-annually at a minimum
- Work with evaluators to ensure fidelity of implementation

Stakeholder Team

- Create an early childhood collaborative team. If a community collaborative already exists, explore the need for additional partners with a high priority on gathering parent input
- Complete the Community Early Childhood System of Care (ECSOC) Self-Assessment as well as a data gathering and analysis process of other existing community data. The ECSOC will assist in environmental scan of current status, identification of gaps, and strategies to support the positive social emotional development of young children
- Develop action items and develop a work plan for social-emotional systems development. Items should align with existing efforts and identified community needs.
- Communities are required to match 20% of funds.



Rooted in Relationships Process Guide

Working With Providers And Coaches

PROCESS GUIDE

RESOURCES

PROCESS GUIDE

- Rooted In Relationships Overview
- Rooted Planning Documents
- EC System Of Care/Community Data
- Developing A Work Plan
- Working With Providers And Coaches
- Letter Of Agreement/Contract Examples

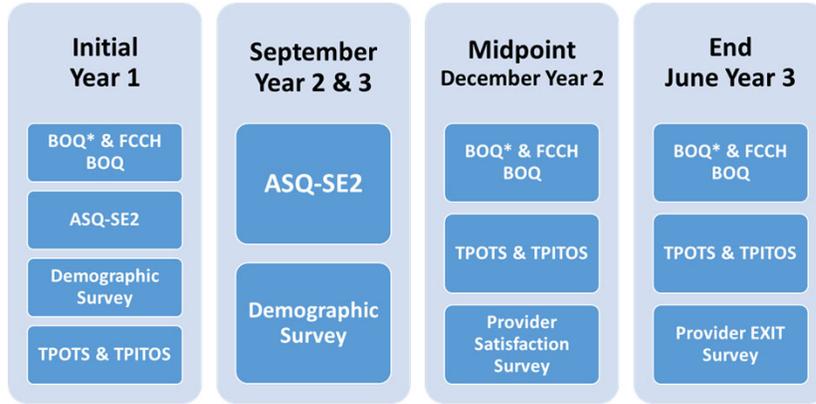
SELECTING AND WORKING WITH PROVIDERS

- [Collaborating with Head Start and School Systems](#)
- [Program-Wide Implementation Considerations](#)
- [Informational Meeting Flyer-English](#)
Draft of a flyer that can be modified to announce the informational meeting about the Pyramid Model to child care providers.
- [Informational Meeting Flyer - Spanish](#)
- [Selecting Child Care Providers](#)
- [Provider Application-English](#)
Application form for child care providers to complete for participation in Pyramid Model training and coaching.
- [Provider Application-Spanish](#)
- [Provider Request for Payment -English](#)

[Rootedinrelationships.org](https://rootedinrelationships.org)



Evaluation



ASQ-SE: Ages and Stages Questionnaire- Social Emotional

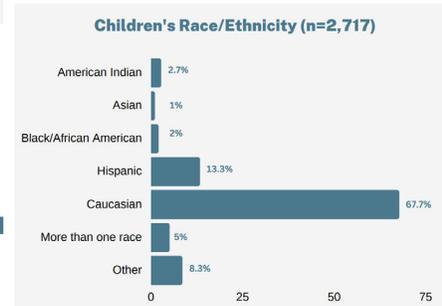
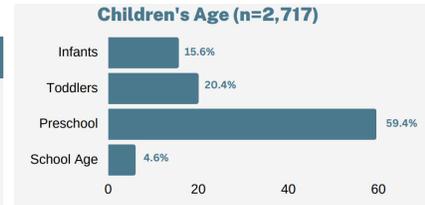
Expulsion Survey completed in Dec & June every year

*Benchmarks of Quality (BOQ) for centers is ONLY for centers implementing Pyramid Program Wide.
 *Family Child Care Home – Benchmarks of Quality (FCCH-BOQ) is completed with ALL home providers.



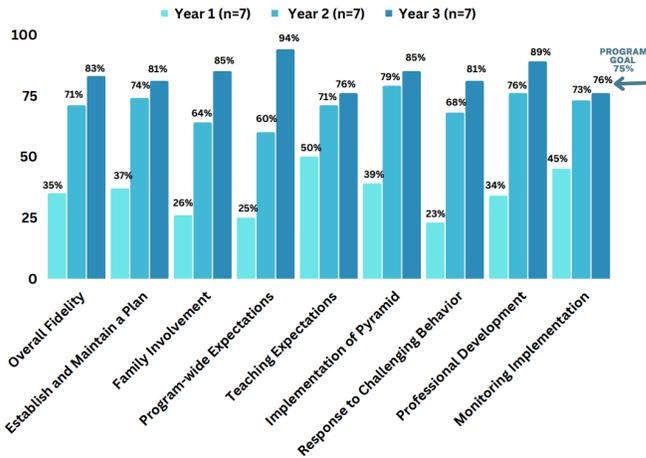
2022 Rooted in Relationships Participants

Providers	Programs	Children
<ul style="list-style-type: none"> In 2022, across all cohorts, 302 providers/directors were engaged in the RiR Pyramid Model Of those 302 providers/directors 70 individuals had an early exit from the program during 2022. This is a retention rate of 76.9% 	<ul style="list-style-type: none"> In 2022, 143 programs participated in the RiR Pyramid Model 62.2% were childcare centers 37.8% were family child care homes 	<ul style="list-style-type: none"> In 2022, RiR Pyramid Model served over 2,717 children 14.8% qualified for a state child care subsidy 51.7% were male and 48.3% were female



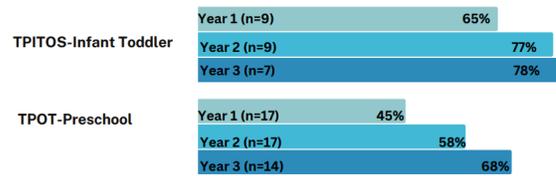
2019 – 2022 Providers

FCCH – BOQ



Center Classrooms

% of Key Practices in Place*



Questions?

