Implementation Site Leadership Team (LT) Stages of Implementation

CRITICAL ELEMENT 1

Leadership Team (LT)

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

Stages of Implementation are not linear and SLT may need to revisit a previous stage at anytime. Depending on state infrastructure, some work may be guided by workgroups or sector teams.

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Resources Related to Leadership Team as a Critical Element PM overview video Leadership Team Implementation Guide Implementation Exploration & Readiness ePyramid course Fillable PW Implementation Plan template Addressing Exclusionary Discipline Practices Resource Collection Family Engagement & the Leadership Team Cultural Companion Guide	☐ Potential facilitator of the Leadership Team (LT) is identified. ☐ Site develops a LT representing appropriate roles (Benchmarks of Quality (BoQ #1, 2). ☐ LT learns about the Pyramid Model. ☐ LT determines how the Pyramid Model is in alignment with additional social/ emotional initiatives within the program. ☐ LT completes the Hexagon Tool to determine readiness.	☐ LT participates in Leadership Academy where initial BoQ ratings are completed and first steps of an Action Plan are created (if Leadership Academy is not offered the program can independently or with Program Coach support complete initial BoQ items and begin the Action Plan). ☐ Monthly LT meetings are scheduled one year out (BoQ #3). ☐ LT Facilitator finalizes an agenda for each meeting, after members have had a chance to contribute to agenda development. ☐ Initial Action Plan is written, documenting what the goals are, what the specific action steps are to achieve the goals, and a projected time frame for the goals to be accomplished (BoQ #6, 7). ☐ Mission Statement is created and supported by the LT (BoQ #4). ☐ Orientation process for new members is developed and launched. ☐ LT develops a communication plan to share priorities, purpose, and method with all stakeholders (teachers, administration, families, etc) (BoQ #4). ☐ LT works on developing/ updating a child discipline policy statement (BoQ #5).	☐ LT develops workgroups around Action Plan goals. ☐ Workgroups report out to the LT on a regular basis. ☐ LT Action Plan is reviewed on a monthly basis by the LT and next steps identified (BoQ #6, 7). ☐ When the LT has turnover a process is developed to recruit new members and engage them quickly.	☐ LT continues to have regular meetings (BoQ #3), where: ☐ Agenda is developed in advance ☐ Notes are taken and shared with full LT ☐ All roles of the LT are met for each meeting (BoQ #3). ☐ Data is reviewed (BoQ #35): ☐ Benchmarks of Quality (BoQ) ☐ Teaching Pyramid Observation Tool (TPOT) ☐ Teaching Pyramid Infant Toddler Observation Scale (TPITOS) ☐ Behavior Incident Reports (BIRS) ☐ Early Intervention Pyramid Practices Fidelity Instrument (EIPPFI) ☐ Coaching Logs ☐ Workgroups continue to meet as needed and additional workgroups are formed to address new priorities. ☐ LT continues to have an Action Plan that is reviewed on a regular basis with progress and revisions documented (BoQ #6 - 7). ☐ Action Plan documents specific goals, steps, strategies, and timelines to meet those goals (BoQ #6 - 7).

CRITICAL ELEMENT 1

Leadership Team (LT) *(continued)*

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Data Collection & Use Related to Leadership Team	☐ LT identifies Data Coordinator and outlines responsibilities. ☐ Data workgroup organizes a list of data governance needs including: policies & procedures, data use, access, and sharing agreements, & informed consent forms.	☐ Data Coordinator reviews initial BoQ ratings around Monitoring Implementation & Outcomes (MIO) and the team identifies primary priorities (BoQ #35-41). ☐ LT creates an Action Plan to achieve identified MIO priorities (BoQ #6). ☐ LT/Data Coordinator organizes a data workgroup to implement data collection (BoQ #35). ☐ Data are collected and presented regularly to the LT. ☐ LT engages in a Look-Think-Act practice to monitor data entry consistency (BoQ #35),	☐ Data Coordinator provides data at each LT meeting to share, inform, and discuss data collected. ☐ LT engages in Action Planning as a result of "looking and thinking" about data (BoQ #35). ☐ Data are collected, summarized with visual displays, and reviewed by the LT on a regular basis (BoQ #35).	☐ LT continues to engage in the Act step of the Look - Think - Act cycle (BoQ #35 - 41). ☐ Data Coordinator provides data for the team to assess impact of data informed decision making and assess need for change in plan (BoQ #8). ☐ Data is shared regularly with teachers, staff, family members, etc. to support engagement and collaboration (BoQ #8).

