



Application for Intensive Technical Assistance Statewide Implementation of the Pyramid Model within Preschool Programs

Background

Purpose of this RFA

States are invited to participate in an implementation and scale-up training and technical assistance (T/TA) opportunity designed to promote the social, emotional and behavioral outcomes of children ages 3 through 5 years participating in preschool programs and receiving Part B, 619 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 state 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 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 with little or no current statewide Pyramid Model efforts.

Goal and Outcomes of the Partnership

The goal of the State/NCPMI Partnership is:

To plan, implement, and sustain a professional development system to build the capacity of local programs and professionals to use the Pyramid Model in the coaching of service providers to meet the social, emotional, and behavioral needs of children 3-5 years of age with or at risk for disabilities in inclusive environments.

This intensive TA opportunity is focused on supporting the state system to achieve following five outcomes:

- 1) Enhancing state capacity to implement and sustain the Pyramid Model through the work of a collaborative cross-sector state leadership team;

- 2) Establishing a professional development network of professionals who will provide ongoing training and coaching to local Pyramid Model implementation sites;
- 3) Establishing a cohort of local implementation programs
- 4) Establishing an evaluation system that includes data on implementation fidelity and outcomes; and
- 5) The development of a sustainability and scale-up plan.

The NCPMI model of building state 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. The components for capacity building are described in this on-line resource (<http://ectacenter.org/sig/>) and include the following:

- State Leadership Team - convening a collaborative cross-sector or within agency state 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 State Leadership Team will be guided by the State Benchmarks of Quality (BoQ) (http://ectacenter.org/~pdfs/sig/2_3_benchmarks_slit.pdf)
- Professional Development Network - establishing a cadre of Pyramid trainers and program coaches (i.e., coaches that work with implementation program leadership teams) to build the capacity of the workforce 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 at least 3 local programs to serve as demonstrations for the state and to demonstrate the effectiveness of the model and practices in those sites;
- Data for Decision- Making – using data tools at the state 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 Years:

- A minimum of 4 on-site TA trips per year to meet with and help facilitate the State Leadership Team;
- Approximately 8 on-site days per year for training and TA to the state professional development network of program coaches and participants from implementation sites (i.e., leadership teams, practitioners, and practitioner coaches);
- Regularly scheduled or as needed distance support to the State Leadership Team, State Professional Development Network of program coaches, and implementation sites 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, and
- Assistance with creating a plan for sustainability and scale up.

State Readiness, Resources and Responsibilities:

The process of state leadership team collaboration and system enhancement is intensive, requiring a significant commitment of staff, time, and fiscal resources. However, intensive engagement that leads to high fidelity implementation of the Pyramid Model 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 states that are ready to plan, implement, and sustain these components. Therefore, NCPMI will select only those states that demonstrate evidence that they are able to:

- 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 coaches, recruitment and support of implementation sites, and serving as the liaison to the Center staff (this may be two people with shared 1.0 FTE);
- 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 coaches is supported, implementation sites are trained and coached, and expenses are allocated for meetings and professional development events described in Table 1 and attendance at the annual National Training Institute (NTI) (<http://challengingbehavior.cbcs.usf.edu/Training/Conference/index.html>);
- Fulfill the responsibilities and commitments in Table 1;
- Demonstrate commitment to the State Leadership Team, State Professional Development Network of program coaches, implementation sites, and evaluation components;
- Space and technology capacity for virtual meetings with the State Leadership Team, program coaches and practitioner coaches; and,
- Plan for scaling-up and sustaining the effort.

NCPMI will provide technical assistance across two phases over a period of two years. Phase I involves multiple on-site training and TA visits to the state team, trainers, coaches and implementation sites along with a regular schedule of distance TA. Phase II involves fewer on-site visits and more distance TA with a focus on state independence, sustainability and scale up of the Pyramid Model. Table 1 provides information about the in-kind resources NCPMI will bring to your state and the expectations for your state.

Application Requirements

States must describe how they will meet the following requirements.

I. Convene a State Leadership Team

The five outcomes listed above will be achieved through the partnership of NCPMI and a state inter-agency collaborative team. The IDEA 619 Preschool Coordinator will convene the state 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: statewide T/TA initiatives, PBS Initiatives, Mental Health, Maternal and Child Health, Child Welfare, family organizations, and higher education (community college, 4-year institutions, etc.). Applications must include a letter of commitment from the 619 Coordinator. Additionally, list on the NCPMI Application Form the names, agencies and contact information of the conveners, as well as the team members. Letters of commitment must be attached that indicate the commitment of the team members to a multi-year collaborative effort for implementation and scale up the Pyramid Model.

II. Designate a Coordinator

Applications must describe how the State 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 (http://ectacenter.org/~pdfs/sig/2_2_state_coordinator.pdf). If not known, describe plans to meet these requirements.

