

**National Center for Pyramid Model Innovations (NCPMI)
Application for Intensive Technical Assistance**

**Statewide, Tribal Organization, or Territory Implementation of the Pyramid Model
within Early Childhood Center Based Programs**

Background

Purpose of this RFA

States, tribal organizations, and territories are invited to participate in an implementation and scale-up training and technical assistance (T/TA) opportunity designed to promote the positive and equitable social, emotional, and behavioral outcomes of all young children with a focus on children (birth through 5 years) participating in inclusive center-based programs and receiving special education services. The National Center for Pyramid Model Innovations (NCPMI) has been funded by the Office of Special Education Programs (OSEP) of the US Department of Education to provide T/TA to build the capacity of systems to implement and sustain the Pyramid Model for Promoting the Social Emotional Competence of Infants, Toddlers, and Young Children (Pyramid Model). We are inviting applications from State IDEA Preschool, Section 619 Coordinators (or tribal or territory lead for providing special education services) to participate in an Intensive TA opportunity that will result in the sustainable implementation of the Pyramid Model within local implementation programs.

This intensive TA opportunity is designed for states, tribal organizations, and territories to establish or enhance *broad* cross-sector Pyramid Model efforts.

Goal and Outcomes of the Partnership

The goal of the State, Tribal Organization or Territory NCPMI Partnership is:

To build the capacity of a state, tribal organization, or territory to plan, implement, and sustain a professional development system to support the implementation of the Pyramid Model to meet the social, emotional, and behavioral needs of young children, and advance equity for children of color and children (birth-5 years) with and or at risk for disabilities in inclusive environments.

This intensive TA opportunity is focused on guiding the state, tribal organization, or territory to achieve following six outcomes:

- 1) Enhance the capacity of the state, tribal organization, or territory to implement and sustain the Pyramid Model through the work of a collaborative cross-sector leadership team;
- 2) Establish a professional development network of professionals (program implementation coaches) who will provide ongoing training and coaching on evidence-based practices to local Pyramid Model implementation programs;
- 3) Establish and support cohorts of local implementation programs;

- 4) Establish an evaluation system that includes data on implementation fidelity and outcomes for the cross-sector leadership team and local implementation programs;
- 5) Develop a 5-year sustainability and scale-up plan for the leadership team and local implementation programs; and
- 6) Enhance equity, inclusion, and efforts to eliminate the use of exclusionary discipline within Pyramid Model implementation and scale up.

The NCPMI approach for building capacity reflects lessons learned from multiple successful statewide implementation efforts related to the Pyramid Model and DEC Recommended Practices as well as the literature on implementation science. NCPMI will guide the implementation of essential components while the cross-sector leadership team will work to put all parts in place. The components for capacity building are described [in this on-line resource](#)¹ and include the following:

- State, Tribal Organization, or Territory Leadership Team - convening a collaborative cross-sector leadership team (this may be an already existing group) to align Pyramid Model implementation within current service delivery context, develop policies, procedures, and other mechanisms to plan, implement, evaluate, and sustain the Pyramid Model and practices. The work of the Leadership Team will be guided by the [State Benchmarks of Quality \(BoQ\)](#)².
- Professional Development Network - establishing a network of Pyramid Model program implementation coaches (i.e., coaches that work with implementation program leadership teams) to build the capacity of the workforce, provide ongoing professional development events, and support local implementation of the model and practices for the support of service providers and children.
- Implementation Programs— providing training and coaching to the local leadership teams of 4-6 local programs to serve as initial demonstrations of the effectiveness of the model and practices in those sites. Classroom practitioner coaches (i.e., coaches that work with implementing classroom providers) will be coached by program implementation coaches to use practice-based coaching to support classroom providers reaching fidelity on PM practices.
- [Data for Decision-Making](#)³ – using data tools at the cross-sector Leadership Team and local implementation level to strengthen implementation fidelity and ensure the promotion of child and family outcomes.

Intensive T/TA to be Provided by NCPMI across Two Calendar Years:

TA provided will be a combination of virtual and on-site meetings/trainings.

