State Leadership Team (SLT) Stages of Implementation around the 4 Essential Structures

THE PYRAMID MODEL CONSORTIUM

Supporting Early Childhood PBIS



We are excited for your State Leadership Team (SLT) to utilize this pilot version of a self-reflection checklist around the 4 Essential Structures. This tool is designed to spark conversation and action planning as your SLT digs deeper into scaling and sustaining the Pyramid Model. The use of this reflection tool is never intended to replace the SLT Benchmarks of Quality (BOQ), but can be used after completion of the BOQ to dig deeper into each of the 4 Essential Structures and their corresponding BOQ indicators. Your SLT may choose to reflect on the entire tool, or based on your current priorities you may choose to focus on just one of the Essential Structures. Our hope is that by starting your reflection in the Exploration column and going through to the Full Implementation column, your SLT can celebrate successes of what you have already accomplished, reflect on what stage of implementation you are in around each of the 4 Essential Structures, and then decide what items you may want to focus on next. If you have questions or feedback regarding this tool, please email hope.beissel@pyramidmodel.org. We value your feedback and will use it to continue to provide support to Pyramid Model State Leadership Teams. Thank you!

1 Essential Structure: State Leadership Team

How does the SLT ensure equity in access to opportunities and outcomes?

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
MEMBERSHIP	☐ State has meetings with cross-sector agencies/ programs in order to determine buy-in around a statewide launch of the Pyramid Model. ☐ Cross sector leaders, representing all appropriate agencies, explore capacity and funding for SLT member participation	☐ SLT is developed and consists of members from a cross-sector group, whose agency's goals and objectives align with the Pyramid Model. (1, 27, 31) ☐ Orientation process for new members is developed and documented. (13) ☐ SLT develops a meeting attendance process and reaches out to members who are consistently unable to participate in meetings. (10) ☐ SLT develops a written policy for replacing SLT members who are no longer able to participate. (1, 12)	☐ SLT reviews the membership list and recruits additional members as needed. (1, 27) ☐ Membership changes are documented. (1, 7, 8) ☐ New members of the SLT are supported through a documented orientation process. (13) ☐ Members provide ongoing communication to their agency/constituents around the work of the SLT. (23-26)	☐ SLT maintains a cross sector membership list, with all team members participating in at least 75% of meetings. (1, 10, 27) ☐ Attendance in SLT meetings continues to be monitored and members unable to attend are supported to determine their role moving forward. (7, 8, 10) ☐ SLT members continue to have time and funding to support their participation on the SLT. (16-19, 24)
FUNCTIONING	☐ A cross-sector group engages in exploration and capacity building around the Pyramid Model, and identifies those areas they need to address in order to move forward. ☐ A cross-sector group determines how the Pyramid Model is in alignment with additional social/emotional initiatives throughout the state. ☐ A cross-sector group reviews the State Implementation Guide (SIG) to gain understanding of the 4 Essential Structures. ☐ Potential facilitator(s) of the SLT are identified. ☐ A cross-sector group reviews the Implementation Exploration & Readiness ePyramid Course.	☐ Monthly SLT meetings are launched and scheduled one year out. (11) ☐ SLT Facilitator finalizes an agenda for each meeting, after members have had a chance to contribute to agenda development. (3, 32) ☐ Notes are taken for each SLT meeting and available to all SLT members. (8) ☐ Written ground rules are developed and apply to all meetings. (7) ☐ SLT drafts initial Terms of Reference (TOR), documenting the vision/ mission, membership roles/ responsibilities, meeting logistics, workgroup composition/focus, decision making process, communication pathways, and data governance. (2, 7, 14, 18) ☐ SLT develops workgroups around each of the 4 Essential Structures and/or other determined priorities.	☐ Workgroups connect their work to the overall vision/ mission of the SLT. (14) ☐ Workgroups report out to the full SLT on a regular basis. (24-26) ☐ TOR is reviewed and revised annually to ensure accuracy and made available to SLT members. (18)	☐ SLT continues to have regular meetings (minimum of 1x/every other month), where: ☐ Agenda is developed in advance ☐ Notes are taken and shared with SLT members (8) ☐ Workgroups continue to meet as needed and additional workgroups are formed to address new priorities. (14) ☐ SLT reviews the TOR on an annual basis. Changes are documented and available to all SLT members. (18)