Description of the staffing considerations include:

- 4 major functions:
 - facilitating the State Leadership Team
 - supporting professional development network of program coaches and implementation sites
 - collecting and analyzing evaluation data
 - serving as liaison with NCPMI
- Staffing should total at least 1.0 FTE (can be shared between a maximum of 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(s) with experience in early intervention, systems and policies, professional development, collaborative team work and project coordination)

III. Description of State Vision, System, Strengths, Challenges

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

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

- 1) Describe the current initiatives related to the promotion of social emotional outcomes.
- 2) Describe other state activities related to promoting social emotional outcomes (e.g., professional development, policy, State Systemic Improvement Plan, collaborative strategic initiatives/activities/goals).
- 3) Describe current mechanisms for ongoing training and technical assistance to personnel as it pertains to promoting social emotional outcomes.

- 4) Describe other TA activities in which your state IDEA Part B 619 program is currently engaged and how those efforts might align to your participation in Intensive TA for implementing the Pyramid Model.
- 5) 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.

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 coaches is supported, implementation sites 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 coaches, recruitment and support of implementation sites, 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) your state would dedicate to collaborating with NCPMI to enhance the professional development efforts in your state. For example, what resources are you able to dedicate to training events (space, food, AV equipment), to supporting the supervision of the professional development network of program coaches, establishing evaluation systems, and to the delivery of ongoing training to local programs?

Application Transmission Process

Please upload your application on or before **December 1, 2018**. 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 teleconference call to answer questions for interested states. This call will be **October 10, 2018 at 3:00 ET**. To attend the call, use this link:
Topic: Intensive TA Application Webinar
Time: Oct 10, 2018 3:00 PM Eastern Time (US and Canada)
Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/758367597>
Or iPhone one-tap :
US: +19294362866,,758367597# or +16699006833,,758367597#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):

US: +1 929 436 2866 or +1 669 900 6833

Meeting ID: 758 367 597

International numbers available: <https://zoom.us/j/758367597>

- If you would like additional information about NCPMI and the Pyramid Model, please visit the website (www.challengingbehavior.org)
- For information about the state capacity building process and components, please review this on-line guide and supporting materials (<http://ectacenter.org/sig/>).
- For more information on the implementation process, see this guide <http://ectacenter.org/implementationprocess/> on the ECTA web site.
- Review a sample job description for the state coordinator: http://ectacenter.org/~pdfs/sig/2_2_state_coordinator.pdf

Checklist of Required Application Components and Order

1. Commitment/cover letter with original signature of the state Section 619 Preschool Coordinator. The letter should document support for and intent to collaborate with NCPMI if selected. (pdf letters into one file for upload)
2. State 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 3 hours. If possible, letters should indicate resources that will be devoted to the initiative (time, staff, fiscal, in-kind, etc.).
3. Application Narrative that explicitly addresses Application Requirements II – IV and requirements of Table 1. Please limit this to 15 pages double spaced.
4. SSIP or other state documents that are related to the initiative
5. Documents developed in partnership with other TA efforts (e.g., ECPC CSPD assessment or planning documents, ECTA systems framework assessment)

Table 1: NCPMI and State Responsibilities and Resources

NCPMI Responsibilities & Resources	State Responsibilities & Resources
PLANNING/POLICY/SUSTAINABILITY	PLANNING/POLICY/SUSTAINABILITY
<p>A NCPMI <u>State Planning TA professional(s)</u> will be assigned to your state to provide TA to the state leadership team that will lead the Pyramid Model initiative.</p>	<p>Establish (identify) a state leadership team. The IDEA 619 Preschool Coordinator will convene the state 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: statewide T/TA initiatives, PBS Initiatives, Mental Health, Maternal and Child Health, Child Welfare, family organizations, and higher education (community college, 4-year institutions, etc.).</p> <p>We recommend no more than 10-12 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>The state leadership team will work with NCPMI to: 1) establish support and supervision of the state professional development network of program coaches; 2) recruit and select the professional development network of program coaches; 3) organize and attend Pyramid Model training events; 4) develop system for the recruitment of Pyramid Model implementation sites; 5) establish</p>

NCPMI Responsibilities & Resources	State Responsibilities & Resources
	<p>policies and procedures for data collection from local programs; 6) to evaluate the effort; and 7) develop policies and procedures and a sustainability plan to ensure the continuation and growth of the Pyramid Model and practices in the state.</p>
<p>Provide ongoing support to the <u>Coordinator of the State Leadership Team</u>. Help with agenda setting and team process, and provide documents, materials, telephone TA, etc. Review minutes from meetings. Provide information on the Pyramid Model and meet with the state team. Attend initial meetings to help support the planning process. Attend 4 meetings of the state leadership team in the first year to help develop and refine the model and approach.</p>	<p>Identify and appoint a state <u>Coordinator(s)</u> who will coordinate the work of the state leadership team and act as liaison to NCPMI. Convene at least monthly meetings to develop and monitor progress of the model.</p>
<p>Provide guidance to the state on the resources and supports that are needed for implementation and sustainability.</p>	<p>Allocate a minimum of \$20,000 per year to cover costs related to state meetings, professional development costs, support to implementation sites, and support to professional development network of program coaches. These funds might come from current budgets, collaborative agencies, grants, or other sources.</p>
<p>Assist the State Leadership Team in using the State Benchmarks of Quality (link to state BoQ) to assess current status and next steps and develop an implementation and sustainability plan to guide the work and evaluation activities.</p>	<p>Develop a strategic implementation and sustainability plan.</p>
<p>Provide plans, strategies, and materials for informing other states.</p>	<p>Provide information to other states.</p>