- Monthly virtual TA meetings with the NCPMI coordinator(s)

¹ <http://ectacenter.org/sig/>

² https://challengingbehavior.cbcs.usf.edu/docs/BoQ_StateTeam.pdf

³ <https://challengingbehavior.org/document/roadmap-7-data-decision-making-and-program-wide-implementation-of-the-pyramid-model/>

- A minimum of 4 on-site/virtual TA meetings per year to facilitate or assist the cross-sector Leadership Team
- Approximately 8 on-site/virtual trainings per year and TA support to the professional development network of program implementation coaches and participants from implementation programs (i.e., leadership teams, practitioners, and practitioner coaches)
- Regularly scheduled or as needed support to the cross-sector Leadership Team, Professional Development Network of program implementation coaches, and implementation programs including conference calls and webinars
- Assistance with developing data and accountability systems for documenting outcomes and ensuring fidelity and continuous improvement
- Provision of training materials and data decision-making tools
- Assistance with creating a plan for sustainability and scale up

Readiness, Resources and Responsibilities:

The process of the state, tribal organization, or territory leadership team collaboration and system enhancement is intensive, requiring a significant commitment of staff, time, and fiscal resources. However, the intensive engagement will lead to high fidelity implementation of the Pyramid Model and will result in a more competent and confident workforce and better outcomes for children and their families.

The first step toward achieving this goal and these outcomes is the selection of a state, tribal organization, or territory that is ready to plan, implement, and sustain these components. Therefore, NCPMI will only select a state, tribal organization, or territory that demonstrate evidence that they are able to:

- Dedicate at least 1.0 FTE⁴ *solely* to this effort of appropriately trained and experienced staff to coordinate and evaluate the effort including the supervision of the professional development network of program implementation coaches, recruitment and support of implementation programs, and serving as the liaison to the Center staff (This may be shared 1.0 FTE across 2-3 people across agencies)
- Allocate a minimum of \$20,000 per year (above the allocation of the 1.0 FTE funding for staffing the coordinator position) to the Pyramid Model implementation work including ensuring that the professional development network of program implementation coaches is supported, implementation programs are trained and coached, and expenses are allocated for meetings, materials and professional development events described in Table 1 and attendance at the annual National Training Institute (NTI)
- Fulfill the responsibilities and commitments in Table 1
- Demonstrate commitment to the development of the cross-sector Leadership Team, Professional Development Network of program implementation coaches, implementation programs, and evaluation components
- Space and technology capacity for virtual meetings with the cross-sector Leadership Team, program implementation coaches and practitioner coaches
- Plan for scaling-up and sustaining the effort

⁴ https://ectacenter.org/~pdfs/sig/2_2_state_coordinator.pdf

NCPMI will provide technical assistance across two phases over a period of two calendar years. Phase I involves multiple virtual and on-site training and TA support to the cross-sector Leadership Team, trainers, program implementation coaches, practitioner coaches, and implementation programs along with a regular schedule of distance TA. Phase II involves fewer training events and less frequent or intensive TA with a focus on independence, sustainability and scale up of the Pyramid Model. Table 1 provides information about the in-kind resources and expectations NCPMI will bring.

Application Requirements

The applying state, tribal organization, or territory must describe how they will meet the following requirements.

I. Convene a State, Tribal Organization, or Territory Leadership Team⁵

The outcomes listed above will be achieved through the partnership of NCPMI and a cross sector collaborative team. The IDEA 619 Preschool Coordinator or PM coordinator(s) will convene the State, Tribal Organization, or Territory Leadership Team of decision makers or their representatives. In this TA effort, we will start with your implementation for children in classrooms and programs including children 2-5 years and guide later expansion to infants and toddlers. Participants must include a team member from your OSEP-funded Parent Training and Information Center or Community Parent Resource Center. Other key members include the Part C Coordinator, personnel involved in typical preschool settings such as Head Start, child care, public school preschool, and other inclusive programs and settings where children with disabilities or at risk for disabilities and their families receive their special education and related services. Other agencies we recommend as germane to the initiative include: statewide T/TA initiatives, PBIS Initiatives, Mental Health, Maternal and Child Health, Child Welfare, organizations working on equity initiatives for young children, family organizations, and higher education (e.g., community college, 4-year institutions).

