Insights from the Field: Implementing Pyramid Model Community-Wide

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Presenters

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# Using the Pyramid Model to Advance Equitable Outcomes across Communities

Meredith Villines, Oregon Department of Education

## History of Pyramid Model in Oregon

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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| 2007 | CSEFEL Pyramid Training of Trainers  
Cross-sector Pyramid Module trainings  
Training on Parent Education Materials  
Program-wide manual |
| 2015 | 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 |
| 2019 | Integration with Oregon Early Childhood Inclusion Initiative  
Training and supports expand to HS, OPK, Community Child Care and Resource and Referral agencies |
| 2020 | 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 |
| 2022 | ECTA TA to implement the Inclusion Indicators  
SLT and CFTs formed  
Focus on implementation structures  
Renewed interest and cross sector approach at community level |
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

History of Pyramid in Nebraska
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
The Rooted in Relationships Package

Community Work Plan

Early Childhood Systems

- Implementation of Systems Strategies: Early childhood systems strategies that support the achievement of systems strategies needed in the community and school setting.
  - Frequency: Monthly
  - Who participates: Community Stakeholders, Providers, and Coaches

Pyramid Model Implementation

- Coaching: Support for providers and coaches to implement the Pyramid Model practices.
  - Frequency: Monthly
  - Who participates: Providers and Coaches

Selection of a Systems Priority

- Select a systems priority to focus on that will yield the highest impact on community outcomes.
  - Timeframe: By the end of Year 1
  - Who participates: Community Stakeholders’ Teams

Pyramid Model Planning

- Update Community to ensure Pyramid Model implementation by involving coaching and supporting a community of practice.
  - Timeframe: By the end of Year 1
  - Who participates: Community Stakeholders’ Teams

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 NCFF staff regarding needs and progress
- Progress Reports to NCFF
- 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 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 identify community needs.
- Communities are required to match 20% of funds.

Rooted in Relationships Process Guide

Working With Providers And Coaches

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
  Request form for providers to request payment for services.
  Rootedinrelationships.org
Evaluation

*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.

ASQ-SE: Ages and Stages Questionnaire-Social Emotional

Expulsion Survey completed in Dec & June every year

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2022 Rooted in Relationships Participants

<table>
<thead>
<tr>
<th>Providers</th>
<th>Programs</th>
<th>Children</th>
</tr>
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<tbody>
<tr>
<td>• In 2022, across all cohorts, 302 providers/directors were engaged in the RIR Pyramid Model</td>
<td>• In 2022, 143 programs participated in the RIR Pyramid Model</td>
<td>• In 2022, RIR Pyramid Model served over 2,717 children</td>
</tr>
<tr>
<td>• Of those 302 providers/directors, 70 individuals had an early exit from the program during 2022. This is a retention rate of 76.9%</td>
<td>• 62.2% were childcare centers</td>
<td>• 14.0% qualified for a state child care subsidy</td>
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<tr>
<td></td>
<td>• 37.8% were family child care homes</td>
<td>• 51.7% were male and 48.3% were female</td>
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Children's Age (n=2,717)

- Infants: 15.9%
- Toddlers: 20.4%
- Preschool: 59.4%
- School Age: 4.4%

Children's Race/Ethnicity (n=2,717)

- American Indian: 0.4%
- Asian: 0.7%
- Black/African American: 0.4%
- Caucasian: 87.7%
- More than one race: 1.1%
- Other: 0.3%
2019 – 2022 Providers

Center Classrooms

% of Key Practices in Place*

<table>
<thead>
<tr>
<th>Provider Type</th>
<th>Year 1 (n=9)</th>
<th>Year 2 (n=9)</th>
<th>Year 3 (n=7)</th>
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</thead>
<tbody>
<tr>
<td>TPITOS-Infant Toddler</td>
<td>65%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>TPOT-Preschool</td>
<td>45%</td>
<td>58%</td>
<td>58%</td>
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Questions?

Use the Q&A panel to submit your questions.
### NCPMI: Community-Wide BoQ

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

**Critical Element:** Community Leadership Lenses: Process and Learning

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Benchmarks of Quality</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
</tr>
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<tr>
<td>1. The Community owned by NCPMI has a process which engages community members, including parents, families, early childhood educators, school district, early childhood mental health, and local policy makers in monitoring the performance of the Community Leadership Lenses.</td>
<td>Benchmark 1: The Community has a process which engages community members, including parents, families, early childhood educators, school district, early childhood mental health, and local policy makers in monitoring the performance of the Community Leadership Lenses.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2. The Community relies on a process which engages community members, including parents, families, early childhood educators, school district, early childhood mental health, and local policy makers in monitoring the performance of the Community Leadership Lenses.</td>
<td>Benchmark 2: The Community has a process which engages community members, including parents, families, early childhood educators, school district, early childhood mental health, and local policy makers in monitoring the performance of the Community Leadership Lenses.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>3. A team has been formed which consists of the Community Leadership Lenses.</td>
<td>Benchmark 3: A team has been formed which consists of the Community Leadership Lenses.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>4. The Community has an established leadership team which communicates the purpose of the Community Leadership Lenses.</td>
<td>Benchmark 4: The Community has an established leadership team which communicates the purpose of the Community Leadership Lenses.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>5. The Community Leadership Lenses are implemented in a way that can clearly communicate the purpose of the Community Leadership Lenses.</td>
<td>Benchmark 5: The Community Leadership Lenses are implemented in a way that can clearly communicate the purpose of the Community Leadership Lenses.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>6. The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>Benchmark 6: The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>7. The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>Benchmark 7: The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>8. The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>Benchmark 8: The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>9. The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>Benchmark 9: The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>10. The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>Benchmark 10: The Community Leadership Lenses are implemented in a way that can be easily understood by all team members.</td>
<td>✔</td>
<td>✔</td>
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### NCPMI & ECTA: Community Indicators & Elements of High-Quality Inclusion

**INDICATOR C1: Community Inclusion Team**

**INDICATOR C2: Vision**

**INDICATOR C3: Family Engagement and Partnership**

**INDICATOR C4: Awareness and Commitment**

**INDICATOR C5: Policies and Procedures**

**INDICATOR C6: Fiscal Resources**

**INDICATOR C7: Personnel Policies and Structure**

**INDICATOR C8: Collaborative Teaching**

**INDICATOR C9: Specialized Technical Assistance and Consultative Services**

**INDICATOR C10: Program Supports for Professional Development**

**INDICATOR C11: Curriculum**

**INDICATOR C12: Data Collection and Use**
Survey and Certificate

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• Type URL during presentation into a web browser window or scan QR Code
• URL is case sensitive

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