CRITICAL ELEMENT 2

Staff Buy In

How do we ensure equity in access to opportunities and outcomes?

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Resources Related to Staff Buy-In as a Critical Element Staff Buy-In Presentation	☐ All staff are presented with information on the research, content, practices of the Pyramid Model and what it means to become a Pyramid Model site. ☐ Staff poll is conducted pre-installation regarding staff's desire to implement the Pyramid Model (BoQ #8).	☐ LT uses information from staff buy in poll to influence where they begin their Pyramid Model work (BoQ #8 - 9). ☐ LT identifies bi-directional communication processes between staff and the LT (BoQ #9). ☐ Staff polls are conducted at a minimum of 2x/year to gauge current level of buy-in, engagement, satisfaction and wellness (BoQ #8-9).	☐ Staff are provided with updates on Pyramid Model implementation from the LT on a regular basis (BoQ #9). ☐ Staff are provided opportunities to provide input/feedback regarding Pyramid Model implementation (BoQ #9). ☐ Ongoing staff polling is conducted around satisfaction regarding Pyramid Model implementation.	☐ LT uses information from staff buy in poll to influence where they continue their Pyramid Model work (BoQ #8 - 9). ☐ LT identifies bi-directional communication processes between staff and the LT (BoQ #9). ☐ Staff polls are conducted at a minimum of 2x/year to gauge current level of buy-in, engagement, satisfaction and wellness (BoQ #8-9).

CRITICAL ELEMENT 2

Staff Buy In *(continued)*

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Data Collection & Use Related to Staff Buy In	☐ LT implements a communication plan to explain data collection goals, purpose, and expectations for all staff. ☐ LT gathers input from all staff on data collection processes to ensure alignment with other duties.	☐ Training is provided to all staff on data collection systems and tools. ☐ Staff are provided with means to access their data related to the ongoing evaluation of progress and growth.	☐ Staff receive ongoing education and technical support with data collection systems and processes that align with implementation practices. ☐ Staff engage in routine scheduled meetings to engage in Look/Think/Act cycles around the data collected.	☐ Training is provided to all staff on data collection systems and tools. ☐ Staff are provided with means to access their data related to the ongoing evaluation of progress and growth.

CRITICAL ELEMENT 3

Family Engagement

How do we ensure equity in access to opportunities and outcomes?

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Resources Related to Family Engagement as a Critical Element Information Sheet Announcing the Pyramid Model to Families Family Engagement Resources Family Engagement & the Leadership Team	☐ LT includes a family member during the exploration process (BoQ #10). ☐ The Pyramid Model is presented to families and feedback on its place in the program is invited and included as part of the exploration process (BoQ #10, 11, 12).	☐ LT identifies current systems they use to engage families and creates plans to embed Pyramid Model practices into those current systems (BoQ #10, 11). ☐ LT creates ongoing bi-directional communication processes with families about Pyramid Model implementation (BoQ #10, 11). ☐ Families are provided an opportunity to help create a Program-Wide Matrix outlining family "rules" in the program setting and at home (BoQ #10, 11, 17, & 18). ☐ Families are provided opportunities to provide feedback to the identification of Program-Wide expectations (BoQ #10, 11 & 17).	☐ Families are presented with the Program-Wide expectations and family-identified rules and provided with acknowledgement as they meet those expectations in the program (BoQ #11, 18). ☐ A schedule and menu of Pyramid Model related information to be shared with families is created and implemented (BoQ #10, 11). ☐ Workshops and discussions on social emotional development are offered to families throughout the year where families can engage with and learn more about Pyramid Model practices (example - Positive Solutions Workshop) (BoQ #10, 11, 12). ☐ Data collected are consistently shared with families in a safe and respectful manner (BoQ #40).	☐ Systems are in place to rotate family representation on the LT as families enter and transition out of the program. ☐ Families are provided the opportunity to co-lead trainings and workshops provided to families throughout the early learning program (BoQ #12). ☐ Family Engagement is fully systematized, reviewed by the LT and family representation on the LT is updated as needed.