II. Designate a Coordinator⁶

Applications must describe how the State, Tribal Organization, or Territory Leadership Team will staff the partnership including: 1) providing the name and contact information of a coordinator(s) as well as, 2) their qualifications related to the knowledge, skills and experiences described below and in the attached if known at the time of submission. If not yet hired, describe plans to meet these requirements prior to the start of TA.

Description of the staffing considerations include:

- 4 major functions:
 - facilitating the State, Tribal Organization, or Territory Leadership Team
 - supporting professional development network of program implementation coaches and implementation programs
 - collecting and analyzing evaluation data
 - serving as liaison with NCPMI

⁵ <https://ectacenter.org/sig/slt.asp>

⁶ http://ectacenter.org/~pdfs/sig/2_2_state_coordinator.pdf

- Staffing should total at least 1.0 FTE (can be shared between two people whose roles reflect the major functions)
- Knowledge, skills, and experiences related to the functions (the necessary knowledge and skills reflects a senior level position with experience in early intervention, early education, systems and policies, professional development, collaborative teamwork, evaluation and data decision-making, and project coordination)

III. Description of State, Tribal Organization, or Territory Vision, System, Strengths, Challenges

A. Vision: What is the vision for your team in the next 2 to 3 years in professional development related to the social, emotional, and behavioral development of children birth-5 years of age with or at risk for disabilities and their families? Describe how the vision relates to equitable outcomes and access and services in inclusive environments. Describe how partnering with NCPMI would help to realize that vision.

B. Strengths and Challenges: Provide a description of your context and the major professional development, system improvement, and partnership efforts in your state, tribal organization, or territory that are related to the implementation of evidence-based practices to address young children's social emotional outcomes and enhance equity. In the description, provide information on the following and include reflections on your strengths and challenges:

- 1) Describe the current state of social-emotional learning in your state, tribal organization, or territory and how do you see this project supporting and strengthening your goals.
- 2) Describe other activities related to promoting social-emotional outcomes (e.g., professional development, policy, State Systemic Improvement Plan, collaborative strategic initiatives/activities/goals).
- 3) Describe other TA activities in which your IDEA Part B 619 program or entity guiding preschool special education services is currently engaged and how those efforts might align to your participation in Intensive TA for implementing the Pyramid Model.
- 4) Describe any current or past training efforts related to the Pyramid Model including who provided the training, the content, the length of the training, and the audience.
- 5) Describe cross sector teams or work that has occurred in your state, tribal organization, or territory including professional development systems or training outside of preschool special education such as Head Start or child care that would increase collaborative efforts for this project.

IV. Resource Allocation

Describe how your team will meet the following requirements:

- Allocate a minimum of \$20,000 per year (above the allocation of funding to staffing the coordinator) to the Pyramid Model implementation work including ensuring that the professional development network of program implementation coaches is supported, implementation programs are trained and coached, and

expenses are allocated for meetings and professional development events included in sequence of TA activities and attendance at the annual National Training Institute (NTI);

- Dedicate at least 1.0 FTE of appropriately trained and experienced staff to coordinate and evaluate the effort including the supervision of the professional development network of program implementation coaches, recruitment and support of implementation programs, and serving as the liaison to the Center staff (this may be two people with shared 1.0 FTE);

Describe how your team will meet the requirements listed in **Table 1** including the resources (fiscal, organizational, and human) you would dedicate to collaborating with NCPMI to enhance the professional development efforts in your state, tribal organization, or territory. For example, what resources are you able to dedicate to training events (space, food, AV equipment, travel, substitute funding), to supporting the supervision of the professional development network of program implementation coaches, establishing evaluation systems, and to the implementation of local programs (e.g., books, classroom materials, observation tools)?

Application Transmission Process

Please upload your application on or before **March 10, 2023**. If you experience any issues with the uploading of your application, contact Sarah Payton: spayton@usf.edu.