NCPMI Responsibilities & Resources	State Responsibilities & Resources
Professional Development Network of Program Coaches	Professional Development Network of Program Coaches
<p>A NCPMI professional development team will be assigned to your state. The NCPMI professional development team will assist in the identification of the state professional development network of program coaches. The professional development network of program coaches will provide both training and coaching to implementation sites. These activities include: training of practitioners, training of practitioner coaches from implementation coaches, training and support to program leadership teams, and training/guidance related to data decision-making.</p>	<p>Identify a state cadre of accomplished T/TA professionals who will serve as the professional development network of program coaches and provide ongoing training and external coaching to local programs for their implementation of Pyramid Model practices.</p>
<p>The professional development team will collaborate with the state team in the design of professional development training events.</p>	<p>Develop a training plan for implementation of train-the-trainer events and follow up coaching/TA.</p>
<p>The professional development team will provide sample agendas, training modules, and materials to be distributed to the trainers in the state professional development network; evaluation documents; and follow-up TA.</p>	<p>Select a <u>Training Coordinator</u> (could be the State Coordinator as described above) who will provide oversight to the activities of the professional development network of program 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 State Leadership Team and will report on the professional development network and implementation sites to the state leadership team, attend all the trainings, and serve as point of contact for trainers and NCPMI.</p>
<p>NCPMI professional development team will provide training events and guide the professional development network of program coaches in their use of training materials.</p>	<p>Program coaches attend all training events. Program coaches are mentored to continue implementation of training events with new cohorts of teams.</p>

NCPMI Responsibilities & Resources	State Responsibilities & Resources
<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 coaches will participate in the training and support of practitioner coaches from implementation sites and provide support and training to new cohorts of practitioner coaches.</p>
	<p>Program Coaches will:</p> <ul style="list-style-type: none"> ○ Provide a minimum of one coaching visit/contact per month to the program leadership team to guide implementation and support the delivery of coaching and use of data tools ○ Monitor the implementation progress and fidelity of implementation ○ Coordinate collection of implementation site data on implementation outcomes ○ Report regularly to state leadership team and Training 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 sites and to the program coaches working with those sites</p> <p>The professional development team will provide evaluation and observation protocols</p>	<p>Select a minimum of 3 programs across the state that are high quality programs serving young children with or at risk for disabilities in inclusive settings.</p> <p>Programs must identify a leadership team (program director, practitioner coach, program professionals, professional to provide behavior support, and other members) to attend 4 days of implementation training, 3 days of practice training, and participate in monthly distance education events.</p>

NCPMI Responsibilities & Resources	State Responsibilities & Resources
	<p>Programs must be of high quality; have strong leadership, stable funding, adequate resources, and stable staff; and be committed to the Pyramid Model.</p> <p>Programs must identify practitioners that will attend 3 days of practitioner training events and commit to post-training implementation, monthly leadership team meetings, 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>Sites must identify a person(s) who will serve in the role of practitioner coach and attend an initial 2-day training on the use of practice-based coaching, a 2-day training on the use of the Teaching Pyramid Observation Tool (TPOT), and monthly coaching calls.</p> <p>Programs must be willing to work collaboratively with the Program 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 state demonstration and provide presentations and information to other programs interested in implementation and outcomes related to Pyramid Model implementation.</p>

NCPMI Responsibilities & Resources	State Responsibilities & Resources
EVALUATION	EVALUATION
<p>NCPMI will support the state in evaluation activities including instruments and procedures for data collection and analyses.</p>	<p>The Coordinator(s) will work with NCPMI staff and the state leadership team to design and conduct an evaluation of all major activities. Evaluation will include:</p> <p>State Planning:</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 • Sustainability Plan (policies, resources, etc.) • Institutionalizing the Pyramid Model and practices into professional development (e.g., integrating practices into certification competencies, higher education programs, etc.) <p>State Professional Development Network of Program Coaches::</p> <ul style="list-style-type: none"> • Program coaching implementation • Evaluations of training events • Follow-up electronic survey of trainers and their trainings/coaching, including barriers and supports to providing training and coaching <p>Implementation Sites:</p> <ul style="list-style-type: none"> • Program fidelity of implementation • Practitioner fidelity of implementation • Practitioner coaching implementation • Child social emotional outcomes