State Leadership Team Equity Inventory:

Considerations for the Essential Structures of Statewide Implementation of the Pyramid Model

THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

National Center for **Pyramid Model INNOVATIONS**

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The inventory is designed principally for the State Leadership Team (SLT) to foster awareness, discussion, and ongoing action to maximize equity during Pyramid Model statewide implementation using the four essential structures of: 1) state leadership team, 2) professional development network of program implementation coaches, 3) demonstration and implementation sites, and 4) data and evaluation systems.

The inventory is not designed as an evaluative tool to score, judge, or validate equity. But rather, it's purpose is to assist in ensuring the Pyramid Model structures and services are serving all populations equitably – such as equity in how programs are selected and funded; diverse SLT membership; strategies for supporting more diversity in all essential structures; eliminating harsh and disproportionate discipline practices, (e.g. suspension and expulsion); as well as supporting inclusionary and high quality learning for children identified with disabilities, and/or dual language learners (DLLs)). State Leadership Teams are encouraged to use this inventory at any stage in the implementation process: exploration, installation, implementation, scale-up and sustainability.

We highly recommend the use of the summary tables at the end of each section to develop action steps based on intentional investigation and review of evidence.These summary tables will bring a focus on areas to create or redesign policies and procedures to promote equity.

It is recommended the SLT review the inventory, at a minimum, annually as a companion to the State Benchmarks of Quality. Some items on the inventory will have readily available answers. Others may require the SLT to collect data in order to have the necessary data for decision-making. SLTs may find that the inventory sections specific to each essential structure are best addressed initially by separate subcommittees or work groups that bring their review back to the entire SLT for study and decision-making. Where data suggest an equity concern, it is suggested the SLT establish an ad hoc subcommittee or work group to draft and execute an action plan with quarterly progress reports to the full SLT. Some equity action plans and objectives can be completed quickly, other equity actions may well represent multi-year initiatives such as: recruitment of SLT members, Program Implementation Coaches and implementation sites; fiscal matters; and policy. It is also important to consider equity experts in your own state to provide ongoing consultation and support to the SLT as necessary.

Essential Structure #1: State Leadership Team (SLT)

Considerations	Examples
What is the composition of the SLT? **How does the SLT determine who is on the SLT?** **Who is represented in SLT workgroups?** **Who is represented in other ways?** **Does the membership selection process exclude certain groups?** **What strategies are used to ensure many diverse voices are "at the table" while still managing to keep the SLT to a manageable size?**	Cross sector and stakeholder representation should include licensing and regulations/childcare representatives, Head Start, preschool special education, state-funded preschool, Parent Information Centers (PICs) and other groups representing families, K-12 systems alignment, higher education, tribal bureaus, educational agencies that provide professional development and technical assistance at a state level, state equity experts An application and/or recruitment process for SLT members is intentional to maintain diversity on the SLT Demographic representation is consistent with the state: • Consider population data such as urban, rural, small rural, and/or tribal communities Workgroups include a justice, equity, diversity and inclusion (JEDI) workgroup to review materials Include individuals, who are not members of the SLT, in workgroups to review materials and plans for equity
Where are SLT meetings held? Are they accessible to all members?	Provide internet access and other necessary technology to ensure accessibility Provide compensation for mileage and meeting time
When are the SLT meetings held? **Are they accessible to all of the members?** **Is there compensation and support for members?**	Considerate of family schedules, avoid important religious holidays Provide compensation particularly for members whose agencies are not compensating or for members who do not represent an agency
Are diversity, equity, and inclusion called out in the SLT's vision and mission statements?	Review and revise vision if needed
Does the SLT articulate any priority outcome areas that highlight indicators of diversity, equity and inclusion? **Are diversity, equity and inclusion embedded into the SLT's strategic plan?**	Review all action plans, strategic plans and other materials to ensure equity, diversity and inclusion are addressed

Summary Table of Data and Considerations for State Leadership Team Development and Functioning

High Priority Considerations	Evidence / Current Data Collected and What the Data Indicate	Future Data Needed	Action Steps

Essential Structure #2:
Professional Development Network of Program Implementation Coaches

Considerations	Examples
What is the overall mix of characteristics of the network of Program Implementation Coaches? **Is it representative of the programs served?** **What is the geographic representation of Program Implementation Coaches in the state?** **Are there barriers that undermine efforts to ensure coaches from diverse populations?**	Demographic representation of coaches is proportional to demographic data from children and families who access the programs (e.g., Program Implementation Coaches' zip codes and geographic locations are consistent with child and family demographics) • Create a map to show where Program Implementation Coaches are located and which programs they serve • Identify Program Implementation Coaches who represent diversity and communities from preschool special education, childcare, and community partners • Identify recruitment strategies for Program Implementation Coaches who are diverse in terms of race, ethnicity, disability, gender, and other factors relevant to the demographics of communities and your state • Identify barriers and facilitators related to Program Coach education, certification, and licensing • Monitor and identify issues related to Program Implementation Coach mobility and turnover
What trainings are offered to support Program Implementation Coaches' capacity and competence to have crucial conversations around equity?	Training for Program Implementation Coaches could include: • awareness of one's own culture and the culture of others • assumptions about race, ethnicity, and other marginalized identities • implicit bias • children's cultural knowledge • possible areas of mismatch between children's home cultures and school cultures • discussions with children and families about their named culture and what this means for their experiences at home and in their communities • integration of information about children's home culture in classroom conversations • use of materials from children's home cultures in classroom play areas • use of children's literature to increase representation and counter stereotypes • use of music and movement to increase representation and counter stereotypes • strategies to affirm children's home language/s in the classroom
Where are trainings occurring and in what languages are trainings being offered?	Trainings are available either online or across the state to ensure access Training materials are developed and delivered in the languages that are appropriate for providers and the communities they serve
Which agencies currently support the network of Program Implementation Coaches?	Identify agencies, financial resources, full-time equivalents (FTE), funding for training development, in-kind resources from various agencies to support the network of Program Implementation Coaches