Application Review

Applications will be assessed on responses to the application requirements. Geographic distribution of selected applicants will also be considered.

Supports for Your Application

- NCPMI will offer one webinar to answer questions for interested states, tribal organizations, and territories. This call will be **February 10, 2023, at 3 pm ET**. [Register online](#)⁷ to attend the call.
- If you would like additional information about NCPMI and the Pyramid Model, please visit ChallengingBehavior.org.
- For information about the state capacity building process and components, please review [this online guide and supporting materials](#)⁸ on the ECTA Center website.
- For more information on the implementation process, [view the guide](#)⁹ on the ECTA website.
- Review a [sample job description](#) for the state PM coordinator(s).

⁷ <https://zoom.us/j/92694760202?pwd=MXIRK1NsZ3ZpVVpzRHd2VXJjZmZ5Zz09>

⁸ <https://ectacenter.org/sig/>

⁹ <http://ectacenter.org/implementprocess/>

Checklist of Required Application Components and Order

1. Commitment/cover letter with original signature of the state Section 619 Preschool Coordinator (or director of preschool special education services). The letter should document support for and intent to collaborate with NCPMI if selected.

(Pdf letters into one file for upload)

2. State, Tribal Organization, or Territory Leadership Team Roster (use template) with letters of commitment (pdf into one file for upload). Commitment letters from all team members with original signatures indicating commitment to serve on the team for multiple years and at least monthly meetings of approximately 2 hours. If possible, letters should indicate resources that will be devoted to the initiative (e.g., time, staff, fiscal, in-kind).
3. CV and job description of the PM coordinator(s) with explicit discussion about how their experience relates to the PM coordinator(s) role.
4. Application Narrative that explicitly addresses Application Requirements II – IV and requirements of Table 1. Please limit this to 15 pages double spaced.
5. SSIP or other system-wide documents that are related to the initiative.
6. Documents developed in partnership with other TA efforts (e.g., ECPC CSPD assessment or planning documents, ECTA systems framework assessment)

State, Tribal Organization, or Territory Leadership Team Roster

The state, tribal organization, or territory leadership team must be convened by the Section 619 Preschool Coordinator (or director of preschool special education services)., Because the Pyramid Model is a birth to five approach, the Part C Coordinator should also be a member of the leadership team. In addition to these members, include a representative from your state Parent Training and Information Center or Community Parent Resource Program and other key collaborators that will have an investment in guiding implementation and scale-up in the state, tribal organization, or territory (as noted in the application materials above). Team members are making a commitment to a multi-year collaborative effort to implement and scale-up the Pyramid Model.

Team Conveners' Contact Information (619 Preschool or state PM coordinator(s))

1) Name: _____

Position: _____

Agency: _____

Family Representative from PTI or CPRC (or similar parent-led organization)

2) Name: _____

Position: _____

Agency: _____

Address: _____

Email: _____

Team Member Names/Title/Agency (we recommend a maximum team size of 15)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Table 1: NCPMI and State, Tribal Organization, or Territory Responsibilities and Resources

<i>NCPMI Responsibilities & Resources</i>	<i>State, Tribal Organization, or Territory Responsibilities & Resources</i>
Planning/Policy/Sustainability	Planning/Policy/Sustainability
<p>A NCPMI <u>Planning TA professional</u> will be assigned to provide TA to the cross-sector leadership team that will lead the Pyramid Model initiative.</p>	<p>Establish a leadership team. The IDEA 619 Preschool Coordinator will convene the State, Tribal Organization, or Territory Leadership Team of decision makers or their representatives. Participants must include a team member from your OSEP-funded state Parent Training and Information Center or Community Parent Resource Center. Other key members include the Part C Coordinator, personnel involved in typical preschool settings such as Head Start, Child-Care, public-school preschool, and other inclusive programs and settings where children with disabilities or at risk for disabilities and their families receive their special education and related services. Other agencies we recommend as germane to the initiative include: system-wide T/TA initiatives, PBS Initiatives, Mental Health, Maternal and Child Health, Child Welfare, family organizations, and higher education (e.g., community college, 4-year institutions).</p> <p>We recommend no more than 15 members (may be a steering committee of a larger group). Letters of commitment acknowledge agreement to multi-year participation for implementation and scale-up.</p> <p>NCPMI will support cross-sector leadership teams to: 1) establish and provide oversight of the professional development network of program implementation coaches; 2) organize and attend Pyramid Model training events; 3) develop system for the recruitment of Pyramid Model implementation programs; 4) establish policies, and procedures for data collection from local</p>