Family Engagement *(continued)*

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		Planning to Scale & Sustain		Sustaining
		☐ Families are provided with general information on the Pyramid Model and social emotional development in a variety of ways (BoQ #10, 11, 12, 16, 17, 18). ☐ Family involvement is identified and embedded into the program's Behavior Guidance Policy (BoQ #13, 34).	☐ Families are actively included in the development of Behavior Intervention Plans (BIPs) for their children (BoQ #13, 34). ☐ Surveys are regularly created for families and used to guide Pyramid Model implementation (BoQ #10, 11, 12). ☐ Staff are able to provide individualized support to families around social emotional development and behavior management in the home (BoQ #13).	
Data Collection & Use Related to Family Engagement		☐ LT develops informed consent forms for families to sign. LT/Data Coordinator collects informed consent forms from families. ☐ Data Coordinator provides opportunities for families to ask questions and get more information related to data collection systems. ☐ LT develops a family engagement/satisfaction survey calendar with a communication plan to notify families of survey frequency and months. ☐ LT develops a plan for ongoing opportunities for families to receive program level data and provide input on that data (BoQ #40). ☐ LT develops communication plans to inform families of data collection processes, purpose, and methods. ☐ LT develops L/T/A cycles around family engagement data each time new sets of data are available (i.e. family surveys).	☐ Routinely and frequently, data collected on children is shared with family members, providing opportunity for feedback and input. ☐ LT deploys family engagement/satisfaction surveys and collects results. ☐ Data Coordinator disseminates results to all stakeholders. ☐ LT develops a list of priorities to address based on survey feedback. ☐ Program-level data are summarized and shared with program staff and families on a regular basis (BoQ #40).	☐ LT regularly implements ongoing opportunities for families to receive program level data and provide input on that data. ☐ LT engages in L/T/A cycles around family engagement data each time new sets of data are available.

CRITICAL ELEMENT 4

Program-Wide Expectations

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Resources Related to Program-Wide Expectations as a Critical Element How to Develop PW Expectations Family Input into PW Expectations		☐ LT identifies Program-Wide Rules and Expectations collaboratively with staff and family feedback (BoQ #14, 15, 16, 17). ☐ LT determines the number (2-5) of Rules and Expectations they will have as part of their Behavior Expectations Matrix (BoQ #14, 15, 16, 17). ☐ LT trains staff on expectations vs. rules and works with staff to develop matrixes of rules to build lesson plans (BoQ #16, 18). ☐ LT develops systems of support around Rules and Expectations (i.e. create a calendar of Program-Wide expectation instruction and acknowledgement) (BoQ #18, 19, 20). ☐ LT supports the development of a Program-Wide acknowledgement system that is developmentally appropriate using staff and family feedback (BoQ #20).	☐ LT supports the development of lesson plans around Program-Wide Rules and Expectations (BoQ #18, 19, 20). ☐ Staff teach children the Rules and Expectations throughout the year (BoQ #18, 19, 20). ☐ Staff provide families with activities to connect Rules and Expectations at home (BoQ #18, 19, 20). ☐ Staff consistently implement the Program-Wide acknowledgement system.	☐ New staff are regularly trained on expectations vs. rules and provided with support to implement instruction around Rules and Expectations as part of onboarding (BoQ #18, 19, 20). ☐ Staff consistently implement the Program-Wide acknowledgement system (BoQ #18, 19, 20).
Data Collection & Use Related to Program-Wide Expectations	☐ LT creates surveys and collects responses from staff and families to develop priorities to inform Program-Wide expectations and rule development (BoQ #17).	☐ LT summarizes survey results and drafts initial Program-Wide Rules and Expectations (BoQ # 17). ☐ LT sends out a list of proposed Program-Wide Expectations for staff and families to choose their top 2-5 priorities (BoQ #17). ☐ LT shares expectations & overall purpose with all staff providing space for input and adjustments for staff needs (BoQ #18).	☐ The program LT monitors Rules and Expectations fidelity of the components of Program-Wide implementation and uses data for decision making about their implementation goals (BoQ #36).	☐ LT ensures annual review of Program-Wide Rules and Expectations to ensure continued relevance and cultural values.