Use the Q&A panel to submit your questions.



NCPMI: Community-Wide BoQ

Implementing the Pyramid Model Community-Wide: Benchmarks of Quality 2.0*

Community Team Members: _____

Location: _____ Date: _____

Critical Elements	Benchmarks of Quality	Score		
		Not in place 0	Needs Implementation 1	In Place 2
Community Leadership Team Membership and Teaming	1. The Community Leadership Team (CLT) has representation from key stakeholders (e.g., practitioner, family members, program administrators) and program agencies (Head Start, childcare, school district, early childhood mental health, and other organizations) invested in promoting the socio-emotional skills of young children. The CLT includes member(s) that represent the diverse families in the community.			
	2. The CLT includes members that can assist in outreach to programs serving children and families who may be historically marginalized and increase the diversity of children and families who receive services from Pyramid Model programs.			
	3. A team member has been identified as the Community Leadership Team Coordinator. A process has been established for the identification of a new coordinator when needed.			
	4. The CLT has established a clearly written mission that addresses the community-wide implementation of the Pyramid Model; team members can clearly communicate the purpose of the CLT.			
	5. Members of the CLT have clear roles and responsibilities, including a data coordinator, for contributing to the functioning of the team and achievement of the mission. The CLT uses effective learning strategies to ensure meetings are productive and builds a sense of ownership among all team members.			
	6. The CLT establishes a process for the recruitment of diverse members and orientation of new members.			
	7. The CLT develops a written action plan that addresses all critical elements and guides the work of the team. This plan includes strategies for sustainability and scale-up for community-wide implementation of the Pyramid Model. The team reviews the plan and updates their progress at each meeting.			
	8. The CLT meets at least monthly.			



NCPMI & ECTA: Community Indicators & Elements of High-Quality Inclusion

- [INDICATOR C1: Community Inclusion Team](#) +
- [INDICATOR C2: Vision](#) +
- [INDICATOR C3: Family Engagement and Partnerships](#) +
- [INDICATOR C4: Awareness and Commitment](#) +
- [INDICATOR C5: Policies and Procedures](#) +
- [INDICATOR C6: Fiscal Resources](#) +
- [INDICATOR C7: Personnel Policies and Structure](#) +
- [INDICATOR C8: Collaborative Teaming](#) +
- [INDICATOR C9: Specialized Technical Assistance and Consultative Services](#) +
- [INDICATOR C10: Program Supports for Professional Development](#) +
- [INDICATOR C11: Curriculum](#) +
- [INDICATOR C12: Data Collection and Use](#) +



Early Childhood
Technical Assistance Center



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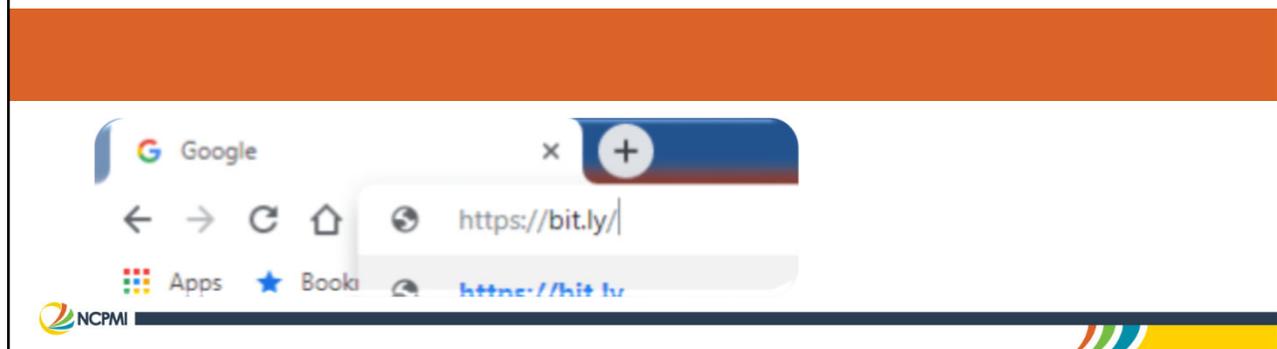
Suggested citation:
 Early Childhood Technical Assistance Center, & National Center for Pyramid Model Innovations (2020). Indicators of High-Quality Inclusion. Retrieved from <https://ectacenter.org/boqs/inclusion/indicators.asp>



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- *URL is case sensitive*



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The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

[About Us](#)

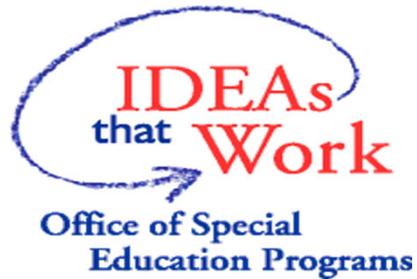
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