Essential Structure: State Leadership Team *(Continued)*

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	Planning to Scale & Sustain			Sustaining
ACTION PLAN	☐ A cross-sector group reviews the SIG and understands the importance of Action Planning as an SLT.	☐ BOQ Ratings (BOQ) inform the development of the initial SLT Action Plan. (14) ☐ Initial Action Plan is written, documenting specific goals, steps, strategies, timelines to meet those goals, and mechanisms to sustain the goals. (14, 17)	☐ Workgroups develop goals in alignment with the mission/vision/goals of the SLT. (14) ☐ Action Plan is reviewed and revised accordingly at each meeting. (15)	☐ SLT continues to have an Action Plan that is reviewed on a regular basis with progress and revisions documented. (15) ☐ Action Plan documents specific goals, steps, strategies, timelines to meet those goals, and mechanisms to sustain those goals. (14, 15)
POLICY DEVELOPMENT & POLITICAL SUPPORT	☐ A cross-sector group determines what existing infrastructures the Pyramid Model can be built within, and what policies may need to be written, reviewed, or revised for this to take place. (17) ☐ A cross sector group begins building relationships and support with key stakeholders.	☐ The SLT discusses what to track and include in an annual report (pages 11-12) that will be shared with funders and policy makers. (20) ☐ The SLT continues to ensure buy-in across all essential early childhood systems. (20-22) ☐ The SLT develops a public awareness plan to gain and maintain support of the Pyramid Model initiative. (22)	☐ The SLT creates an annual written report and shares it with funders and policy makers. (20-22) ☐ The SLT continues to advocate for resources to support scale up and sustainability across early childhood sectors. (20-22) ☐ The SLT creates a plan to embed the Pyramid Model within statewide initiatives.	☐ The SLT continues to create an annual written report and shares it with funders and policy makers. (20-22) ☐ The Pyramid Model continues to be embedded within statewide initiatives (Quality Rating Improvement System, Early Learning Standards, etc.)



2 Essential Structure: Professional Development Network

How does the SLT ensure equity in access to opportunities and outcomes?

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	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
PROGRAM COACHES	☐ The SLT learns about the Program Coach role and explores systems this role can be developed within, considering infrastructures already in place within the state. ☐ The SLT determines whether the Program Coach and Trainer roles will exist together or independently from each other.	☐ Program Coach application, selection process, and Memorandum of Understanding (MOU) are created. (33) ☐ Program Coaches are identified. (39, 40) ☐ A training plan for Program Coaches is created and launched. (34, 41) ☐ Methods are developed to have communication between the SLT and Program Coaches in order to inform the SLT Action Plan and reduce barriers for Implementation Sites. (26, 43) ☐ A statewide Program Coach scale-up plan is created to accompany the statewide Implementation Site scale-up plan. (42, 43)	☐ The SLT creates a succession plan for Program Coach turnover, including a documented onboarding process for all new Program Coaches. (36-38) ☐ Program Coaches are provided ongoing coaching, Professional Development (PD), and networking opportunities in order to support Implementation Sites in implementing the Pyramid Model to fidelity. (41, 42)	☐ Program Coaches continue to be identified, trained, and supported in their role to support additional Implementation Sites as they are launched. (39-42) ☐ New Program Coaches continue to go through the documented Program Coach onboarding process. (40, 41) ☐ Budgets include ongoing support and resources to maintain an adequate number of Program Coaches to support existing and future Implementation Sites. (43)
TRAINERS	☐ The SLT learns about the Trainer role and explores systems this role can be developed within, considering infrastructures already in place within the state. ☐ The SLT learns about training needs of potential Implementation Sites and identifies Trainers available to address the needs. .	☐ A Trainer application, selection process, and terms of agreement are created. (36, 37) ☐ An onboarding and training plan (TOT) for Trainers is developed and documented. (38) ☐ Trainers are identified and trained. (36-38) ☐ A system for oversight of trainers and training events is developed and documented. (37, 38)	☐ Trainers provide foundational module training, as well as PBC, TPOT, TPITOS, EIPPFI, PTR YC, and PTR-F training. (38) ☐ Trainers continue to receive ongoing support as needed, in order to enhance training quality and/or new content areas. (38) ☐ A statewide Trainer scale-up plan is created to accompany the statewide Implementation Site & Program Coach scale-up plans. (38, 43) ☐ The SLT creates a succession plan to address Trainer turnover and has a documented onboarding process for new Trainers. (38)	☐ Trainers continue to be identified, trained, and supported in their role to provide high quality training to Implementation Sites. (36-38, 43) ☐ New Trainers continue to go through the documented Trainer onboarding process. (36-38) ☐ Budgets include ongoing support and resources to maintain an adequate number of Trainers to support existing and future Implementation Sites. (43)