CRITICAL ELEMENT 5

Professional Development & Staff Support Plan

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Resources Related to PD & Staff Support Plan as a Critical Element Getting Trained ePyramid Courses Pyramid Model Resource Collection Practice Based Coaching (PBC) Pyramid Model Practices Implementation Checklist (infant toddler) Pyramid Model Practices Implementation Checklist (Preschool) Equity Coaching Guide Developing a Behavior Guidance Policy	☐ LT learns about the Practitioner Coach and Behavior Coach roles and looks at positions this role can be developed within (BoQ #21, 22).	☐ LT is trained in all Pyramid Model practices (BoQ #21). ☐ LT develops a scale-up plan to eventually have all practitioners ("coachees") coached through PBC (BoQ #21 - 22). ☐ Practitioner Coach and Behavior Coach roles are identified and trained. ☐ LT explores best ways to train staff in implicit bias, culturally responsive practices, and Pyramid Model practices (BoQ #21, 26). ☐ Practitioner Coaches are trained in PBC, TPOT, TPITOS, EIPPFI, Practitioner Coach Log, and data entry system (BoQ #21, 35). ☐ Behavior Coaches are trained in BIRs, PTR-YC or PTR-F (BoQ #23). ☐ Coachees are identified and provided with information about what PBC will look like (BoQ #22). ☐ A behavior response process is reviewed and potential staff to be responsible for this process is discussed (BoQ #23). ☐ LT determines what fidelity markers coachees will meet through PBC (BoQ #24). ☐ LT develops a plan to acknowledge and celebrate staff participation and growth in Pyramid Model implementation (BoQ #27).	☐ Staff begin to be trained in Pyramid Model Practices (BoQ #21). ☐ Practitioner Coaches begin ongoing PBC cycles with coachees (BoQ #22). ☐ Practitioner Coaches complete the TPOT/TPITOS/EIPPFI (BoQ #24, 25, 35, 37). ☐ Practitioner Coaches enter fidelity and coaching log data into data system (BoQ #35, 37). ☐ Practitioner Coaches support coachees in data based decision making (BoQ #24, 40). ☐ LT engages in Look-Think-Act cycles around Program-Wide Practitioner Coach data (BoQ #40). ☐ LT implements a plan to acknowledge and participating in Pyramid Model implementation (BoQ #27). ☐ Determine system to train new staff in Pyramid Model Practices (BoQ #26).	☐ All classrooms continue to have access to the support of a Behavior Coach as needed (BoQ #23). ☐ For coachees who have met "fidelity," Practitioners Coaches continue to collect TPOT/TPITOS/EIPPFI data at a minimum of one time every other year (BoQ #25, 27). ☐ TPOT/TPITOS/EIPPFI data are presented annually and ongoing professional development and coaching is determined accordingly (BoQ #27, 37, 40). ☐ LT ensures ongoing celebration to acknowledge staff implementation efforts (BoQ #27).