<i>NCPMI Responsibilities & Resources</i>	<i>State, Tribal Organization, or Territory Responsibilities & Resources</i>
	programs; 5) to evaluate the effort; and 6) develop policies and procedures and a sustainability plan to ensure the continuation and growth of the Pyramid Model and practices.
Provide ongoing support to the state PM coordinator(s) of the cross-sector Leadership Team. Help with agenda setting and team process, and provide documents, materials, and meeting facilitation. Review minutes from meetings. Provide information on the Pyramid Model and meet with the Leadership Team. Attend initial meetings to help support the planning process. Attend virtual or on-site meetings of the leadership team in the first year to help develop and refine the model and approach.	Identify and appoint a state PM coordinator(s) who will coordinate the work of the leadership team and act as liaison to NCPMI. Convene at least monthly meetings of the to develop and monitor progress of the model and monthly or bi-monthly meetings with NCPMI staff.
Provide guidance to the state on the NCPMI website, State Implementation Guide and other resources and supports that are needed for implementation and sustainability.	Allocate a minimum of \$20,000 per year to cover costs related to meetings, professional development costs, support to implementation programs, and support to professional development network of implementation coaches. These funds might come from current budgets, collaborative agencies, grants, or other sources.
Assist the Leadership Team in using the State Benchmarks of Quality ¹⁰ to assess status and next steps and develop an implementation and sustainability plan to guide the work and evaluation activities.	Develop a 5-year strategic implementation and sustainability plan.
Provide plans, strategies, and materials from other states' implementation.	Provide information to other states about your implementation.
Professional Development Network of Program Implementation Coaches	Professional Development Network of Program Implementation Coaches
A NCPMI professional development team will be assigned to provide training and guide your implementation efforts. The	Identify a network of accomplished T/TA professionals who will serve as the professional development network of program

¹⁰ https://challengingbehavior.cbcs.usf.edu/docs/BoQ_StateTeam.pdf

<i>NCPMI Responsibilities & Resources</i>	<i>State, Tribal Organization, or Territory Responsibilities & Resources</i>
<p>NCPMI professional development team will assist in the identification of the professional development network of program implementation coaches.</p>	<p>implementation coaches and provide ongoing training and implementation coaching to local programs for their implementation of Pyramid Model practices. (The professional development network of program implementation coaches will provide both training and coaching to implementation programs). These activities include training of practitioners, training of practitioner coaches from implementation programs, training and support to program leadership teams, and training/guidance related to data decision-making, supporting all expansion activities).</p>
<p>The professional development team will provide sample agendas, training modules, and materials to be distributed to the program implementation coaches in the professional development network; evaluation documents; and follow-up TA.</p>	<p>Select a <u>Professional Development Coordinator</u> (could be the PM coordinator(s) as described above) who will provide oversight to the activities of the professional development network of program implementation coaches, identify implementation programs, invite trainees, be responsible for training logistics, and coordinate evaluation activities related to training and implementation programs. The coordinator will be a member of the cross-sector Leadership Team and will report on the professional development network and implementation programs to the leadership team, attend all the trainings, and serve as point of contact for trainers and NCPMI.</p>
<p>The NCPMI professional development team will collaborate with the Leadership Team and the professional development coordinator in the design of professional development training events.</p>	<p>Develop a training plan for implementation of training events and follow up coaching/TA.</p>
<p>The NCPMI professional development team will provide training events and guide the professional development network of program implementation coaches in their use of training materials.</p>	<p>Program implementation coaches attend all training events. Program implementation coaches are mentored to continue implementation of training events with new cohorts of teams each year.</p>