2 Essential Structure: Professional Development Network *(Continued)*

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BEHAVIOR SPECIALISTS

EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
Planning to Scale & Sustain			Sustaining
☐ The SLT learns about the Behavior Specialist role and explores systems this role can be developed within, considering infrastructures already in place within the state. ☐ The SLT learns about Behavior Incident Reports, Prevent Teach Reinforce for Young Children (PTR-YC) and Prevent Teach Reinforce for Families (PTR-F) and identifies resources in the state that could support the use of these evidence-based practices. *The SLT considers if Behavior Specialists support will be provided internally in programs, externally in programs, or both, so that all sectors have access to ongoing behavior support.	☐ The Behavior Specialist application, selection process, and MOU are created. (33-35) ☐ The onboarding and training plan of Behavior Specialists are created and documented. (39-41) ☐ Behavior Specialists are identified and attend BIRs, PTR-YC, PTR-F, and additional training as needed. (41, 43) ☐ A system for oversight of the work of Behavior Specialists is developed and documented. (42, 43)	☐ Behavior Specialists engage in ongoing support of Practitioner Coaches, practitioners, and families around collaborative behavior support planning. ☐ Behavior Specialists use a team-based functional assessment and intervention process. (40-43) ☐ Behavior Specialists begin using PTR-YC and PTR-F. (42, 43) ☐ Methods are developed to receive feedback from Behavior Specialists in order to engage in ongoing improvement of the system. (27) ☐ The SLT creates a succession plan to address Behavior Specialist turnover and has an onboarding process for new Behavior Specialists. (36-41)	☐ The SLT continues to review feedback from Behavior Specialists in order to engage in data based decision making to improve the system. (27) ☐ Behavior Specialists continue to be identified, trained, and supported in their role to provide high quality team-based support around behaviors taking place in programs, homes, and communities. (39-41, 43) ☐ New Behavior Specialists continue to go through the documented onboarding and training plan. (40-41) ☐ Budgets include ongoing support and resources to maintain an adequate number of Behavior Specialists to support existing and future Implementation Sites. (36, 39- 41)

3 Essential Structure: Implementation Sites

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	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
IDENTIFICATION	☐ The SLT discusses the variety of sectors who could potentially become Implementation Sites, identifying barriers and pathways to overcome those barriers. ☐ The SLT reviews research on Pyramid Model effectiveness to share with potential Implementation Sites. ☐ The SLT discusses funding options needed for Implementation Sites to successfully implement/ scale/sustain.	☐ The SLT develops readiness criteria, recruitment procedures, application selection procedures, and Memorandums of Understanding (MOUs) for programs to participate as an Implementation Site. (44, 45, 50) ☐ Initial Implementation Sites are launched with support of the Professional Development Network (PDN). (35, 36, 39, 42) ☐ The SLT creates and documents a scale up plan, detailing how many Implementation Sites will be recruited each year and from which sector(s). (35, 46)	☐ The SLT identifies a process to recruit Mentor Programs and partners with them to provide data showing the effectiveness of Pyramid Model implementation. ☐ The SLT determines the frequency and the process for accepting additional Implementation Sites. (50) ☐ The SLT develops a process to recruit and launch Community Wide Implementation Sites. (47-49) ☐ The SLT reviews and revises the Implementation Site scale-up plan. (46)	☐ The SLT continues to review and revise the Implementation Site scale-up plan annually. (46) ☐ Funding sources to cover expansion of Pyramid implementation activities are secured for three years, at a minimum. (19, 43)
COMMUNICATION		☐ The SLT develops and documents a plan for communication to and hearing from Implementation Sites multiple times per year. (26, 29, 30) ☐ The SLT discusses, documents, and communicates how “fidelity of implementation” and “fidelity of practice” will be defined for Implementation Sites.	☐ The SLT has multiple mechanisms in place to communicate updates, efforts, activities, and events to Implementation Sites multiple times per year. (26) ☐ The SLT receives feedback from Implementation Sites multiple times per year and data is used to inform further efforts. (26, 29, 30)	☐ The SLT provides consistent communication to Implementation Sites to ensure awareness of implementation efforts, updates, activities, and events. (26) ☐ The SLT reviews research on Pyramid Model effectiveness to share with potential Implementation Sites. (26, 29, 30)

4 Essential Structure: Data

How does the SLT ensure equity in access to opportunities and outcomes?