CRITICAL ELEMENT 5

Professional Development & Staff Support Plan *(continued)*

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Data Collection & Use Related to Professional Development	☐ LT creates and outlines a description of data training needs. ☐ LT identifies and schedules data system Subject Matter Experts (SME) to provide training.	☐ LT conducts introduction training on data systems, purpose, and expectations. ☐ LT establishes and deploys a plan for ongoing/as needed technical assistance in relation to data collection and storage. ☐ LT develops a tracking process to document which staff have been to which training and this data is used to continue to inform the scale up and training plan (BoQ #21, 24, 26). ☐ LT develops a tracking process to document which staff have been coached to fidelity and uses that data to inform its annual coaching plan (BoQ #21, 22, 25). ☐ LT/identified SME conducts formal training on data collection systems.	☐ LT creates ongoing opportunities to explore data collection and coach educators and practitioners on improving practices and data collection habits (BoQ #35, 40). ☐ Program-level data are summarized and shared with program staff and families on a regular basis (BoQ #40). ☐ The program measures implementation fidelity of the use of Pyramid Model practices by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support (BoQ #37).	☐ LT provides ongoing monitoring and evaluation of data systems training needs to support ongoing education and personal growth. ☐ LT continues to track which staff have participated in each of the required Pyramid Model trainings and uses that data to inform its training plan (BoQ #21, 24, 26). ☐ LT continues to track which staff have participated in PBC (BoQ #21, 22, 25).



CRITICAL ELEMENT 6

Procedures for Responding to Challenging Behavior

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Resources Related Challenging Behavior as a Critical Element Addressing Exclusionary Discipline Practices Resource Collection PTR-YC Overview Establishing Policies and Procedures to Eliminate the Use of Exclusionary Discipline Practices in Early Childhood Programs	☐ Group representing multiple roles from the program accesses the program Behavior Guidance Policy and evaluates it from a Pyramid Model perspective (BoQ #5, 30). ☐ Group representing multiple roles from the program reflects on training that support staff have received related to how to respond to challenging behavior, how bias may impact responses, and whether or not a teaming approach is in place (BoQ #28, 29, 30, 31, 32, 33, 34). ☐ Program reviews their Behavior Guidance Policy to make sure it aligns with Pyramid Model values (BoQ #5, 30, 32, 34).	☐ LT develops a plan to train staff (and begins training) in evidence based practices (EBPs) around bias, culturally responsive practices, and teaming as it relates to supporting children experiencing challenging behaviors (BoQ #28, 29, 30, 31, 32, 33, 34). ☐ LT drafts and finalizes a "crisis plan" for responding to behavior crises in the program. Plan is shared with all staff (BoQ #30). ☐ LT develops a process (and begins implementing it) to support all classrooms needing access to Behavior Coach supports (BoQ #33, 34). ☐ LT develops a process for teachers to team with family members when families express concerns with their child's behaviors at home and/or in the community (versus in the classroom) (BoQ #34). ☐ LT is trained in the Prevent Teach Reinforce for Young Children process and how it informs the Behavior Coach role. ☐ Behavior Coaches are trained in BIRs, PTR-YC or PTR-F (BoQ #23, 30, 32, 33).	☐ Teaching team members are supported by Practitioner Coaches and Behavior Coaches to use EBPs when supporting children and families experiencing severe and persistent challenging behaviors (BoQ #21, 30). ☐ A teaming process is used when developing Behavior Intervention Plans (BIPs), and teaching team members and family members are part of the team (BoQ #31, 32, 33, 34). ☐ Teaching team members, in collaboration with Practitioner and Behavior Coaches when needed, support families in developing a plan to address behavior concerns taking place in the home and/or community (BoQ #33, 34).	☐ New staff are oriented to program policies around supporting children and families experiencing challenging behaviors, around the behavior crisis plan, and around teaming with families to support children experiencing severe and persistent challenging behaviors (BoQ #28, 29, 30, 31, 32). ☐ All staff continue to have access to a Behavior Coach when needed (BoQ #33). ☐ All staff continue to participate in the teaming process to support individual children and families, as needed (BoQ #31, 32).