<i>NCPMI Responsibilities & Resources</i>	<i>State, Tribal Organization, or Territory Responsibilities & Resources</i>
<p>NCPMI will assist in identifying practitioner coaches from local implementation programs, train coaches in the use of practice-based coaching and provide online TA to the first cohort of practitioner coaches.</p>	<p>Program implementation coaches will participate in the training and support of practitioner coaches from implementation programs and provide support and training to new cohorts of practitioner coaches.</p> <p>Program implementation coaches will:</p> <ul style="list-style-type: none"> ○ Provide coaching visit/contact to: <ul style="list-style-type: none"> ○ guide the program leadership team in implementation. ○ support the delivery of coaching ○ use of data tools. ○ Monitor the implementation progress and fidelity of implementation. ○ Coordinate collection of implementation program data on implementation outcomes. ○ Report regularly to the leadership team and professional development coordinator.
Implementation Programs	Implementation Programs
<p>The NCPMI professional development team will assist in the identification of implementation programs. This process includes providing exploration materials and assessing readiness.</p> <p>The professional development team will provide ongoing TA to implementation programs and to the program implementation coaches working with those programs.</p> <p>The professional development team will provide guidance and resources related to evaluation protocols.</p>	<p>Select approximately 4-6 programs per cohort that are quality programs serving children birth-5 with or at risk for disabilities in inclusive settings.</p> <p>The Leadership Team uses an application and selection process for implementation programs to assure commitment to Pyramid Model implementation.</p> <p>Programs must identify a program leadership team (program director, practitioner coach, practitioners, a professional to provide behavior support, family member and other members) to attend implementation training, Pyramid Model practice training/modules, and participate in monthly leadership team meetings.</p>

<i>NCPMI Responsibilities & Resources</i>	<i>State, Tribal Organization, or Territory Responsibilities & Resources</i>
	<p>Programs ensure all providers have or will complete Pyramid Model practices training/modules and commit to post-training implementation and participation in coaching.</p> <p>Programs must identify a professional who will serve in the role of a behavior specialist and implement a collaborative teaming process to develop individualized behavior support plans. NCPMI will train and mentor these professionals.</p> <p>Programs must identify a person(s) who will serve in the role of practitioner coach and complete the Pyramid practices training/modules, an initial 12-hour training on the use of practice-based coaching, a 12-hour training on the use of the Teaching Pyramid Observation Tool (TPOT), and monthly 90-minute coaching calls.</p> <p>Programs must be willing to work collaboratively with the program implementation coach and NCPMI team to ensure implementation of practices and fidelity of implementation and to collect observational and other data on family, child, and program outcomes.</p> <p>Programs must be willing to serve as a demonstration site and provide presentations and information to other programs interested in implementation and outcomes related to Pyramid Model implementation.</p>

<i>NCPMI Responsibilities & Resources</i>	<i>State, Tribal Organization, or Territory Responsibilities & Resources</i>
Evaluation	Evaluation
<p>NCPMI will work with the PM coordinator(s) and support evaluation activities including instruments and procedures for data collection and analyses.</p>	<p>The PM coordinator(s) will work with NCPMI staff and leadership team to design and conduct an evaluation of all major activities. Evaluation will include:</p> <p><u>State, Tribal Organization, or Territory Planning:</u></p> <ul style="list-style-type: none"> • State Leadership Team Benchmarks of Quality • Action Plan and progress toward implementation of plan • Meeting minutes and meeting evaluations • Scale Up and Sustainability Plan (e.g., policies, resources) • Institutionalizing the Pyramid Model and practices into professional development (e.g., integrating practices into certification competencies, higher education programs) <p><u>Professional Development Network of Program Implementation Coaches:</u></p> <ul style="list-style-type: none"> • Program coaching activities • Evaluations of training events • Follow-up electronic survey of trainers and their trainings/coaching, including barriers and supports to providing training and coaching <p><u>Implementation programs:</u></p> <ul style="list-style-type: none"> • Program fidelity of implementation • Practitioner fidelity of implementation • Practitioner coaching implementation • Child social emotional outcomes • Family survey of satisfaction