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	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
TRAINING SYSTEM	☐ The SLT becomes familiar with Pyramid Model data tools and discusses a statewide training plan to support the collection and use of data.	☐ Training, materials, and support are available to Program Coaches, Trainers, and Implementation Sites on what data to collect, why, and how to use the data for making decisions to improve outcomes for children, providers, programs, and communities. This includes support on how to submit the data. (52, 53, 55, 59) ☐ Methods are developed to receive feedback from Program Coaches, Trainers, and training participants in order to engage in ongoing improvement of the training system. (54, 39, 59)	☐ A process is in place for Implementation Sites to enter and summarize the data elements as well as training on how to use the data for program improvement. (52, 53, 55, 59) ☐ The SLT establishes a "data champion(s)" who will be responsible for monitoring data collection systems, practices, expectations, and training supports for the ongoing development of the workforce. (56, 57)	☐ Training systems are established to support the ongoing use of data informed decision making and using data for continuous quality improvement. (52, 53, 55, 59)
REPORT PRODUCTS	☐ The SLT determines what data measures are currently being collected by potential Implementation Sites and their alignment to Pyramid Model data collection tools.	☐ The SLT determines what data they wish to report on in their annual plan, based on state initiatives, priorities, and funding goals. (57, 58) ☐ The SLT develops data systems to ensure information is available around quality improvement, fidelity of implementation, tracking, and reporting child and program outcomes. (53, 59)	☐ The SLT completes an annual assessment of data that has been collected to assess what information, additions, and/or adjustments are needed for the prepared annual evaluation report. (20, 57) ☐ The SLT distributes the annual evaluation report to Implementation Sites, Program Coaches, Trainers, key stakeholders, and policy makers. (21, 58)	☐ The SLT provides a public celebration of outcomes and accomplishments annually. (58)

4 Essential Structure: Data *(Continued)*

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	EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
	Planning to Scale & Sustain			Sustaining
SLT USE OF DATA	☐ The SLT determines what questions the SLT wants to answer around Pyramid Model implementation and what data they will need to answer those questions.	☐ The SLT establishes a cross-sector data workgroup. (52) ☐ The SLT/data workgroup determines what data will be collected by whom and at what frequency. (53) ☐ The SLT shares a data collection calendar/ expectations with Program Coaches and Implementation Sites. (53, 59) ☐ The SLT evaluates effectiveness of SLT meetings and regularly reviews the data to enhance SLT meetings. (9) ☐ All Implementation Sites and Program Coaches submit the data agreed upon in their respective Memorandum of Understanding (MOU). (54, 59)	☐ The SLT develops a process to use additional data to inform its Action Plan (aggregate site level data-BOQ, TPOT/TPITOS/ EIPPFI, Coaching Log, ASQ, Staff Survey Data, Program Coaching Log). (18, 45, 48) ☐ The SLT reviews feedback from Trainers, Program Coaches, and training participants in order to engage in data based decision making around training effectiveness and additional training needs. (34) ☐ The SLT will establish a schedule and guidance for the discussion and analysis of child demographic data as it relates to exclusionary discipline practices	☐ A process is in place for the SLT to access data summaries around all components of Pyramid Model data collection on a regular basis. The SLT uses these data as part of their action plan for regular evaluation as well as the annual evaluation report. (56) ☐ The SLT engages in ongoing data-based decision making around statewide data to ensure continued high fidelity implementation and desired child outcomes. (57)
DATA GOVERNANCE	☐ The SLT will compile any state, territory, tribe requirements/regulations involving the collection and use of early childhood level data.	☐ The SLT will develop data sharing and MOU agreements to support the use of aggregate statistics by the SLT. (53) ☐ The SLT will develop policies and guidance resources related to inclusive and confidential access to data, outlining expectations on data collection processes: Data analysis & collection by whom, for whom, and with whose interests in mind. (55)	☐ The SLT will disseminate guidance and resources related to data sharing agreements and other data governance information. (59)	☐ The SLT will review MOUs on an annual basis to ensure ethical data collection, utilization, and access. (53) ☐ SLT will review data culture guidance, resources, and expectations to ensure alignment with diverse, equitable, and inclusive practices around the use of data. (57)