CRITICAL ELEMENT 6

Procedures for Responding to Challenging Behavior *(continued)*

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Data Collection & Use Related to Responding to Challenging Behavior	☐ LT explores the value of embedding a culture of data based decision making to support children and families experiencing challenging behavior.	☐ LT will implement training on processes for collecting data on challenging behavior. ☐ LT will identify and schedule related training opportunities to understand behavior tracking tools. ☐ LT will establish a system for escalating needs based on behavior incident intensity and frequency to meet child, family, and teacher needs. ☐ The program collects data on BIRs and program actions in response to behavior and uses those data to address child and teacher support needs (BoQ #38). ☐ LT works on developing/ updating a child discipline policy statement (BoQ #5).	☐ The Behavior Support Team will collect BIR data and review at each team meeting to identify potential issues related to disciplinary action bias (BoQ #39). ☐ LT will provide opportunities for educators/practitioners to review behavior data and engage in data based decision making on a routine and frequent basis (BoQ #39). ☐ LT will provide family members with behavior data for their child and provide opportunity for dialogue and feedback (BoQ #34).	☐ LT will review BIR data related to equity to assess potential disparities (BoQ #39). ☐ LT will act on BIR data to support teacher, child, and family wellbeing (BoQ #39). ☐ LT will review policies and procedures related to challenging behavior, utilizing data reports and trends to make revisions as needed (BoQ #38, 39, 40, 41).



CRITICAL ELEMENT 7

Monitoring Implementation and Outcomes

How do we ensure equity in access to opportunities and outcomes?

THE PYRAMID MODEL CONSORTIUM

	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
Data Collection & Use Related to Monitoring Implementation and Outcomes Data Decision-Making and Program-wide Implementation of the Pyramid Model	☐ LT explores the data collection culture in its program and evaluates staff readiness to engage in data based decision making. ☐ LT engages in discovery and learning about Pyramid Model data collection tools associated with implementation needs and outcomes. ☐ LT outlines Pyramid Model data collection expectations and timelines (who, what, when, and why data is to be collected). ☐ LT evaluates what data is already being collected around challenging behaviors and what is being done with that data.	☐ LT establishes a list of outcomes that are measurable and can be assessed for progress (BoQ #s 35, 36 & 37). ☐ LT develops practices to utilize Look - Think - Act tools and collectively make data informed decisions (BoQ #s 35, 36 & 37). ☐ LT provides training on data related policies & procedures (BoQ #s 35, 36 & 37). ☐ LT coordinates Practitioner Coaches in accessing the following trainings: TPOT, TPITOS, EIPPFI, Practitioner Coach Log, and data entry system (BoQ# 35, 36, 37). ☐ LT, classroom staff, Practitioner Coaches and Behavior coaches are trained in BIRs (BoQ #38, 39).	☐ LT develop systems for generating reports to assess child, family, and program level outcomes (BoQ #40). ☐ LT establishes a process for reviewing data at monthly meetings. ☐ Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement (BoQ #41). ☐ LT provides ongoing monitoring of data collection to ensure it meets established expectations (BoQ #s 35, 36 & 37). ☐ LT evaluates training and support needs related to data (BoQ #37). ☐ LT prepares program level data summaries to share with staff, families, and stakeholders as appropriate and on an ongoing basis, (BoQ #40).	☐ LT continues to implement Look - Think - Act practices to explore data and collectively make informed decisions (BoQ #41). ☐ LT reviews data collection established expectations and timelines for needed adjustments considering capacity, training, and overall needs of the program. ☐ LT continues to engage in Look/Think/Act cycles around Program-Wide data (de-identified) on a regular basis, including but not limited to the following: BOQ, TPOT/TPITOS/EIPPFI, Coaching Logs, BIRs, PTR-YC data, and PTR-F data (BoQ #38, 39, 40, 41). ☐ Staff continue to engage in data based decision making around fidelity and BIRs data (BoQ #41).