Summary Table of Data and Considerations for Professional Development Network of Program Implementation Coaches

High Priority Considerations	Evidence / Current Data Collected and What the Data Indicate	Future Data Needed	Action Steps

Considerations	Examples
What are the demographics of children and families in the Pyramid Model sites and communities the SLT is working with?	Demographics to consider: • children identified with disabilities • race/ethnicity • gender • family composition • socio-economic status • immigration or Refugee status • primary Language • zip Code Support implementation sites to gather demographic data
What is the composition of the Program-Wide Leadership Team in the sites and is it representative of the Program-Wide community? (This information is different from the composition analysis done on the State Leadership Team).	Program representation: • general education • special education • related service providers • administration • paraprofessionals/teaching assistants • behavior "specialist" • community members/funders/board members Provider demographic representation: • race/ethnicity, gender, socio-economic status, language • provider education, certification and licensing • provider zip code and geography (consistent with child and family demographics) Ensure family engagement as authentic partners on the Program-Wide Leadership Team
What is the geographic representation of the sites and communities the SLT is working with?	Create a map to show: • where programs are implementing • level of implementation • type of program (e.g., state funded PK, Head Start, Childcare)
What disciplinary practices are used in the sites and communities with whom the SLT is working? *(continued)*	Identify behavior expectations outlined formally in program handbooks Identify informal inappropriate discipline practices used (e.g., soft suspension, guidance/counseling "out of a program") Support implementation sites' use of Behavior Incident Report System (BIRS) for tracking: • behavior incidents • adult responses to behavior incidents • use of restraint • use of time-out • use of in-school suspension • use of out of school suspension • and dismissals/ expulsions • disproportionality and risk/ratio in suspensions and dismissals by gender, race/ ethnicity, IEP status, and dual-language learners

Considerations	Examples
(continued) **What disciplinary practices are used in the sites and communities with whom the SLT is working?**	Note: While direct data from the BIRS is not shared with SLTs, the data can be aggregate to inform policy related to suspension and expulsion or professional development and coaching supporting of positive discipline practices Support implementation sites' use of BIRS for program action plans and coaching Support implementation site's use of the Equity Coaching Guide to address equity at the classroom and program level Support implementation site's use of Benchmarks of Quality Cultural Responsive Companion to address equity at the classroom and program level
What inclusionary practices are used in the sites and communities the SLT is working with?	Identify formal inclusion placement guidelines and practices for children diagnosed with disabilities (i.e., children remain in their natural environment or in the program that they would be in if they did not have a disability) Identify informal exclusionary practices used- counseling out of programs and into "special education" classrooms Determine student with disabilities to student without disabilities ratios in programs
What is the financial/resource landscape for current and future implementation sites and communities the SLT is working with?	Consider for each program zip code: • Federal funding sources • State funding sources • Local funding sources • Tax base • Itinerant services availability • Community assets
What are the implications of community data about inequities in services for implementation site selection?	Use services and data collected by the state departments of public health, safety and education, United Way, Early Childhood Councils, and other agencies to identify by zip code: • Pediatric health data • Mental illness/wellness data • Poverty rates • Unemployment rates • Graduation rates • Substance abuse/misuse rates • Child abuse #'s
What are the resources used to provide supports for implementation in the sites and communities the SLT is working with?	Consider the training, coaching, funding available to each program
How are resources prioritized for the sites and communities the SLT is working with?	Examine budgets to understand how funds and resources are used and the percent allotted for recruitment, implementation and demonstration programs

Summary Table of Data and Considerations for Implementation and Demonstration Programs, Sites and Communities

High Priority Considerations	Evidence / Current Data Collected and What the Data Indicate	Future Data Needed	Action Steps

Essential Structure #4: Data and Evaluation Systems

Considerations	Examples
What do child outcome data indicate about the need for program and classroom level social and emotional support?	*Examine these data across race, gender, geography, economic level to ensure data is being examined to look for equity.* Gather information on social emotional development of children from programs Identify supports for children with severe and persistent challenging behavior Use child outcome data from programs that have achieved fidelity to inform decisions and answer questions such as- are children in Pyramid Model programs that are performing at fidelity achieving higher outcomes on outcome measures (e.g. TS Gold, state measures)
What do parent satisfaction data indicate about the need for program, classroom, and family-level social and emotional support?	Survey parents across implementing programs to determine their overall satisfaction Identify how Positive Solutions for Families is administered across the state Develop communication structures and vehicles to be used by programs, communities, and/or classrooms to inform families about social emotional learning
What do inclusion, 619, or IEP data indicate about which children are receiving Pyramid Model supports and in what environments?	Use state and local inclusion data as well as surveys and interviews to determine how and if children with disabilities are receiving services in Pyramid Model implementation programs
What do harsh discipline practices data indicate about inequities?	Use state and local data as well as BIRs, surveys and interviews to determine how children with severe and persistent challenging behavior and intersecting identities such as gender and race are supported in Pyramid Model programs

Summary Table of Data and Considerations for Data and Evaluation Systems

High Priority Considerations	Evidence / Current Data Collected and What the Data Indicate	Future Data Needed	Action Steps